



INDEPENDENT SCHOOLS INSPECTORATE

WESTONBIRT SCHOOLS

STANDARD INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

Westonbirt Schools

Full Name of School	Westonbirt School and Rose Hill Westonbirt		
DfE Number	916/6019		
Registered Charity Number	311715		
Address	Westonbirt School Westonbirt Tetbury Gloucestershire GL8 8QG		
Telephone Number	01666 880333		
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Email Address	office@westonbirt.gloucs.sch.uk		
Headmistress of Westonbirt School	Mrs Mary Henderson		
Headmaster of Rose Hill Westonbirt	Mr Neil Shaw		
Chair of Governors	Mr Dermot McMeekin		
Age Range	3 to 19		
Total Number of Pupils	354		
Gender of Pupils	Mixed (39 boys; 315 girls)		
Numbers by Age	0-2 (EYFS):	0	5-11: 84
	3-5 (EYFS):	35	11-18: 235
Number of Day Pupils	Total:	212	Capacity for flexi-boarding: 93
Number of Boarders	Total:	142	
	Full:	122	Weekly: 20
Head of EYFS Setting	Mrs Rosemary Lewis		
EYFS Gender	Mixed		
Inspection dates	01 Feb 2011 to 02 Feb 2011 02 Mar 2011 to 04 Mar 2011		

PREFACE

This inspection report follows the STANDARD *ISI schedule*. The inspection consists of two parts: an INITIAL two-day inspection of regulatory requirements followed by a three-day FINAL (team) inspection of the school's broader educational provision. The previous ISI inspection was in November 2007.

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 boarding was not carried out in conjunction with the Office for Standards in Education (Ofsted), Children's Services and Skills, and the report does not contain specific judgements on the National Minimum Standards for Boarding Schools. It comments on the progress made by the school in meeting the recommendations set out in the most recent statutory boarding inspection and evaluates the quality of the boarding experience and its contribution to pupils' education and development in general. The full Ofsted report refers to an inspection in November 2009 and can be found at www.ofsted.gov.uk under Children's social care/Boarding school.

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 Westonbirt School was founded in 1928 by the Martyrs Memorial Trust, as a boarding school for girls. The school is now part of the Allied Schools' Group and educates girls from the ages of 11 to 19. The school occupies a nineteenth century mansion and extensive landscaped gardens and grounds. Rose Hill Westonbirt is a new school which opened in September 2009 in the grounds of Westonbirt School. Rose Hill Westonbirt was formed through the merger of Querns Westonbirt and nearby Rose Hill School. Rose Hill Westonbirt is a co-educational day school for pupils aged 3 to 11, sharing the facilities of Westonbirt School. Full and weekly boarding options are offered to girls at Westonbirt School. Both schools aim to promote high academic standards and to develop each pupil's self-reliance and self-respect.
- 1.2 The two schools work closely together but remain independent whilst sharing the same governing body, bursarial, financial, catering, maintenance and grounds functions, as well as use of all the facilities. Most pupils are from families with professional backgrounds and some come from a range of ethnic groups. Approximately a quarter of pupils at Westonbirt School come from overseas. At Rose Hill Westonbirt, pupils come from the local area. At Westonbirt School, the main intakes are at the ages of 11, 13 and 16. Although the range is wide, the average ability of pupils up to the age of 11 is above the national average. The ability profile of Westonbirt School is above the national average. The ability profile of the sixth form is in line with the national average.
- 1.3 In total, 41 pupils at Westonbirt School and 23 at Rose Hill Westonbirt have learning difficulties and/or disabilities (LDD) and need additional support. No pupils have statements of special educational needs. English is an additional language (EAL) for 54 pupils and of these, 45 receive support.
- 1.4 Since the last inspection in 2007, major changes have been the opening of a new sixth-form boarding house and the completion of the merger of Querns Westonbirt School with Rose Hill School.
- 1.5 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 Westonbirt Schools are successful in their aims of promoting high academic standards and developing each pupil's self-reliance and self-respect. Girls' overall achievement in Westonbirt School is excellent, academically, in their community service and in their outstanding personal development. They attain standards which are above the national average and make good progress in relation to their starting points. Good teaching and an effective curriculum contribute to the girls' achievement in all areas of school life. Assessment of the girls' learning is generally good although the quality of marking is inconsistent in some areas. The girls at Westonbirt are articulate and confident, and show a considerable depth of maturity. At Rose Hill Westonbirt, the quality of the pupils' achievements and learning is good. Pupils develop confidence and independence, and express their enjoyment of life at the school and the way that their teachers help them to learn. The good teaching enables the pupils to make good progress during their time in the school. Although the curriculum is varied and enjoyable, the balance of time given to the different subjects is uneven. Resources enhance the quality of pupils' learning well in both schools, although the use of information and communication technology (ICT) is inconsistent across subjects, limiting the pupils' opportunities in this area.
- 2.2 Pupils' personal development is excellent throughout both schools. At Westonbirt, girls of different cultures and faiths relate exceptionally well to each other. Girls' behaviour is exemplary; they are polite, courteous and considerate. The excellent pastoral care enables the girls to develop in a safe and supportive environment. This is a happy school, in which the pupils are encouraged to become successful and confident, independent young adults. The school has mainly addressed the recommendations raised at the last inspection. At Rose Hill Westonbirt, pupils are well known to staff, are highly valued as individuals and receive excellent pastoral care. Pupils in both schools are very well supported by the high priority given to safeguarding, welfare, health and safety. In their responses to the pre-inspection questionnaire, the pupils expressed their appreciation of many aspects of school life, particularly the concern shown by staff for their welfare and the support they receive from teachers.
- 2.3 The governing body is effective and aware of the significant strengths of the schools, and contributes to their strategic development. The schools' leadership and management are a strongly determining factor in the quality of education provided. Senior leadership teams in both schools share a common vision for future progress. Parents have expressed considerable satisfaction with most aspects of the schools.

