



INDEPENDENT SCHOOLS INSPECTORATE

BOW, DURHAM SCHOOL

STANDARD INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

Bow, Durham School

Full Name of School	Bow, Durham School
DfE Number	840/6000
Registered Charity Number	1023407
Address	Bow, Durham School South Road Durham DH1 3LS
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Email Address	bow@durhamschool.co.uk
Headmaster	Mr Nick Baird
Chair of Governors	Mr Alasdair MacConachie
Age Range	3 to 11
Total Number of Pupils	148
Gender of Pupils	Mixed (116 boys; 32 girls)
Numbers by Age	0-2 (EYFS): 0 5-11: 112 3-5 (EYFS): 36
Head of EYFS Setting	Mrs Ann Champion
EYFS Gender	Mixed
Inspection dates	29 Mar 2011 to 30 Mar 2011 04 May 2011 to 06 May 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 May 2005.

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

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

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

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

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

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 Bow, Durham School was founded in 1885 and moved to its present site in 1888. In 1976 it was incorporated into the Durham School Foundation and became the preparatory school for Durham School. The headmaster of Bow is accountable to the headmaster of the senior school and the Durham School governing body. The school buildings, leased from the university, are set in their own grounds on the edge of Durham City. Originally a boarding school, Bow became a day school in 1999.
- 1.2 The school's aim is to be committed to the education of young people, fostering responsibility, leadership and service by providing a broad, well-balanced curriculum and a wide range of extra-curricular activities. The school sets out to develop each and every individual towards his or her full potential.
- 1.3 The school was previously inspected in 2005. At this time, it was catering for boys aged from 3 to 13. In 2006 girls were admitted and Years 7 and 8 were transferred to the senior school, making the school co-educational throughout. Since the previous inspection, the working links with the senior school have been extended.
- 1.4 At the time of the inspection, there were 148 pupils on roll, of whom 112 were in the pre-prep and prep departments (Years 1 to 6) and the remainder in the Nursery and Reception classes of the Early Years Foundation Stage (EYFS). Pupils are drawn mainly from professional and business families; most come from a catchment area extending twenty miles from the city of Durham. The overwhelming majority of pupils go on to the senior school. Some go on to independent or maintained schools in the north-east conurbation.
- 1.5 On account of the limited data on the performance of pupils on entering the school, quantified judgements of the ability profile of the school's cohorts cannot be made. From their observations, inspectors judged that the ability profile is broadly in line with the national average. Year group sizes are small, and the ability of pupils varies from below to well above the national average.
- 1.6 At the time of the inspection, eighteen pupils were identified by the school as having learning difficulties and/or disabilities (LDD). There were no pupils with a statement of special educational needs. The school has a small number of pupils from minority ethnic backgrounds. It has no pupils for whom English is an additional language.
- 1.7 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 are well educated from the EYFS to Year 6 and the good quality of their achievements successfully fulfils the school's aim to develop each individual. In academic work they make good progress overall in relation to their ability and they achieve well in a range of curricular and extra-curricular activities. The provision for pupils with LDD is strong. Opportunities within each lesson for the more able are more limited. The pupils' successful achievement is supported by their good attitudes to learning, their commitment to games, and the very good relationships enjoyed between themselves and teachers. Pupils are supported by a well-balanced curriculum that provides a wide range of opportunities. Teaching is good overall. Teachers have excellent subject knowledge and pupils benefit from subject specialist teaching, and very good classroom control. However, marking is inconsistent in quality, and the use of information and communication technology (ICT) to promote learning across the curriculum is somewhat limited.
- 2.2 The pupils' personal development is good. It is supported by excellent pastoral care and good welfare arrangements, together with effective procedures for safeguarding, health and safety. Pupils develop in line with the school's aims as they are steered towards responsibility, respect for and the support of others, and elementary leadership attributes. They are prepared thoroughly for the next stage of their education. A small minority of parents considered that high standards of behaviour are not achieved. Inspection findings do not support these views.
- 2.3 The aims of the school are fulfilled and promoted by the governors. The Bow Committee of the full governing body provides a growing oversight on academic success and the EYFS, and its adoption is an improved feature since the previous inspection. The leadership and management of the school are good and successful in supporting the teaching and pastoral care of pupils. Shortcomings in recording attendance were identified at the time of the initial visit, but have now been rectified. The school responded effectively to the action points and recommendations of the 2005 inspection. The headmaster actively promotes the values of the school and is well supported by committed staff. Parents are strongly appreciative of what the school does for their children. They particularly value the opportunity given to join in the life of the school. A few parents had concerns about the handling of complaints and aspects of homework: Inspectors did not find shortcomings in either respect.

