



INDEPENDENT SCHOOLS INSPECTORATE

UNICORN SCHOOL

STANDARD INSPECTION

FINAL VISIT

INDEPENDENT SCHOOLS INSPECTORATE

Unicorn School

Full Name of School	Unicorn School		
DCSF Number	318/6069		
Registered Charity Number	312578		
Address	Unicorn School 238 Kew Road Richmond Surrey TW9 3JX		
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Email Address	roberta.linehan@unicornschoo.org.uk		
Head	Mrs Roberta Linehan		
Chair of Governors	Mrs C Elaine Redler		
Age Range	3 to 11		
Total Number of Pupils	168		
Gender of Pupils	Mixed (85 boys; 83 girls)		
Numbers by Age	3-5 (EYFS):	42	5-11: 126
Number of Day Pupils	168		
EYFS Gender	Mixed		
Inspection date/EYFS	12th to 13th January 2010		
Final (team) visit	8th to 10th February 2010		

PREFACE

This inspection report follows the STANDARD *ISI schedule*. It consists of two parts: an INITIAL two-day inspection of regulatory requirements followed by a three-day FINAL (team) inspection of the school's broader educational provision. The previous ISI inspection was in May 2006.

The Independent Schools Inspectorate (ISI) is the body approved by the Government for the purpose of inspecting schools belonging to the Independent Schools Council (ISC) Associations and reporting on compliance with the Education (Independent School Standards) (England) Regulations 2003 as subsequently amended with effect from January 2005, May 2007 and February 2009. The range of these Regulations is as follows.

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

Legislation additional to the welfare, health and safety Standard is as follows.

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

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

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

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

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Unicorn School is a co-educational, preparatory day school for pupils from the ages of three to eleven. It was established in Kew in 1970 by parents and teachers living in the Richmond area who were inspired to create a school that would educate their children while encouraging them to flourish creatively and enjoy the process of learning. The school aims to nurture all aspects of development and to produce well-balanced, caring and responsible children who show consideration and awareness for the needs of others. It seeks to provide a broad educational experience within a friendly, stimulating and non-denominational environment. The school is parent owned and is administered by a predominantly parental board of governors.
- 1.2 The school has 168 pupils on roll: 85 boys and 83 girls. Forty-two children are in the Early Years Foundation Stage (EYFS); 22 of these are in the Nursery and attend school in the mornings only. At the age of eleven, almost all pupils continue their education at independent or selective maintained day schools in the London area; a few move to independent boarding schools. The main school building is a three storey Victorian house. The EYFS setting is located in the nearby converted coach house within the grounds of the main school and has its own outdoor facilities as well as shared access to a large playground and school hall.
- 1.3 Nationally standardized tests indicate that ability profile of the school is above the national average. It is academically non-selective at the point of entry; preference is given to siblings and the children of former pupils. A high level of parental support and involvement in the day-to-day life of the school is welcomed and expected.
- 1.4 No pupil has a statement of special educational needs. The school identifies seventeen pupils as having learning difficulties and/or disabilities and they receive specialist learning support from the school. Very few pupils are from minority ethnic backgrounds and no pupils require support for English as an additional language.
- 1.5 The previous ISI inspection was in May 2006 and an Ofsted inspection of the Nursery took place in March 2008.
- 1.6 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 table.

School	NC name
Yellow	Year 1
Green	Year 2
Blue	Year 3
Indigo	Year 4
Violet	Year 5
Ultra Violet	Year 6

