



INDEPENDENT SCHOOLS INSPECTORATE

GATEHOUSE SCHOOL

STANDARD INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

Gatehouse School

Full Name of School/College **Gatehouse School**
DfE Number **211/6089**
Registered Charity Number **282558**
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Head **Mrs Belinda Canham**
Chair of Governors **Mrs Penny Goodman**
Age Range **3 to 11**
Total Number of Pupils **304**
Gender of Pupils **Mixed (158 boys; 142 girls;)**
Numbers by Age 3-5 (EYFS): **98** 5-11: **206**
Head of EYFS Setting **Miss Aileen Reidy**
EYFS Gender **Mixed**
Inspection dates **10 May 2011 to 11 May 2011
08 Jun 2011 to 10 Jun 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. This is the first full ISI inspection report.

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 Gatehouse School was founded in 1948 by Phyllis Walbank, a pioneer of educational development, in the gatehouse of St Bartholomew the Great Priory Church West Smithfield. It moved to its present site in the mid 1970s where it continues to follow the education philosophy of Phyllis Walbank. It has a Christian foundation. It is governed by seven trustees. The headmistress has been in post since September 2005.
- 1.2 At the time of inspection there were 304 boys and girls on roll, aged three to eleven. The Early Years Foundation Stage (EYFS) has 98 children between three and five years old. There are 206 pupils in Years 1 to 6. The school is housed in a large Victorian building set in landscaped grounds which include climbing frames, tennis courts and football areas. The school administers national tests at the ages of seven and eleven. The ability profile is above the national average, with two-thirds of the pupils being of at least above the national average for maintained primary schools. Most pupils live within ten kilometres of the school and come from a wide variety of social and professional backgrounds. Two pupils have a statement of educational need (SEN), and the school has identified 30 pupils as having learning difficulties and/or disabilities (LDD) of whom six receive support. There are four pupils who have English as an additional language (EAL) who all receive support. The cultural diversity of the pupils is representative of the area.
- 1.3 The school's aims are summarised as: *'Children of any race, colour, creed, background and intellect shall be accept as students and work side by side without streaming or any kind of segregation, with the aim that each child shall get to know and love God, and to develop their own uniqueness of personality to enable them to appreciate the world and the world to appreciate them'*.
- 1.4 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 The pupils from the EYFS onwards are extremely well educated in accordance with the school's aims and their overall achievement is excellent. Pupils learn well, developing a range of skills including the use of information and communication technology (ICT). In standardised tests taken, pupils attain very well and their progress is excellent. Pupils have highly positive attitudes to learning and to their involvement in activities outside the classroom. They benefit from an excellent curriculum which is well structured to meet the needs of all. It provides progressively more difficult work and facilitates excellent standards. Pupils participate in a wide range of activities and achieve excellent success in sporting and other areas. This was highlighted in the excellent Year 6 assembly at which the pupils confidently described their activities during the recent Outward Bound Extended Educational Visit. Excellent resources are used effectively.
- 2.2 The provision made for the pupils' welfare health and safety is excellent and contributes strongly to the outstanding personal development and high standards observed. Pupils have well developed knowledge of faiths and the outstanding quality of the pupils' spiritual, moral, social and cultural awareness reflects the strong sense of community in the school. The pupils' development fully meets the aims of the school. Teachers know their pupils well and are committed to the welfare of all in their care. Pupils are highly positive about the school and the way in which it cares for them. From entering the school in the morning, being greeted by the headmistress, until leaving in the afternoon, pupils are excited about what they will be doing during the day. In interview with Year 6 pupils one commented 'as we are encouraged to help younger pupils, this has given me the confidence to know that I will be able to express my thoughts when I am a Year 7 pupil with lots of older ones'. The school has excellent arrangements to ensure the safety and safeguarding of pupils.
- 2.3 The quality of governance is excellent. Well informed and responsible governors ensure that the school's aims and all statutory requirements are fully met. Their arrangements successfully oversee the work of the school and provided the management with excellent support. Buildings and grounds are immaculately maintained. The quality of leadership and management is excellent. Clear policies and procedures are provided which contribute to the pupils' excellent achievement and ensure the smooth running of the school. The school promotes highly successful links with parents, who responded extremely positively to the pre-inspection questionnaire and in discussion. They particularly mentioned the quality of teaching, the pastoral care, the promotion of worthwhile values and the building of individual confidence.