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 did not meet all the requirements of the Independent School Standards Regulations 2010, and therefore it was required to:

- ensure that attendance registers are maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006 [Part 3, paragraph 17., under Welfare, health and safety].

2.5 At the time of the final team visit, the school had rectified the above shortcoming, as noted in the text of the report.

(ii) Recommendations for further improvement

2.6 The school is advised to make the following improvements.

1. Assess the pupils' attainments on entry and monitor more systematically the progress of individual pupils, classes and cohorts over time.
2. Cater more fully for the needs of more able pupils.
3. Ensure that the existing very good practice in marking and report writing is used by all teachers.
4. Make better use of ICT in learning in all subjects.
5. Review the monitoring of practice in the EYFS so as to identify targets for further improvement.
6. Develop planning of and resources for the continuous provision of outdoor learning in all curriculum areas across the 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 The overall achievements of the pupils are good. They are well educated and the school successfully fulfils its aim to develop each individual pupil.
- 3.2 Pupils achieve well in a range of curricular and extra-curricular activities. Pupils of all ages listen well and follow instructions diligently and carefully. They reason and confer rationally and contribute thoughtfully in discussions. Reading and writing are strong features. Pupils are neat and methodical in the way they keep notes. Handwriting is good and many pupils take considerable pride in the presentation of work. Pupils are able to think logically and creatively and to work independently but the opportunities to do so are not consistently developed. They are competent in the use of ICT but do not use it significantly across the subject range.
- 3.3 Pupils are successful in a number of activities, particularly in music, speech, drama and sport. Many are successful in instrumental examinations. All pupils take part in a drama production each year: a particularly large number took part in the end of spring term musical. A small number of pupils have been put forward to audition for parts in a television play. Pupils have a very strong record in inter-school fixtures, and have had recent notable successes in rugby, football and cricket events up to regional level, including a Headmasters' & Headmistresses' Conference regional football tournament, in which they were winners in 2009 and 2011. Pupils regularly represent the county in cricket and at an equivalent level in rugby. In recent years pupils have belonged to the academies at sporting clubs in the area.
- 3.4 The following analysis uses the national data for the years 2008 to 2010. These are the most recent three years for which comparative statistics are currently available. Results in national tests at the age of 7 have been above the national average for maintained primary schools. Results in 2010 were similar to the national average for maintained primary schools, and overall, results in writing in 2008 to 2010 have also been similar to the national average. Whilst the school exceeded the national average for maintained primary schools in the proportion of pupils achieving level 4 or above, the overall results in national tests at the age of 11 were below the national average in 2008 and 2009. However, the results for 2010 (when science ceased to be tested) showed a significant improvement and these results are now in line with national averages. It is difficult to make precise comparisons with national averages because of the small sizes of classes and the considerable variation in ability from year to year.
- 3.5 On the basis of work seen during the inspection and from discussions with the pupils, they make good progress over time in relation to their ability. Pupils identified as having learning difficulties and/or disabilities make good progress given their starting points, and for some the progress is excellent. For example, pupils arriving in the school with limited or no reading skills have made progress to achieve independence in reading and consequently have become able to access other areas of the curriculum. Pupils who are gifted and talented have in some cases made less progress.
- 3.6 The pupils' overall achievement is supported by their good attitudes to learning, their commitment to games, their positive behaviour, and the very good relationships enjoyed between themselves and teachers. Pupils are enthusiastic, approach

lessons positively, are loyal to teachers and the school and persevere with their work, showing dedication to their studies.

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

- 3.7 Pupils benefit from the good curricular and extra-curricular provision. In the EYFS, the curriculum is firmly based on the Early Learning Goals and from Year 1 upwards, pupils follow the National Curriculum. The curriculum is consequently broadly based and balanced, and successfully provides for the pupils' linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative development. Technology is covered by work in art and ICT. Pupils have good opportunities to acquire speaking, listening, literacy and numeracy skills. Medium-term planning is carefully monitored by the headmaster to ensure that the curriculum supports the aims of the school. Overall, the curriculum is constructed to meet the needs of all pupils, across the ability range, although the arrangements for the most able are not always followed through in lessons. Pupils benefit from the expertise of subject specialists in the majority of their lessons and this is a notable strength of the academic provision. The curriculum ensures that pupils are well prepared for secondary education.
- 3.8 From the EYFS, where there are supportive links with the local authority, through to Year 6, the school provides a suitable range of extra-curricular activities and links with the community, all of which enrich the pupils' educational experience. These activities, for the most part in Years 1 to 6 and of a sporting kind, are popular with the pupils. The extensive playing areas on and off site available to the school, and facilities such as the swimming pool in the senior school, support the extra-curricular provision.