2. THE SUCCESS OF THE SCHOOL AND ACTION POINTS

2.(a) Main findings

- 2.1 Pupils are well educated; they achieve high standards in their academic work and their many activities, and they make good and sometimes exceptional progress. Achievement in the EYFS is outstanding. Pupils are consistently successful in gaining entry to the selective secondary schools of their choice. Good and often outstanding teaching enables pupils to learn effectively. Assessment is very thorough, although the newly established database is not yet fully developed. A well-structured and stimulating curriculum, together with an excellent programme of extra-curricular activities provides an educational experience of high quality. Pupils enjoy their learning. Lessons foster a spirit of enquiry and enable them to play an active part in their learning. Their behaviour is excellent and they relate well to their teachers.
- 2.2 The personal development of pupils in the EYFS and throughout the school is outstanding. It is supported by excellent pastoral care and good arrangements for welfare, health and safety. Pupils' spiritual development is good; they flourish in the warm and friendly atmosphere of the school and their self-esteem is high because they know that they are valued. Pupils' clear understanding of right and wrong is reflected in their willingness to abide by the positive moral code of the school community. They demonstrate an outstanding sense of responsibility and awareness of the needs of others. They are tolerant and co-operate well together because they live in a happy and supportive community. At all stages of the school pupils fulfil their duties conscientiously. They show a highly developed awareness of their own and other cultures and benefit from their participation in a wide variety of activities which broaden their perspective. The excellent support and guidance provided for pupils and the high quality of relationships between staff and pupils foster this outstanding personal development.
- 2.3 The school is well-governed and throughout the school, including the EYFS, all levels of leadership and management are excellent. This enables the school to meet successfully its aim to provide an educational experience of high quality and to nurture pupils' personal development. The governors have a clear understanding of the working of the school because of their close involvement as parents. The head and her senior leadership team provide strong educational direction and are successful in directing the development of the school in line with its distinctive ethos. Development planning is detailed and coherent and policies and procedures are implemented well. The school has acted upon the recommendations of the last report in relation to teaching. Whilst interim reports do not contain information on their children's progress in science, parents are well informed and highly supportive of the school.

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 2003, as subsequently amended.
- 2.5 The school's provision for childcare met the requirements of the Early Years Foundation Stage and no action was required.

(ii) Recommended action

- 2.6 The school is advised to make the following improvements:
- (1) develop fully the use of the newly established database to include the monitoring of the performance of groups of pupils over time;
 - (2) report on science in addition to English and mathematics in the interim report to parents;
 - (3) continue the implementation of proposals laid down in the school's development plan for facilities in EYFS.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

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

- 3.1 Pupils are well educated; they achieve high standards in their academic work and in the many activities of school life. Pupils' achievement in the EYFS is outstanding. The school successfully meets its aim to encourage pupils to flourish creatively while enjoying the process of learning.
- 3.2 Pupils are eager and responsive learners. They communicate their ideas confidently and listen carefully. Excellence in literacy is evident in work across the curriculum at all stages of the school. Year 2 pupils show well developed skills in reading and writing; by Year 6, pupils are fluent and perceptive readers who write with technical accuracy and take pride in the presentation of their work. Throughout the school pupils' high quality imaginative writing, and their varied work in art, music and drama show strong creativity. Numeracy skills are well-developed and pupils' ability to reason logically is evident in scientific and mathematical investigations as well as in discussion. Pupils use information and communication technology (ICT) skills effectively in many areas of curriculum to research topics, to present their work and for projects such as the creation of animated film sequences. They show the confidence to work independently and the co-operative skills to participate happily in many group and paired activities. They learn successfully because their lessons and extra-curricular activities take place in a positive and friendly learning environment in which they are encouraged and supported.
- 3.3 Whilst the school no longer enters pupils for national tests at the age of eleven, results for 2006 and 2007 were excellent when compared with the national average for maintained primary schools. Pupils make good and sometimes exceptional progress over time in relation to their ability which is above the national average. Pupils are consistently successful in gaining entry to the selective secondary schools of their choice. Annually, their successes include some scholarship awards; in 2009 one academic and two music scholarships were offered. Many pupils achieve success in instrumental music examinations, frequently gaining passes at merit or distinction level.
- 3.4 Pupils' behaviour is excellent. They get on well with their teachers and enjoy their lessons, describing them as fun. They settle down quickly to work, organise themselves and their equipment well and persevere with tasks. Whether conducting a science investigation, mastering keyboard skills in music or learning a new mathematical process, pupils play an active part in their learning. They are confident learners because they are encouraged to assess their own efforts and identify the ways in which they can improve their work.