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) Recommendation(s) for further improvement

2.5 The school is advised to make the following improvement(s).

1. Encourage staff across the school, including in the EYFS, to improve further the high quality of provision, by visiting other schools and settings to share and receive examples of good practice to enhance future planning.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

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

- 3.1 Throughout the school the pupils' overall achievement is excellent, with excellent standards in academic work and in extra-curricular activities. This fulfils the school's aim to provide a broad balanced and accessible curriculum delivered by well-qualified and enthusiastic staff.
- 3.2 In lessons and in their written work pupils show excellent knowledge and understanding. Pupils of all ages speak, listen, read and write competently for a wide range of purposes. They listen well and show respect for others' contributions. Their reading skills are excellent. Pupils write well and some excellent work is on display in the classrooms. All around the school there are varied examples of pupils art work from all year groups, including in the EYFS, covering a wide of topics. Pupils have well developed mathematical skills and use them appropriately in other subjects. They use ICT confidently and competently, and this contributes to their learning and achievement. They are creative and have well developed physical skills. Logical and independent thinking are evident throughout the school. This was evident in a Year 5 design and technology (DT) lesson where the pupils were making models with moving parts. Pupils were able to recognise the movement of a mechanism and with clear guidance and instructions this enabled purposeful and productive application. Independent learning was also seen in a Year 2 humanities lesson where pupils were using time-related vocabulary to find out about holidays in the past. They worked in pairs sorting photographs out for a time-line and applied their knowledge to further their learning.
- 3.3 The pupils are successful in a range of music and drama examinations and participate in a wide range of sporting fixtures with other local teams. For the third year running, members of the swimming team have been winners of the Tower Hamlets competition. There is much success both in individual and team events in athletics, swimming and football against state and independent schools.
- 3.4 The following analysis uses the national data for 2008 to 2010. These are the most recent three years for which national comparative statistics are currently available. Results in national tests at the ages of seven and eleven have been well above the average in relation to the national average for maintained primary schools. Pupils of all ages, including those in the EYFS, make excellent progress. Results of national and other tests of attainment indicate that pupils achieve results higher than expected outcomes in relation to pupils of similar ability, a fact confirmed by the excellent progress seen in work during the inspection. There is excellent support for a range of learning needs; including those with LDD and for those who are gifted and talented. As a result, these pupils make similar progress to that of their peers.
- 3.5 The pupils' excellent attainment and progress are supported by their positive attitudes to learning and their creative and enquiring minds, evident in many lessons and activities. They always strive to do their best and this is reflected in the consistently high success to entry to first choice selective independent and maintained grammar schools at the end of Year 6. Overall the children have an excellent work ethic and have access to a varied curriculum. Behaviour is exemplary.

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

- 3.6 Throughout the school the curriculum is excellent in meeting the aim for children to get to know themselves and achieve the highest standards they can. The curriculum is appropriate for pupils of all abilities, including those with LDD and EAL. The curriculum covers all the requisite areas of learning. From the Nursery there is rigorous teaching of core skills and the pupils then build on these secure foundations. Much emphasis is placed on children's confidence and development of a 'can do' attitude with support given to the more hesitant. There is a strong 'whole school' identity.
- 3.7 The school prides itself on the individual attention the children receive to assist them in their learning. Creative, expressive and practical subjects have a strong place in the curriculum. Scientific understanding is fostered through subject teaching from Year 3 with suitable emphasis on acquiring scientific knowledge and developing experimental skills. Technological skills are developed through DT and ICT, the latter taught both as a separate subject and as a tool for learning across the curriculum. Human and social knowledge are catered for in history, geography and religious education (RE). Physical development is supported well through physical education and games at all stages. The arts provide many opportunities for creative and aesthetic development. Current affairs lessons provide a valuable addition to the curriculum and the excellent programme of personal, social, health and community education (PSHCE) for all ages extends the curriculum to cover many areas of personal development. The pupils benefit from the good quality of specialist teaching rooms such as the ICT suite, science laboratory, the art room, music room and the library.
- 3.8 The programme of extra-curricular activities is excellent. From Reception to Year 6, pupils enjoy the extensive extra-curricular programme which includes ukulele, yoga, drama, music, art, urban dance, a range of sports, chess and strategic games. The majority of pupils take part in at least one activity on a weekly basis. Many pupils are learning musical instruments. The school runs an arts week at the end of the summer term when the timetable is suspended and pupils follow a theme which includes dance, cookery, art, dressing up and storytelling. There are many opportunities for trips out for all classes including an extended educational visit for Year 5 to France and Year 6 outdoor pursuits. The pupils benefit from visitors to the school, such as those by local authors.
- 3.9 Pupils benefit from many links with the local community and the school participates in local activities such as music and drama festivals and sporting events. Pupils, staff and parents assist in charities locally, nationally and internationally and raise considerable funds.