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. Ensure consistency in marking and make more effective use of assessment within lessons to help teachers plan to meet the needs of pupils of all abilities.
 2. Increase the use of ICT across the curriculum.
 3. At Rose Hill Westonbirt, review the allocation of time given to subjects.
 4. Within the Early Years Foundation Stage (EYFS), build on current systems to allow consistent practice and opportunities for moving the setting forward.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

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

- 3.1 At Westonbirt School, the quality of the girls' achievements, and their learning, attitudes and skills is excellent. The school achieves its aims to allow each girl to achieve her full potential in a happy, supportive environment set in an inspiring rural location.
- 3.2 The girls are highly articulate and keen to express their opinions. Their writing skills are highly developed, with many examples of creative writing seen. Their ICT skills are developing well although opportunities to use ICT across the curriculum are currently limited. Mathematical skills are well developed. Many girls achieve excellent results in nationally recognised examinations in music, speech and drama. School teams enjoy considerable sporting success at both national and local level, for example in lacrosse. Participation and success in The Duke of Edinburgh's Award scheme are high. Sixth formers go on to study a wide range of courses at popular universities.
- 3.3 The following analysis uses the national data for the years 2007 to 2009. These are the most recent three years for which comparative statistics are currently available. Results in GCSE examinations have been above the national average for girls in maintained schools. Almost all the girls achieve five or more A* to C grades, including English and mathematics. In the same period, performance at A level has also been above the national average for girls in maintained schools and similar to the national average for girls in maintained selective schools. This level of attainment indicates that the pupils' progress throughout the school is exceptional from entry up to GCSE and good in relation to their abilities in the sixth form.
- 3.4 The girls have positive attitudes to work, are well organised, take the initiative, and are attentive and responsive in class. They are extremely supportive of each other and work well in groups or individually. There is an ethos of respect for their peers and teachers.
- 3.5 At Rose Hill Westonbirt, the quality of the pupils' achievements and learning, including the EYFS, is good. The school is successful in meeting its aims to encourage every pupil, educating the whole child and celebrating the individual. Pupils' literacy skills are developing steadily so that by Year 6 they are able to express themselves creatively and articulately. They understand and apply mathematical and scientific concepts well to other areas of their learning. They are beginning to use a range of ICT.
- 3.6 Results in national tests taken at the age of 11 in 2010, the first year for which nationally comparative data applies to the school, were high when compared with the average for all maintained primary schools. This indicates that pupils make good rates of progress in relation to their ability.
- 3.7 Since the merger, all pupils have gained places to senior schools of their choice. This includes competitive entry to maintained grammar schools. They achieve success in games, music and sport. Pupils host an annual inter-schools cross-country championship for around twenty schools, both maintained and independent.