3.(c) The contribution of teaching

- 3.9 The overall quality of teaching throughout the school is good. The teachers' excellent subject knowledge and their promotion of good behaviour were characteristics of the vast majority of lessons observed. Other strengths were the careful planning of activities, resources, and teaching strategies to stimulate interest and promote progress. However, teachers provide limited opportunities for extension activities or independent learning. Support for the least able learners was sensitive and of high quality in many of the lessons observed. On some occasions the most able were insufficiently challenged. The work set for the most able is similar to the work of the other pupils and for the most part differs only in the quantity and quality produced. The school has begun to improve provision for more able pupils but, as yet, it is uneven and is not sufficiently reflected in teachers' planning and the execution of lessons.
- 3.10 In science, good use is made in chemistry and physics of the well-appointed laboratory: pupils make good progress in lessons where they are able to use equipment and to learn practically. Pupils were enthusiastic in using equipment to show their understanding of electrical circuits. Here and elsewhere, teachers make good use of the availability of whiteboards in every classroom, and use stimulating and relevant teaching resources to promote engagement and understanding. In spite of the availability of a well-resourced computer suite, pupils are not given sufficient opportunities to develop their work using computer technologies and there was little evidence of the application of ICT across the curriculum.

- 3.11 Teachers provide good oral feedback to pupils in lessons. As at the previous inspection, the small class sizes, and in some classes the deployment of teaching assistants, enable staff to give good support to individuals. Written feedback to pupils from teachers is inconsistent in quality. The best practice within the school is outstanding, monitoring the completion of work and overtly checking that pupils are making progress over time. It also assesses the progress made in terms that the pupils understand, and contains valuable information about how they can make improvements in their knowledge, skills and understanding. In discussion, pupils indicated how much they value this kind of feedback and how it helps them to move on. However, most marking does not provide this good support.
- 3.12 At present, the school has no clear picture of the ability of pupils on entry, and thus whether they are making sufficient progress over time. The school development plan has identified this shortcoming, and seeks to introduce a commercial scheme of standardised assessment in order to monitor more systematically the progress of individual pupils, classes and cohorts over time, and thus to help teachers support pupils.

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 good, in line with the school's aims.
- 4.2 Pupils develop spiritually in the broadest sense. They develop confidence in themselves, and they are proud to be members of their school. A broad understanding of, respect for and interest in religious belief is evident, fostered by study undertaken in religious education (RE) lessons. For example, pupils in Year 5 have a developing awareness of the underlying significance of some New Testament writing. Pupils recognise a human need for a time of remembrance for those who are departed or who may be in difficulty.
- 4.3 Moral development is good. Pupils develop a clear sense of right and wrong. They show kindness to each other when illness or accidents occur. They recognise the need for tolerance and social inclusion. Expectations of behaviour are made clear and are met, with pupils taking responsibility for their actions. Pupils show respect for their surroundings, the wider environment and each other. The school's group of 'eco-warriors' patrol the school, turning off unnecessary lights. Assemblies, and charitable activities such as fund-raising to support a local hospice and an African school, play an important role in the pupils' moral development.
- 4.4 Pupils develop a strong understanding of their social role. They interact maturely with adults. They are considerate and helpful around the school site. Each Year 6 pupil has the opportunity to be a monitor, with set tasks to perform, and this role is keenly embraced. Year 2 pupils take turns as playground monitors and all pupils have an opportunity to become prefects at some stage. Pupils who are new to the school are assigned a guide whose job it is to look after them for the first few weeks. Pupils learn about parliamentary institutions: some were very animated following a lesson on the topic. Pupils have a good sense of the needs of others.
- 4.5 The pupils' cultural awareness is good. Pupils of all ages, but especially older ones, are increasingly sensitive to that which those from different cultures and backgrounds consider important in their lives. During lessons in personal, social and health education (PSHE) and RE, older pupils develop a growing awareness of the diversity of attitudes encountered in belief systems different to their own. This is also demonstrated through the link with a school in China. The youngest pupils begin this awareness in the EYFS, where they have celebrated the Chinese New Year and Divali.