3.(c) The contribution of teaching

- 3.10 The quality of teaching is excellent and fully supports the aims of the school, particularly in enabling pupils to recognise their own strengths and capabilities. Lessons are carefully planned with clear overall objectives, which are shared with the pupils. They contain a varied and stimulating range of activities. Most lessons proceed at a brisk pace and conclude with a plenary session in which teachers and pupils discuss whether the lesson's learning objectives have been met. Pupils are invited to comment on their personal targets. Teachers have excellent relationships with pupils, who are confident to seek help when they need it, supporting the school's view that effective learning is strengthened by the schools caring ethos. This level of support is appreciated by both pupils and their parents.
- 3.11 Teachers have high expectations of their pupils who say that they are enthused by their learning. Teaching from the EYFS onwards enables all pupils to acquire a secure foundation in basic skills as well as increasing their understanding and challenging their thinking. Teachers are fully aware of the learning needs of each pupil. They provide support for those experiencing difficulty and additional challenge for the most able. Where necessary, pupils are provided with effective individual help by the learning support department.
- 3.12 Teachers are well qualified and have a love of their subject, which they share with their pupils. Excellent resources are used effectively to support teaching and learning. In lessons, ICT is well used to promote learning and the pupils are confident in its use. The pupils benefit from excellent teaching and coaching in the performing arts and games. Pupils are regularly given opportunities to explore their own ideas, as was seen in a Year 5 music lesson where pupils were learning how major 7th chords are structured. They worked in two groups using a wide range of instruments. By the end of the lesson both groups were able to play together a short piece, including solos, using the chords C and F major 7. In the weekly house assemblies where Reception to Year 6 pupils work in groups on tasks, older pupils help younger ones, and all relate very easily and freely together.
- 3.13 The quality of marking is excellent, and it is regular and helpful. The best marking shows clear targets for improvement as well as being encouraging and supportive. Assessment is used effectively to monitor pupil's progress. Pupils learn what they need to do to improve their work.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

- 4.1 The pupils' spiritual, moral, social and cultural development is outstanding, including in the EYFS. They are confident, friendly, polite and welcoming. The school is successful in its aim for pupils to develop their own uniqueness of personality to enable them to appreciate the world and the world to appreciate them. The pupils are confident, articulate and display a sense of responsibility. They are clearly happy and secure within the school environment. Their behaviour is exemplary and attendance excellent.
- 4.2 The spiritual development of the pupils is excellent. Pupils of all ages are self-confident and able to discuss the religious beliefs of faiths other than their own with respect and understanding. They benefit from the daily school assemblies, including a weekly commendation assembly, and enjoy sharing in the spiritual and cultural richness of the school.
- 4.3 The pupils' moral development is excellent. They show enthusiasm when raising money for charity and generate fund-raising ideas readily. They acquire a clear understanding of what is right and wrong and fully understand the school code of conduct and its high expectations of courtesy. Pupils enjoy using their own initiative and older pupils are very happy to help younger ones. In school council older pupils work closely with younger pupils discussing ways to improve the school and feed back to the key stage assemblies. Similarly, in house music events older children are quick to involve younger children.
- 4.4 Social development is excellent. Relationships amongst pupils and between pupils and staff are warm, with a healthy balance between the formal and the relaxed leading to a degree of mutual understanding. The PSHCE programme provides pupils with an excellent understanding of public institutions and services in England and, by Year 6, prepares pupils well for the next stage of their education. The structure of form monitors, games captains, art monitors and librarian assistants gives opportunities for children of all ages to have responsibilities. Amongst the many off-site visits, the whole school visits Kenwood House in small mixed age range groups which gives children the opportunity to work on environmental issues collaboratively.
- 4.5 Pupils also show a mature awareness of a variety of cultures, faiths and backgrounds through their circle time, RE, PSHCE and current affairs programmes.

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

- 4.6 The contribution of arrangements for welfare, health and safety are excellent. The school has a well-developed and highly effective system to provide for the welfare, health and safety of the pupils and this has a significant effect from the earliest age on the pupils' personal development.
- 4.7 Exemplary pastoral care is a strong feature of the school and the staff are united in their approach to the promotion of the pupils' well-being and development. Staff know their pupils very well, this is enhanced by upper junior form teachers registering, lunching and ending the day with their own children. Pupils are very well known by their form teachers who are available for informal discussion with parents before and after school. There is genuine warmth between pupils and their own

form teacher. Information about pupils is disseminated formally and informally amongst staff. Consequently, pupils are happy, confident and relaxed. They are well motivated and enjoy school life. A real sense of family is truly embedded in the school.