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

- 3.8 The quality of the curriculum and the extra-curricular programme is good. This provides a wide range of opportunities for pupils of all ages, abilities and needs, and supports the schools' aims well.
- 3.9 At Westonbirt School, the curriculum is appropriate to the academic profile of the girls, and covers all the requisite areas of learning, with plenty of time allocated to all subjects within the timetable. The girls benefit from the opportunity to study a diverse range of subjects at all levels. An extensive choice of subjects is offered at A level.
- 3.10 A particular strength is the emphasis on sport and music. Sport is compulsory throughout the school, with a generous time allowance and plenty of choice in activities. All year groups benefit from a well-planned personal, social and health education (PSHE) programme, which includes useful preparation for life beyond school. Girls receive excellent support through the high quality careers programme. Year 11 girls are encouraged to take part in work experience. The sixth form expressed appreciation for the extra time given by their teachers to support their learning and the well-judged help they receive with their university applications.
- 3.11 The curriculum is enriched with an extensive range of extra-curricular activities, encouraging all girls to extend their interests, skills and knowledge. Levels of participation are generally high and activities prove popular with the girls. These include The Duke of Edinburgh's Award scheme, Young Enterprise for the sixth form, and various choirs, music groups and orchestras. All girls in Years 7 to 9 have the opportunity of a double lesson of activities each evening or they may choose to do their prep.
- 3.12 At Rose Hill Westonbirt, the curriculum meets the needs of the age range, and is sufficiently varied and enjoyable to engage the pupils' interest. However, the balance and time allocation for subjects are uneven. Literacy and numeracy lessons are fragmented and too short, limiting opportunities for effective assessment. The school has identified this as an area for improvement. Pupils benefit from the use of the extensive grounds for a whole-school approach to cross-curricular outdoor education. There is also a range of extra-curricular activities for developing creative, sporting and other interests.
- 3.13 In both schools, the curriculum and support for pupils with LDD or with EAL are effective. Pupils are effectively screened and those identified with specific needs are carefully monitored. The most able pupils also receive targeted support.
- 3.14 Pupils benefit from local community involvement, which includes the use of the school church, with many events organised. The Westonbirt Lecture programme invites well-known personalities to share their experiences with the pupils. Pupils gain valuable performance skills through taking part in the programme of lunchtime and summer concerts. The whole school community is currently involved in the ambitious production of *Joseph and the Amazing Technicolour Dreamcoat*.
- 3.15 Throughout, pupils' experiences are enriched by an excellent range of visits outside school. These include galleries, museums, theatres and outdoor activities. During the last week of the summer term in Westonbirt School, many visits take place as enrichment activities. The pupils at Rose Hill Westonbirt also benefit from an

enrichment day. Their independence is enhanced by residential visits that encompass both adventure and cultural opportunities.