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

- 3.5 The school provides a well-structured and stimulating curriculum in the EYFS and throughout the school which promotes pupils' learning very effectively and enables them to achieve high standards. It is imaginatively designed and carefully planned to ensure that curricular activities, cross-curricular links, enrichment activities and extra-curricular activities are combined coherently. The EYFS setting provides carefully planned activities in a thoroughly stimulating environment. The curriculum encompasses the National Curriculum and extends beyond it to include religious

education (RE) and French throughout the school, Latin from Year 3 and philosophy in Year 6. The curriculum provides well for all aspects of pupils' development. The school makes good use of its limited space on site for sport and augments this through its well-planned use of nearby sports facilities.

- 3.6 The curriculum meets the school's aim to provide a high quality educational experience. Planning is detailed and thorough and ensures continuity and a logical progression in the acquisition of knowledge and skills. Good provision is made for pupils with learning difficulties and/or disabilities. From an early stage, clear procedures are used to identify pupils who need additional support. Individual education plans are devised for those who require one-to-one lessons. Carefully planned additional support is also given to small groups during mainstream lessons. Stimulating extension work provides additional challenge for the most able pupils. The personal, social, citizenship and health education (PSCHE) programme is wide-ranging. For Year 6 pupils it includes an emphasis on citizenship and study skills in preparation for their move to secondary school. Cross-curricular links are an important feature of the curriculum; well thought-out and relevant links between subjects frequently enhance lessons. Many educational visits enrich the pupils' study of particular topics. Events such as the annual Arts Week, focusing this year on thinking skills, enrich the curriculum significantly.
- 3.7 The programme of extra-curricular activities is excellent. It is broad, varied and imaginatively planned. It gives all pupils access to an extensive range of stimulating activities including sport; many parents give their time and expertise to the programme. Pupils benefit from the strong community links the school has forged. Locally, pupils visit the fire station and the post office. Visitors to school include the police and the fire safety team. Nearby Kew Gardens is a valuable educational resource that is used well. Energetic involvement in many fund-raising ventures broadens pupils' horizons. As well as charities close to home, the school has links with the Mhkaya NCP Centre in Swaziland through which it supports the education of six children. Some communication between the two sets of pupils has also been set up.

3.(c) The contribution of teaching

- 3.8 High quality teaching enables pupils to learn effectively and to progress well. The school successfully meets its aim to foster a love of learning and to nurture all aspects of children's development. Almost all teaching is good and frequently it is outstanding. Lessons promote a spirit of enquiry and provide pupils with many opportunities to play an active part in their learning. They are encouraged to think for themselves and to make decisions. Only rarely does a lack of pace in a lesson limit learning opportunities. Teachers transmit their own knowledge and enthusiasm for subjects. First hand experiences, for example of life in other parts of the world, often enrich their teaching. Teachers relate well to their pupils and create a purposeful but relaxed learning environment in which pupils have the confidence to extend the boundaries of their skill and understanding without fear.
- 3.9 Teachers plan their work thoughtfully. They support one another well; formal and informal discussion of their work and their pupils is an important part of their teaching preparation. They match activities carefully to pupils' varying needs. The school has acted upon the recommendations of the last report. Strong systems for the monitoring of teaching and learning have been established in which all teachers are involved. Worksheets are used sparingly to support pupils learning effectively. The use of ICT in teaching has been extended greatly and it is now used

imaginatively in many lessons to encourage pupils to investigate and to learn independently. The interactive white boards located in classrooms are used effectively. The use of a video-camera in lessons such as gymnastics, allows pupils to review and improve their performance.

- 3.10 Strong assessment procedures are in place to guide planning and to monitor individual and group progress. These are thoroughly effective and are in accordance with the school's ethos of avoiding overt testing and the grading of pupils' work. The quality of marking is consistently high. Teachers mark work carefully by responding positively to achievement and suggesting the next steps. They note on the piece of work when additional help is needed to complete it and when detailed explanation is given as oral feedback. Pupils at all levels of the school are involved in effective methods of self-assessment including the use of a traffic light system to indicate the level of their understanding by making an appropriately coloured mark.
- 3.11 Extensive assessment records are now centralised on a recently established database. This is used well; it provides comprehensive pupil profiles and tracks progress effectively. The use of the system to make detailed comparisons of group attainment over time is not yet fully developed.