- 4.8 The quality of relationships between the staff and pupils, and amongst pupils, is excellent. This includes the premises team who are well known by the children and are extremely well integrated and included in many aspects of the pupils life at school, for example in plays and educational visits. In both their responses to the pre-inspection questionnaire and in discussion, pupils of all ages said that they feel that they can turn to adults for assistance and support, and that teachers are genuinely concerned with their well-being. Pupils also said that if any bullying took place it would be effectively dealt with.
- 4.9 The school has effective policies and procedures to promote good behaviour, to guard against any harassment and bullying, and to deal with any unacceptable behaviour. The pupils know the schools code of conduct and high expectations of courtesy. The policy of individual assessment and response to all behavioural issues that take place in school is reinforced with commendation assemblies.
- 4.10 The schools' child protection policy meets requirements and is implemented successfully, with all staff receiving appropriate checks and training. All necessary measures have been taken to reduce risk from fire and other hazards. Risk assessments cover all aspects of school life. Arrangements to ensure health and safety are excellent and highly effective, including comfortable provision for pupils who are ill and for those with learning difficulties or disabilities. Accidents are properly recorded, as is the administration of medicines. The school has an appropriate plan in place to improve provision and educational access for pupils with disabilities.
- 4.11 Pupils are encouraged to eat healthily; they bring health snacks and packed lunches into school. For those who use after-care facilities, a hot meal is cooked on the premises for them. Pupils of all ages take adequate exercise, both in and out of doors. In lessons and in free time, pupils enjoy their participation in sporting activities. The admission and attendance registers are maintained and stored correctly.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 Excellent governance successfully ensures that the school's aims are met, and it fully supports the pupils' high standards of achievement and personal development. The board consists of seven professionals, including parents of former pupils, with a strong commitment and wide range of relevant expertise. There is a strong strategic vision for the future development of the school, and for financial planning. The governors are closely involved with financial and strategic planning. They have been instrumental in ensuring that the accommodation and the resources necessary to meet the needs of the curriculum are of the highest standard.
- 5.2 The governors oversee the work of the school effectively. The discharging of their responsibilities for child protection, welfare, health and safety is also highly effective, ensuring that practice in the school reflects policy. Members of the board are well informed about the work of the school through visits and by reports from the headmistress. Governors' meetings start with a tour of the premises after which a member of staff makes a presentation to the board on their area of teaching.

5.(b) The quality of leadership and management

- 5.3 The quality of leadership and management is excellent throughout the school. It enables the school to fully achieve its aims.
- 5.4 The wise leadership of the head and the strong support of the bursar and senior leadership team (SLT) help to provide clear goals and a strong sense of direction, ensuring that all pupils receive the highest quality of education to equip them for their next schools and future lives. The senior team and co-ordinators monitor schemes of work and evaluate the delivery of the curriculum by examining pupils' work and observing lessons. Staff are appraised regularly and professional development is offered in consultation with individuals and identified by senior staff, where appropriate. The head and deputy head attend governors meetings, along with the bursar, three times a year. The head liaises closely with the Chair of Governors and the SLT meet weekly.
- 5.5 The school development plan sets out areas for development and improvement whilst at the same time showing clear understanding of the strengths and weaknesses of the school. All staff are involved in planning, and the school's clear vision is reflected in the high quality of the pupils' achievement and personal development. The links with the local authority are already very strong, and the school is seeking to extend the opportunity to visit other schools to share and receive examples of good practice in order to enhance future planning. Whole school policies, and their implementation, have been reviewed regularly.
- 5.6 The school has effective systems for securing, inducting and supporting high quality staff who have a range of expertise and experience. The school's recruitment procedures are secure, and all staff and governors are suitably checked. Excellent appraisal and in-service training ensures progressive staff development and all staff have received appropriate training in safeguarding, welfare, health and safety. The central register of appointments is properly maintained.