3.(c) The contribution of teaching

- 3.16 The quality of teaching in both schools is good, with examples of excellence. Overall, the teaching is effective in promoting pupils' progress, enabling them to increase their knowledge, understanding and skills in a supportive learning environment. In the best lessons, excellent teaching skills ensure a high level of pupil engagement, enthusiasm and sustained progress. In a small number of lessons the pace is too slow, relying on teacher instruction with limited opportunities for practical learning. Relationships at all levels are excellent and are a significant factor in promoting the pupils' confidence and success.
- 3.17 At Westonbirt School, the teachers display strong subject knowledge, lessons are well planned and time is generally managed well. At the time of the last inspection, the range of teaching styles was limited and pupils had too few opportunities to work independently. Teachers now use a variety of ways in which to engage the interest of the pupils, and give them plenty of opportunities to undertake practical work and to work independently. Teachers make lessons academically challenging and the girls respond by being attentive, behaving very well and working hard. Resources are appropriate and used well by the teachers to support learning. The employment of ICT is confined mostly to staff, with insufficient use by the girls.
- 3.18 The assessment of the girls' learning is good, with teachers using focused questioning during lessons. The marking of the girls' work is inconsistent. In the best practice, teachers give very detailed feedback, with clear pointers for improvement, but this is not always provided. Older girls particularly value the amount of personal feedback they receive from staff. However, this assessment information is not always used effectively by teachers in order to meet the individual needs of all girls. A systematic tracking system to review assessment data is used efficiently to inform teachers, girls and parents of predicted grades in public examinations.
- 3.19 Teachers at Rose Hill Westonbirt know their pupils very well and provide high quality support and guidance, enabling the pupils to learn and understand effectively. Pupils are encouraged to work both independently and collaboratively. Teachers encourage the pupils to reflect thoughtfully and to contribute openly in lessons. However, in some classes there is insufficient written evidence of the pupils' learning to inform future planning and assessment of their achievement.
- 3.20 Teachers demonstrate good subject knowledge and understanding which promote effective progress and encourage good learning. Classroom assistants are effectively used and less able pupils receive good in-class support. Classroom behaviour is consistently good, with many pupils encouraged to contribute to class discussion in a constructive manner. Teachers generally employ resources well, although the use of ICT is not consistent across all subjects and interactive whiteboards are not always utilised to their full potential by staff. Within a number of subjects there is too great an emphasis on the use of repetitive worksheets. The analysis of assessment, marking, individual education plans and appraisal is embryonic.

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. The schools fulfil their aims to foster confidence in pupils without arrogance. Pupils are self-assured, articulate individuals who are prepared well for the next stage of their education.
- 4.2 The pupils' spiritual development is excellent. They show a strong awareness for the non-material aspects of life, enhanced by grace at mealtimes and vespers twice a week at Westonbirt School. Pupils respect their environment. They respond well when asked to reflect on issues requiring empathy for others, as seen clearly in a Year 10 history lesson where they were asked to consider how it would have felt to have lived as various groups under Hitler's dictatorship.
- 4.3 Pupils demonstrate an extremely well-developed moral awareness and show great care for the well-being of others. Their behaviour in class and around the school is exemplary. Pupils have a good understanding of English public institutions through the PSHE programmes. A variety of speakers and enrichment events, such as Young Enterprise and the Model United Nations, widens the pupils' experience. Pupils are compassionate about those who are not as fortunate as themselves. They raise considerable funds for charities, both locally and nationally. They also reach out in other ways, such as entertaining local children with disabilities and involving the local community with their plan to celebrate the 2011 Royal wedding. Pupils exhibit considerable self-confidence and high levels of self-worth; their achievements are acknowledged and recognised in letters to parents and school assemblies.
- 4.4 Pupils show excellent social skills. The family-style lunch arrangement at Westonbirt School encourages excellent social discourse and provides opportunities for leadership within the house system. Younger pupils enjoy one another's company at lunchtime. Both school councils enable pupils of all ages to feel that their views are respected and considered. Prefects take their responsibilities seriously and play an important part in the decisions made by the school.
- 4.5 Pupils have a very well-developed cultural awareness. This is partly due to the diversity represented in the school and also through celebrations of cultural events. Cultural harmony is promoted effectively. All pupils have an appreciation and understanding of a wide range of faiths and enjoy learning about other cultures. Their cultural awareness is enhanced by their participation in music, art and drama.