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 outstanding in the EYFS and throughout the school. It fulfils its aim to produce well-balanced, caring and responsible children who show consideration and awareness for the needs of others. Pupils' responses to an online questionnaire before the inspection were overwhelmingly positive and confirmed that they are happy at school.
- 4.2 The pupils' spiritual development is good. They flourish in the warm and friendly atmosphere of the school. Their self-esteem is high because they feel valued. Their experiences in subjects such as art, music and English strengthen their spiritual awareness. Their appreciation of the beauty of the natural world is enhanced through many contacts with Kew Gardens. Pupils have a strong awareness of other faiths which is fostered well in RE lessons. They benefit from some opportunities for quiet reflection but these are limited.
- 4.3 Pupils' moral awareness is excellent. Their clear understanding of right and wrong is confirmed by the strong self-discipline they demonstrate in their behaviour in all aspects of school life. They understand and abide by the positive moral code of a community in which adults lead sensitively. Pupils gain an effective and practical insight into public services and roles through the school council, and the annual 'pupil parliament' for some pupils is a forum for persuasive argument. Pupils' understanding of moral issues is enhanced by a comprehensive and well-planned programme of PSCE.
- 4.4 The social development of pupils is outstanding. They co-operate very well with one another and respect and listen to one another's opinions. Older pupils benefit from the many opportunities they have to work with and support younger pupils. Pupils said that they like being able to have friends lower down or higher up the school as well as in their own class. At all stages of the school, pupils take their responsibilities seriously and fulfil their duties conscientiously. Pupils work hard in many fund-raising ventures both locally and further afield. They show strong qualities of leadership when taking responsibilities in group and class activities, whether as a 'task director' in a Year 1 lesson or by chairing a philosophy debate in Year 6.
- 4.5 Pupils show an outstanding awareness of their own and other cultures. Their cultural development is fostered across the curriculum by visits to galleries, museums and theatres. Pupils enjoy and benefit from their own participation in musical and dramatic presentations. They develop a strong understanding of the cultural significance of major festivals and traditions. They learn about how people live in other parts of the world, for example they study life in the Solomon Islands. These experiences and the opportunities they provide to understand people whose situation is very different from their own have a strong impact on their cultural development.

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

- 4.6 Arrangements for the welfare health and safety of pupils are good overall and the pastoral care of pupils is excellent, supporting pupils' outstanding personal development. The school meets its aim to provide a friendly and stimulating environment in which pupils feel included and secure.
- 4.7 Staff provide excellent support and guidance for pupils. At the same time they encourage independence, foster confidence and empower pupils to take the initiative. Individual care of each pupil is a key element of the school's ethos and is important to all members of staff. Meetings alert them to pupils' individual problems and strong informal communication ensures that pupils are well cared for. The high quality of relationships between staff and pupils, and amongst pupils, is of central importance in supporting pupils' personal development and sustaining positive attitudes to learning. Pupils know that their teachers care about them.
- 4.8 The school has clear policies to ensure the welfare, health and safety of pupils. Pupils understand very well the system of rewards and sanctions that govern the school community. The emphasis is firmly on the positive. Pupils enjoy the rewards and encouragement they receive. The sanctions for misbehaviour are clear but are needed infrequently. The anti-bullying policy is detailed. Incidents are rare and pupils are confident that any unacceptable behaviour will not be tolerated and will be dealt with constructively.
- 4.9 The safeguarding policy is comprehensive and is implemented successfully. A child protection officer has been appointed and all staff receive the required training in child protection. All necessary measures are in place to reduce the risk from fire and other hazards. Fire drills are conducted regularly and the required checks on equipment are made. Effective health and safety measures are in place and risk assessments are carried out. Adequate provision is made for pupils who are ill, first aid training is carried out and records are well maintained. The school has a suitable plan to improve educational access for pupils with disabilities.
- 4.10 The school does not provide a midday meal; satisfactory arrangements are made for pupils to eat packed lunches in a pleasant environment. The school promotes healthy eating in PSHE and science lessons. Good opportunities are provided for pupils to take physical exercise on a daily basis. Admission and attendance registers are properly maintained and correctly stored. In response to the last inspection, the school has ensured the provision of separate washrooms for girls and boys aged eight and over.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is strong. Governors are highly committed to supporting the development of the school, furthering its aims and fulfilling all aspects of their duties as governors. Their relationship with the school is close because the large majority of governors are parents. In addition, governors offer professional expertise in many fields including law, finance and education.
- 5.2 The structure of governance is clear. The governing body has undertaken periodic careful review to ensure that its structure and operation are well-matched to the expanding role of governors. Frequent and regular meetings of the full board and of clearly focused sub-committees are carefully documented. The board has been strengthened by the appointment of an additional non-parental governor with educational expertise and the creation of a staffing sub-committee of non-parental governors to deal specifically with staffing issues. This reflects governors' awareness of the particular need to maintain detachment and objectivity because of their parental involvement.
- 5.3 Governors are fully involved in development planning and since the time of the last inspection, have established a clear strategic plan. Financial management is strong and a thorough understanding of the school's needs is evident in the attention given to ensuring successful educational provision and careful investment in resources to support learning.
- 5.4 Governors have a clear insight into the working of the school. They are frequently in school and also attend concerts and other special events. They offer strong support to the head, often through informal discussion and are well known to staff. The head's detailed report each term, and presentations on particular subjects to governors, ensure that they are kept well informed of educational developments. Governors discharge fully their responsibilities for child protection and welfare, health and safety. Key policies are reviewed regularly. The board maintains careful oversight of all regulatory matters. A governor has particular responsibility for child protection and several governors have completed training in safe procedures for the recruitment of staff.