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

- 5.1 Links between the school and parents are excellent and strongly support the education of the pupils. This strong partnership between home and school helps the school to achieve its aims for the pupils. Responses to the pre-inspection questionnaire, and informal meetings with parents during the inspection, indicated exceptionally strong support for the school, with very high degrees of satisfaction with all aspects of the school's provision. To some of the questions, all responses were positive. Parents appreciate the help and guidance afforded their children and the attitudes and values promoted by the school, and comment on the high standards of behaviour of the pupils. No items of concern were raised by a significant number of parents.
- 5.7 Parents value the high quality of communication, and the education and support provided for their children. Parents of pupils and of prospective pupils are provided with all the required information. The website covers all aspects of the school and provides parents with the information they are entitled to receive. The Gatehouse Parents Association (GPA) has its own link on the website to keep parents fully informed. Parents have frequent and regular opportunities to meet staff in order to discuss their children's achievement and progress. The school's clear open-door policy ensures that parents have prompt access to a member of staff. The school office is a warm and welcoming part of the school run by the school secretary whose competence and capabilities assist in the smooth running of the school. Parents are provided with helpful written reports three times a year about their children's progress. Parents' evenings provide good opportunities for discussion and appointments are easily made should it be necessary. Daily contact at the beginning or end of the school day enables parents to keep in regular contact. High quality publications such as the *Gatehouse Gazette*, written by pupils in Year 6, and the prospectus project a very positive image of the school.
- 5.8 Parents are provided with many opportunities to be involved in the school. In addition to social events, parents visit the school to share their working life with the children. For example a parent with an astronomy background gave a talk to pupils on space. The school handles the concerns of parents with care and follows its published procedures.

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 effectiveness of the EYFS provision is outstanding. The needs of all children are met exceedingly well so they make excellent progress in their learning and development. All staff have a strong knowledge of the children and provide a stimulating environment in which each child thrives. Rigorous self-evaluation enables existing high standards to be maintained and also identifies areas for further development. Improvements since the previous inspection include more detailed observations, recording and assessment procedures enabling better planning and delivery of the curriculum.

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

6.2 Leadership and management are outstanding. Highly effective policies to safeguard children and eliminate discrimination are implemented rigorously and all staff have been suitably checked. Parents are highly supportive of the school as evidenced by their response to the questionnaire. They appreciated the detailed profiles, parents' evenings and the daily contact with staff that keeps them fully informed of their children's progress. As in the main school, the school has identified the need for staff to visit other settings and receive examples of good practice to enhance future planning. This is part of a clear vision and constant striving for development of the setting that is shared with the extremely effective team of staff. They meet regularly to reflect upon current practice and plan further improvements. Staff make good use of opportunities for further training. Application of effective policies ensures that each child has an equal opportunity to succeed, supported by an extensive range of appropriate resources.

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

6.3 The quality of provision is outstanding. Well-qualified and caring staff together with a carefully planned curriculum, enables children to learn and make rapid progress. The wide range of resources, both in the classrooms and in the outdoor area, provides all children with numerous opportunities to develop their imagination through role-play. Both Nursery and Reception have well-equipped outdoor play areas. A balance is struck between child-initiated and adult-led activities and an accurate profile of each child informs staff about the next steps in learning. Children are cared for extremely well and are taught about keeping safe in many contexts including how to use stairs and the value of seat belts in the school coach. Regular checks of equipment both indoors and outside create a safe environment. Risk assessments are carried out thoroughly.

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

- 6.4 Outcomes for the children are outstanding. From different starting points they all make substantial progress. By the end of Reception, most achieve high standards in all six areas of learning, exceeding the expectations of the Early Learning Goals. Children are enthusiastic learners who enjoy all their activities and work exceedingly well both individually and co-operatively. By the end of Nursery, most children can write their name, are able to recognise and order numbers up to ten, know the sounds of most of the letters of the alphabet and use a mouse to operate a computer. At the end of reception most can order numbers up to fifty, write simple sentences, read fluently and are articulate. Their creative skills can be seen in the various styles of artwork produced either as a painting or by using the computer. Children care for and respect each other by taking turns and sharing willingly. They develop a strong sense of safety, seen in the way they move carefully round the school. They understand that healthy eating, personal hygiene and physical exercise are all requirements for a healthy lifestyle. They are developing considerable skills for the future, displaying exemplary behaviour and relating well to one another and adults.

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, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited the facilities for sick or injured pupils. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

Inspectors

Mrs Karin Kelly

Mr Michael McKaughan

Miss Katy Morgan

Mr Ashley Martin

Mr Richard Balding

Reporting Inspector

Headmaster IAPS School

Head of EYFS and Deputy Head of Pre-Prep
IAPS School

Headmaster IAPS School

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