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

- 4.6 The arrangements for the pastoral care, welfare, health and safety of all pupils, including the EYFS, are excellent and fulfil the schools' aims to provide a stimulating education within a friendly environment. An atmosphere of trust and encouragement permeates the schools. The strong pastoral structure provides effective support for the pupils, who are very well cared for. All pupils are given very good guidance by the staff at Westonbirt School and this helps to promote the very positive relationships.
- 4.7 The welfare, health and safety of the pupils are excellent. Rigorous procedures are in place to safeguard the pupils, with key staff trained to a high level. All staff are trained appropriately and the detailed policy is implemented effectively. The

procedures to promote good behaviour and to prevent bullying are effective. The pupils are adamant that bullying is rare, and that any minor incidents are dealt with very quickly. Systems for caring for pupils' health work well. Many qualified first aiders, including a qualified nurse, are on site, and suitable medical rooms are available. The pupils are very well supervised throughout the day. The attendance and admission registers are maintained as required. An appropriate three-year plan to improve accessibility to the school is in place. At the last inspection, the fire notices were inadequate. All rooms now have the necessary laminated coloured notices. The procedures for reducing the risk from fire are thorough and effective. Detailed risk assessments are carried out on all activities within school, and on visits and activities outside it. The associated policy works well.

- 4.8 Pupils are encouraged to eat healthily, but some commented on the lack of fresh vegetables. Regular planned sporting activities and well-supervised school play times give pupils plenty of opportunities for exercise and help to promote their health and well-being.

4.(c) The quality of boarding education

- 4.9 The quality of boarding is good and contributes effectively to the school's aims. The girls in the boarding house were enthusiastic and positive in their response to the questionnaire. At the last inspection, undertaken by Ofsted, improvements to the lighting, showers and provision for privacy in the dormitories were recommended. All these have been achieved. The rooms are brighter, showers are more plentiful and the girls have been given an increased amount of privacy.
- 4.10 Relationships between the staff and girls, and amongst the girls themselves, are very positive. The girls state that there is always help on hand when requested and are treated as mature young people who are given responsibility for their own lives as much as possible. A wide range of activities is available during the evenings and at the weekends, and most girls take part enthusiastically. They appreciate the amount of flexibility they are given to plan their own free time.
- 4.11 The accommodation is good. The boarding areas are attractive and welcoming. The limitations imposed by being in a listed building necessitate some small inconveniences.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The governance of Westonbirt School and Rose Hill Westonbirt is good. The governing body provides effective oversight of the school, in line with its aims. The governors are vigilant in discharging their responsibilities for educational standards, financial planning, and investment in staff, accommodation and resources through their well-informed sub-committees. Members of these sub-committees have a wide range of expertise to support the school. The governors organised the merger to create Rose Hill Westonbirt effectively despite some aspects of this that were challenging. The instruments of governance have been revised to reflect the new arrangements. Some parents had been concerned about the changes, but the outcome of the merger has been successful, and the schools work well together with a common purpose.
- 5.2 The governing body has a good insight into the working of the schools, and governors visit both regularly. They have initiated new monitoring systems recently, and provide support, challenge and stimulus for growth and improvement. They receive comprehensive reports from both heads.
- 5.3 The governing body is effective in discharging its responsibilities for child protection, welfare, health and safety throughout the schools. It has reviewed the policy and procedures for safeguarding to ensure their effectiveness. Individual governors have undertaken training to a high level in safeguarding and safer recruitment.

5.(b) The quality of leadership and management

- 5.4 The quality of leadership and management is excellent and enables the schools' aims to be met effectively. Senior managers ensure that the schools discharge their delegated responsibilities effectively, particularly those for policy implementation and the safeguarding of pupils. The leadership provides very clear educational direction. Together, the two heads and the governors have devised a comprehensive school development plan, which helps to move the school forward. The school's self-evaluation is well thought out, with realistic priorities identified. It is reviewed regularly.
- 5.5 The leadership of both schools works well. Both heads are united in a common aim to work closely together wherever possible. The excellent personal development of the pupils and the high quality of the education provided are due to the strength of the leadership, strongly supported by the commitment and dedication of the whole staff. This is a community where all adults, both teaching and non-teaching staff, work together for the benefit of the pupils.
- 5.6 The leadership and management of both schools are successful in securing, supporting, developing and motivating sufficient high quality staff. Efficient appraisal systems support staff, identify their strengths and provide training for their professional development. They are suitably trained for their roles in meeting the needs of all pupils, and in safeguarding, welfare, health and safety.
- 5.7 Following a regulatory shortcoming at the last inspection, the school is now rigorous in checking the suitability of all staff and governors, and the information is held and recorded correctly on the required single central register.

