



INDEPENDENT SCHOOLS INSPECTORATE

SHERBORNE HOUSE SCHOOL

STANDARD INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

Sherborne House School

Full Name of School	Sherborne House School
DfE Number	850/6060
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Email Address	info@sherbornehouse.co.uk
Head Teacher	Mrs Heather Hopson-Hill
Proprietors	Global Education Management Systems (GEMS)
Age Range	3 to 11
Total Number of Pupils	236
Gender of Pupils	Mixed (121 boys; 115 girls)
Numbers by Age	3-5 (EYFS): 56 5-11: 180
Number of Day Pupils	Total: 236
Head of EYFS Setting	Mrs Joybun Nessa
EYFS Gender	Mixed
Inspection dates	17 May 2011 to 18 May 2011 15 June 2011 to 17 June 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 April 2005.

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

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

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

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

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

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

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

The inspection of the school is from an educational perspective and provides limited inspection of other aspects, though inspectors will comment on any significant hazards or problems they encounter which have an adverse impact on children. The inspection does not include:

- (i) an exhaustive health and safety audit
- (ii) an in-depth examination of the structural condition of the school, its services or other physical features
- (iii) an investigation of the financial viability of the school or its accounting procedures
- (iv) an in-depth investigation of the school's compliance with employment law.

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Sherborne House School is a co-educational day preparatory school for pupils between the ages of three and eleven. The school is housed in a range of buildings and occupies an open position in spacious grounds in a four-acre site, bordered by woodland in the area of Hiltisbury, Chandler's Ford, between Southampton and Winchester. Sherborne House School was originally founded in 1933 and in 2003 was purchased by Global Education Management Systems (GEMS). Since the previous inspection, there has been refurbishment and redevelopment of some classrooms, with improved designated facilities for music, information and communication technology (ICT), science and the library. The current head teacher has been in post since September 2007. The Early Years Foundation Stage (EYFS) is housed separately and pupils have access to a dedicated outdoor area.
- 1.2 The school aims to provide a happy, purposeful environment where boys and girls are encouraged to rise to the academic, creative, sporting and social challenges supported by caring staff. These aims are set within the context of an understanding by staff and pupils of the GEMS core values of world citizenship, leadership qualities, forward thinking and universal values.
- 1.3 A total of 236 children attend the school, 56 in the EYFS and 180 children in Years 1 to 6. There are 121 boys and 115 girls currently on roll. Almost all pupils remain at the school until the age of eleven and are prepared for entry to a wide range of senior independent and maintained day schools.
- 1.4 Sherborne House School welcomes pupils of all abilities, cultural traditions and backgrounds. The majority of pupils enter the school between the ages of three and four years. A small number of pupils enter at later stages if space is available following a full-day informal assessment.
- 1.5 The majority of pupils live within an eight-mile radius of the school and most are of white British origin. The ability profile of the pupils is above the national average with a few pupils being below average. The school has identified 24 pupils as having learning difficulties and/or disabilities (LDD) and all of these receive specialist help. There are no pupils with a statement of special educational needs. Three pupils have English as an additional language (EAL). Thirty-five pupils receive local authority funding and 20 are partly supported financially by the school through scholarships and bursaries.
- 1.6 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' achievement and progress throughout the school are good. They are well educated in line with the school aims, and their success is well supported by the diverse curriculum and the comprehensive programme of activities. Good teaching enables pupils to attain high standards and they are very well prepared for the next stage of their education. Pupils in the EYFS receive a motivating and enjoyable start to their education which is built upon positively as they move through the school. Central to the pupils' success is their enthusiasm for learning and their excellent relationships with each other and their teachers. Pupils are eloquent speakers, they read with confidence and their writing demonstrates resourcefulness. They have a good grasp of mathematics and are becoming skilful users of ICT. Pupils show initiative and are capable of perseverance when working in teams or paired activities. Those requiring additional help are well supported by teachers who know the pupils well.
- 2.2 The personal development of the pupils is outstanding as a consequence of the school's high-quality pastoral care, welfare and safeguarding arrangements and health and safety procedures. Pupils are self-assured and confident. Their personal development is promoted extremely successfully through the school's positive values of tolerance and respect of each other. In their responses to the pre-inspection questionnaire, parents were overwhelmingly supportive of the school. A few expressed some concerns regarding the support provided to pupils with learning difficulties, and others felt that they received insufficient detailed information about the progress of their children. These concerns were not substantiated by inspection findings.
- 5.1 The aims of the school are fulfilled and fostered effectively by the school's owners who are committed to its financial stability and academic success. Governors have a clear oversight of the school, informed by regular reports from the head teacher. A lack of regular visits to the school by some governors means that there is insufficient insight into the daily workings of the school. All appropriate recruitment checks on staff have been undertaken. Strong and decisive leadership provides a clear vision for the school with a positive emphasis on teaching and learning and the personal development of pupils. Subject co-ordinators have good oversight of their subjects, an aspect that has improved since the previous inspection. The school is now developing their role to include more structured and systematic monitoring and evaluation of lessons. Links with parents are excellent and they are extremely positive about all aspects of the school's educational and pastoral provision.