5.(b) The quality of leadership and management

- 5.5 The quality of all levels of leadership and management throughout the school including the EYFS is excellent and enables the school to fulfil its aims. The head and senior leadership team provide strong and stimulating educational direction and have a clear vision of how best to develop the school, in line with its distinctive ethos, to provide an educational experience of high quality and to nurture pupils' personal development most effectively. Management structures are clearly defined and at all levels academic and pastoral roles are thoroughly well developed. Meetings of the senior leadership team and of groups of subject leaders take place regularly. Weekly whole school staff meetings have a pre-planned focus for discussion and training.
- 5.6 Development planning is detailed and coherent and is preceded by careful self-evaluation. A strong awareness of the school's needs ensures that specific targets are identified, priorities are set and progress in achieving realistic goals is carefully

monitored. Successful monitoring of teaching and learning and thorough subject development planning are carefully linked to whole school development planning.

- 5.7 The senior leadership team is highly successful in identifying the strengths and fostering the development of all staff including those with middle management responsibilities. Staff are valued and in return are strongly committed to the school. They are mutually supportive, communicate well, share ideas and feel fully involved. All staff have clear job descriptions and the system of staff appraisal is well-established. Excellent opportunities for in-service training (INSET) are available and are systematically linked to individual professional development and to school needs. The use of teaching assistants to promote pupils' learning is excellent; they are greatly valued and many have now achieved qualifications at higher levels. All staff who make up the wider Unicorn community work closely together to sustain the friendly and supportive atmosphere that characterises the school.
- 5.8 A comprehensive staff handbook ensures that staff are kept well informed. All have received necessary health and safety training and the required training in child protection. Strong recruitment procedures are well established. All necessary checks on the suitability of staff, governors and volunteers are made. The central register is carefully maintained.