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

- 5.8 The quality of links with parents, carers and guardians is excellent. Parents are strongly supportive of the schools. This was confirmed through their responses to the pre-inspection questionnaire. The vast majority of parents feel that the school is led and managed very well, and that they are kept informed of all relevant developments. They expressed their overwhelming support for all aspects of the education provided for their children. Inspectors agree with these views. Some commented on the quality and variety of the food available. Others expressed some disquiet about the changes that had occurred following the merger to create Rose Hill Westonbirt. The inspectors judge that the governing body has managed the changes well, but agree that the variety of fresh food is somewhat limited.
- 5.9 Parents receive excellent information from the school. Detailed material is available through the attractive website and prospectus, and the introduction of email contact has considerably improved communication. Parents receive regular informative reports on their children's work and progress, and have the opportunity to meet staff at consultation evenings. They confirm that the staff are very approachable.
- 5.10 Through the two parents associations, parents have many opportunities to become involved in the life of the school. They frequently attend productions, concerts and sporting fixtures.
- 5.11 The school handles the concerns of parents with care and follows its published procedures diligently. There have been no formal complaints since the previous inspection.

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 outstanding. All children are very well supported by the staff, who create a welcoming and caring learning environment where children and families are highly valued. Children's welfare is promoted through robust safeguarding and hygiene procedures and through a close relationship with parents. Staff are beginning to lay the foundations of reflective practice. The appraisal systems are in the early stages of development, and assessment procedures between year groups are not yet consistent. The setting had undergone a period of change, and with the recent introduction of the Nursery class, it is starting to benefit from the stability of the new management structure.

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

6.2 Leadership and management are good. The dedicated, well-qualified staff understand the individual children's needs and support them very well. The implementation of policies and procedures, including safeguarding and equality, is thorough, and the welfare of children is of the utmost importance. Links with parents are good. They appreciate the care that their children receive. Staff work well together as a team, and are beginning to evaluate their provision and how they can move this forward. They have good access to training and strong links with the local authority. Procedures are in place to enable a smooth transition between classes, although reports across the groups are not consistent in identifying individual targets. A wide range of easily accessible and imaginative resources is effectively deployed.

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

6.3 The quality of the provision is outstanding. Staff use their extensive expertise effectively. They know each child's individual needs, and support them wholeheartedly in their learning and development. Planning is thorough and adapted to suit individual needs, with next steps clearly identified and incorporated into lessons. Children have many opportunities for stimulating activities, both adult-led and child-initiated, in every area of learning in the well-resourced indoor and outdoor environment. They share activities and play together. Children are suitably challenged by the learning experiences provided, and are given many opportunities to develop their thinking skills, imagination and creativity. Staff promote the health and welfare of children effectively at all times, and thorough risk assessment ensures that they are safe. Children behave well and respond to the staff's high expectations.

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

- 6.4 Outcomes for children are outstanding. Children are happy, enthusiastic learners who make significant progress in relation to their starting points, and begin to develop excellent skills for the future. Reception children know which letters are consonants and which are vowels, are secure with initial sounds and have learnt to read vowel sounds. They are learning number bonds and can do simple addition and subtraction. In ICT, they are learning to drag full stops and put them in the right place. Nursery children imaginatively and articulately tell their own stories, based on the book *We're Going on a Bear Hunt*. They can use the mouse confidently in ICT and use programmable toys well. Children learn their initial sounds and count well. They learn to respect and tolerate others' differences. They understand about healthy eating and good hygiene. Their understanding of the wider world is growing, through visits and outings, and play opportunities based on topics. The 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 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 boarding houses and 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 Jill Bainton	Reporting Inspector
Miss Vivienne Davis	Head, GSA school
Mr Richard Merriman	Head, IAPS school
Mrs Jane Lancaster Adlam	Head, IAPS school
Mrs Charlotte Avery	Head, GSA school
Mrs Carole Baker	Head, ISA school
Mrs Bridget Forrest	Early Years Co-ordinating Inspector