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

- 4.6 The arrangements for welfare, health and safety are good overall; pastoral care is excellent and is a strength of the school. The overwhelming majority of parents are happy with the pastoral support the school provides. The high quality of pastoral care supports and guides the pupils, allowing them to be themselves and to develop confidence whilst learning to value and respect others. The well-planned PSHE programme, which is delivered in a dedicated slot within the timetable, allows staff to develop the strong relationships that characterise the school. The programme includes appropriate features to support the pupils' safety, such as specific attention to road safety.
- 4.7 The school is effective in promoting good behaviour. Relationships between staff and pupils are polite, courteous and respectful. During the inspection, praise and encouragement were evident. A small minority of parents considered that high standards of behaviour are not achieved, but inspectors did not judge this to be the case: discipline is appropriate. The first point of call in pastoral matters is the form tutor, who maintains a profile for each pupil.
- 4.8 Incidents of bullying are rare. Clear procedures are in place to guard against bullying, and are implemented effectively. Pupils reported that bullying was not a concern, and that staff deal with any incidents quickly and effectively. Pupils understand clearly the channels of communication open to them and are confident to talk to any member of staff if a concern should require resolution.
- 4.9 The school's arrangements for child protection are excellent. The procedures for the appointment of new staff, including ancillary and agency staff, are carried out with care. Staff receive regular and rigorous training in child protection, welfare and health and safety matters. Necessary measures to reduce risks from fire and other hazards are in place. These are regularly reviewed and updated. Arrangements to ensure health and safety are effective and include an appropriately staffed medical facility in the senior school which is readily accessible to Bow pupils. The school has a suitable plan to increase its accessibility to those with disabilities.
- 4.10 Pupils are encouraged to eat healthily, and report that meals are varied and nutritionally balanced. They are encouraged to take plenty of exercise, and physical activities within games are a very strong feature of the curriculum.
- 4.11 Admission registers are regularly and suitably maintained, and stored appropriately. Shortcomings in recording attendance were identified at the time of the initial visit, but have now been rectified.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The governance of the school is good and has improved since the previous inspection. It is principally exercised by a committee of the full governing body of Durham School. Other more recent improvements include the identification of a governor with specific responsibility for the EYFS. The committee has appropriate terms of reference and membership, meets termly and reports to the full governing body. On the full governing body, those with professional expertise in particular areas, for example business and industry as well as education, put their skill to good use in support of the whole school.
- 5.2 The governors on the committee have a good insight into the working of the school, and are effective in exercising their monitoring role, and providing support, challenge and stimulus for growth and improvement. The chair of the committee visits the school regularly and is well known to many of the staff and the pupils. She regularly meets with the headmaster and the deputy head. Other governors are not so well known and to carry out their monitoring role receive written reports by school staff which provide them with information about the school and its operation. Governors are not yet focused fully on the academic standards of the school and are restricted in this by the absence of standardised data on pupils' attainment on entry.
- 5.3 Statutory responsibilities are suitably discharged. There is a rolling programme of training. Appropriate checks and training are in place in matters of child protection and of health and safety.

5.(b) The quality of leadership and management

- 5.4 The quality of leadership and management is good. They are effective in promoting the aims of the school and their success is reflected in the pupils' academic and other achievements, and in the high standard of their personal qualities. The school responded positively to the recommendations of the previous inspection with regard to improvements in planning and senior management. However, as a consequence of various changes since the inspection the current management structure is now somewhat smaller. There is a good shared understanding of roles and responsibilities across the staff body.
- 5.5 The headmaster provides clear direction and knows the staff and pupils extremely well. He is actively involved in all aspects of the pupils' learning and development, and is valued by staff and pupils. He is well supported by senior managers and those with curricular responsibilities. All carry significant teaching loads but work efficiently to develop and implement the policies and procedures that support the running of this busy school.
- 5.6 The school has a good understanding of its strengths and weaknesses as demonstrated in its self-assessment, conducted prior to the inspection. School development needs are reviewed continuously, and management is effective in prioritising these and putting decisions into practice. Plans contain carefully considered timings, and helpful and sometimes sharp success criteria. They are not always, however, clearly shared across the staff. Staff appraisal is formal, effective and valued by staff, and now operates annually. At the time of the inspection it did not include the appraisal of the headmaster. Issues raised through appraisal are

linked to in-service training provision and considered in relation to the school development plan.

- 5.7 Staff appointments follow clear procedures, and ensure that high quality staff are appointed and that they are suitable to work with children. In matching staff appointments to the demands of the curriculum, pupils benefit from flexible arrangements with the senior school, whereby some of its specialist staff teach at Bow.