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

- 5.9 The quality of links with parents in the EYFS and throughout the school is outstanding and is a strength of the school. An essential element of the ethos of the school is the participation of parents in the daily life and activities of their children. The school meets fully the parents' expectation that they can be involved.
- 5.10 Two-thirds of parents responded to the pre-inspection questionnaire. Their responses show that they are highly supportive of all aspects of the school's provision. They appreciate the pastoral care their children receive and are unanimous in their support for teaching, the curriculum, extra-curricular activities and of the attitudes and values the school promotes. They feel they can communicate easily with the school and receive timely responses to their questions.
- 5.11 All aspects of communication with parents are strong. Parents are kept well informed about the life of the school via the school website, parents' handbooks, weekly news letters and strategically placed notice boards. Pupils, staff and parents benefit from parental involvement in many areas of school life. Parents help in classroom activities such as reading and cookery, lead or support many extra-curricular activities, accompany class outings and help with drama productions. They give generously of their time and talents and support their children well. The parents 'school committee' is successful in organising social events. They ensure a warm welcome for families who are newcomers to the school community. Parents give strong support to the school's many successful fund-raising ventures.
- 5.12 Parents receive an extensive range of detailed information about their children's work and progress in twice yearly reports and at regular parents' evenings. The end-of-year report is detailed and comprehensive and includes guidance on how pupils can improve; an interim report gives specific information on mathematics and English but not on science. Parents' evenings provide good opportunities for discussion of individual pupils. An annual curriculum information evening for each class gives an overview of the topics to be covered. The school also offers guidance to parents on how to help at home with particular aspects of their children's work

such as phonics or mathematics. Great care is taken in helping parents to find the secondary school best suited to the needs and aptitudes of their child.

- 5.13 The school handles the concerns of parents with care and sensitivity. The very close communication between home and school, and a genuine open-door policy, ensure that most problems are resolved promptly. A detailed policy states clearly the procedures for making a formal complaint should the need arise.

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 Overall, the provision is highly effective in meeting the needs of all children. Staff embrace continuous improvement and set high targets for the quality of care and education that they provide. Monitoring is thorough and is supported by an efficient performance management system which results in staff at all levels being encouraged to evaluate their practice.

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

6.2 Leadership and management of the EYFS are strong. The school development plan shows targets are systematically achieved. Useful links with the local authority and national agencies support staff with training whilst strong relationships with parents make a significant contribution to the children's well-being. A comprehensive range of policies and procedures support all EYFS activities and underpin welfare, health and safety effectively. Child protection training is undertaken so that children are safeguarded well. Appointment procedures are rigorous and ensure that staff are appropriately qualified and well deployed. The classrooms are bright and stimulating with a good range of resources reflecting all areas of the curriculum and colourful displays celebrate the children's achievements.

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

6.3 The quality of the provision is excellent. Children are treated as individuals with different interests and needs. Staff lead by good example by teaching children to stay safe and by fostering good learning habits. Suitable risk assessments are carried out. Staff plan for and deliver an effective balance of adult-led and child-initiated activities. Children explore what is available alone or with others, playing purposefully and with great enjoyment. Staff identify spontaneous learning opportunities such as asking the children to count how many of them are in the queue as they line up to leave the classroom or asking them to predict what will happen next in a story. There are plans to improve the environment further by extending cloakroom and Nursery class facilities. Good use is made of available indoor and outdoor space but further opportunities to make improvements in this area have not yet come to fruition. A focus on investigation and problem-solving helps children develop good concentration and enquiry skills. Children's creativity is developed well through varied role play opportunities as well as a range of art activities.

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

6.4 Children's achievement is outstanding. They participate enthusiastically, taking pleasure in all aspects of their education. Staff have a clear knowledge of the children's abilities and all make excellent progress and achieve well in relation to their starting points. By the end of the EYFS, standards in all areas of learning are above those expected nationally. Children's curiosity is stimulated through the use of all their senses and vocabulary is developed well through open questions which,

in turn, extend critical thinking. Children feel happy and secure, forming close bonds with the adults in the school. They are polite and friendly and enjoy helping each other. They respond well to instruction and enjoy opportunities for responsibility. Appropriate procedures promote good hygiene. Children are encouraged to eat healthily and understand the benefits of physical activity. Their understanding of the wider world is strongly addressed through festivals such as Chinese New Year and Diwali. The children's' achievements in literacy, numeracy and ICT lay good foundations for their future education.

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

INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with various members of staff and with the governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited 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 Moore

Mrs Catherine Lane

Mrs Eileen Parris

Mrs Serena Gunn

Reporting Inspector

Former Head, IAPS School

Former Head, ISA School

Early Years Lead Inspector