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

- 5.8 The school has developed a good partnership with parents, carers and guardians. In their responses to the pre-inspection questionnaire, parents expressed very strong satisfaction with the provision of the school, the quality of their communication with it and the progress made by their children. The pastoral support and guidance are seen as one of the school's strengths.
- 5.9 The school continues to maintain a constructive relationship with parents, who almost universally agreed that they have good opportunities to be actively involved in the life of the school and in the progress of their children. A parents' forum has recently been set up which encompasses the whole school, and the Association of Parents and Friends of Bow is forging closer links with the parallel senior school body, with joint ventures becoming more frequent. Parents are invited to musical, dramatic and sporting events: the performance of the spring term musical was well attended.
- 5.10 The small size of the school facilitates communication with parents. Parents say that staff make themselves available at the earliest opportunity to meet them. A member of staff is available at the bottom of the prep department drive every day and staff are always available in the mornings. In the pre-prep department, staff are available at the start and end of each day.
- 5.11 Parents of current and prospective pupils are provided with all required information. The school publishes a very informative annual magazine and useful half-termly newsletters. Reports to parents about their children's work and progress are helpful overall. The reports are strongest in the core subjects of English and mathematics, where they state clearly pupils' knowledge, skills and understanding, the progress they have made and, to some extent, what is required to improve. The school is considering making more use of email in its communications.
- 5.12 The school handles the concerns of parents with care and follows its published procedures. A small minority of parents expressed concerns about the handling of issues they had raised, but inspectors were satisfied that the school had acted appropriately. Others had some concerns about aspects of homework but inspectors judged that the amount of work children have to do in prep or at home is appropriate. Some concerns about behaviour were not found to be justified.

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 provision is good, fulfilling the school's aim to respect and value all children, providing experiences to support all aspects of their development. It is characterised by a warm family environment, where each child's welfare is strongly promoted. Children are well cared for and their individual needs are met, enabling them to make good progress in their learning and development. The school's strong relationships with parents and carers, and its partnership with local authority services underpin a good quality of education and care. The development of monitoring the provision to identify targets for further improvement is at an early stage, but the capacity to do so is good.

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

6.2 The overall effectiveness of leadership and management of the EYFS is good. Staff have warm and professional relationships with parents and good links with the local authority. They have a clear vision of how the Early Learning Goals can provide an effective framework for their work. The monitoring of practice to identify targets for improvement is less well advanced. Staff fully understand their responsibilities for child protection and safety, and effective policies and procedures ensure that all children are safeguarded. Good practice in the implementation of these promotes equality and eliminates discrimination. Risk assessments ensure that the school is safe and secure. The setting makes good use of its learning resources. However, the outdoor areas are under developed as a learning environment, their use across the EYFS being in the early stages.

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

6.3 The quality of provision is good. Staff apply their knowledge and experience in comprehensive planning, making use of assessment information. The useful 'learning journals' document the learning and personal development of each child in an accessible way, providing a true sense of individuality. Suitable activities, with a balance of adult-led and child-initiated activities, are provided in the six areas of learning. Classrooms are well equipped, colourful and welcoming, with opportunities for planned purposeful play. Staff guide and support children well, establishing clear routines that assist their understanding of health, safety and personal hygiene. A full range of good quality resources provides a varied indoor learning environment.

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

- 6.4 The outcomes for children are good with some outstanding features, and children make effective progress across all areas of learning. At the end of Reception, most children achieve the Early Learning Goals, with many working beyond this. They are articulate, offer ideas, and show good levels of concentration and motivation. Their early reading and writing skills are developing well, and the use of programmable toys and other technology provides a good foundation for future skills. Children have a good understanding of the wider world through their role play and response to visitors such as the fire brigade and the police. The children's personal development and well being are outstanding. They demonstrate very good behaviour and are kind, considerate and tolerant towards each other, playing well on their own or co-operatively with others. They approach adults with confidence and are willing to share any concerns they may have. Children are developing a good awareness of staying safe and healthy, following safety rules as they move around the site and enjoying a healthy choice of food at lunch time. They benefit from physical activity and are careful in their personal hygiene.

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 the governors' Bow Committee, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and concerts. 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

Dr Stephen Grounds

Mrs Jill Wood

Mr Anthony Lowery

Mrs Sally Gray

Reporting Inspector

Teacher, IAPS school

Director of Studies: HMC school

Early Years Co-ordinating Inspector