2.(b) Action points

(i) Compliance with regulatory requirements

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

- 2.3 At the time of the initial visit, the school met all the requirements of the Independent School Standards Regulations 2010.

(ii) Recommendations for further improvement

- 2.4 The school is advised to make the following improvements.
1. Create more opportunities for governors to visit the school.
 2. Ensure that teaching in all subjects provides sufficient challenge for all pupils.
 3. Improve the accessibility of library and ICT facilities to pupils.
 4. Make more effective use of resources, both indoors and outdoors, to support children's independent learning in 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 Throughout the school, including the EYFS, the pupils' achievement is good with some notable features of excellence. The school's aim of providing a happy, purposeful environment where boys and girls are encouraged to rise to academic, creative, sporting and social challenges is successfully fulfilled.
- 3.2 The pupils' competence is well developed in speaking, listening, reading and writing, as well as creative and independent thought. In all years pupils demonstrate their articulacy in sympathetic and cohesive discussion with each other and their teachers. Pupils work logically in mathematics; many have quick mental recall and are able to apply their knowledge and understanding to a range of mathematical topics. Pupils are developing good ICT skills which are beginning to be more extensively used across a range of subjects. Those with LDD and EAL show a good level of improvement through the greater accuracy of their expressive writing. They are provided with a range of stimulating activities and, as a consequence, make good progress. Pupils with particular talents are beginning to be identified for more challenging tasks, although separate activities for the most able in lessons are provided only occasionally. School teams have been successful in local competitions in a range of sports. Pupils' performing skills in music, drama and dance are exceptionally high and all pupils are encouraged to be imaginative and active in lessons. This was especially evident in a music lesson where pupils were required to create their own rhythms, pitch and timbre to support a song. The pupils participate enthusiastically in the many extra-curricular activities with considerable success, showing evidence of hard work and the good quality of instruction.
- 3.3 The pupils' attainment cannot be measured in relation to average performance against national tests but on the evidence available, including standardised data, it is judged to be high in relation to national age-related expectations. Observations of lessons and scrutiny of samples of pupils' work indicate that pupils make good and often excellent progress over time in relation to the average for pupils of similar ability. On leaving the school, pupils proceed to a wide range of senior schools where entry is often selective. Significant achievements have recently included a good number of academic, music, art and drama scholarships, as well as a 100% pass rate in music and spoken English exams. Several pupils have recently represented county sides in a range of sports and a school team jointly won a local schools mathematics challenge.
- 3.4 The pupils' presentation of work is excellent and it shows enthusiasm and evident enjoyment and pride in their assignments. Projects and written tasks are well planned and organised efficiently. Attitudes to work are invariably positive, with a determination to succeed and a perseverance to strive for personal best. Pupils of all abilities work constructively and collaboratively in most lessons and they show good levels of concentration and respect towards each other and their teachers. The pupils make good use of the resources available to them in and out of the classroom. In interviews, pupils of all ages spoke of the many features of life at school with maturity and pride.

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

- 3.5 The curriculum is good overall and is successful in reflecting the school's aims and ethos; pupils enjoy a full and varied life at school. The school maintains a positive balance between preparing pupils thoroughly for transfer examinations to senior schools and providing a broad education including all the required areas of learning. Good amounts of time are given to sport, music, drama and other extra-curricular activities where pupils are encouraged to be involved with clubs and events beyond the regular timetable.
- 3.6 The curriculum is effective in promoting the pupils' high standards in their learning and personal development whilst providing a good range of creative, linguistic and technological experiences. In addition to all National Curriculum subjects, it includes Spanish from Year 5, French from Nursery, drama, religious education (RE) and verbal reasoning. Pastoral care is taught by form tutors through personal, citizenship and health education (PCHE) lessons. The curriculum is well planned to meet the pupils' individual needs. The provision for pupils with LDD or EAL is good, with efficient measures for individual and group support and the comprehensive monitoring of progress. Provision for the school's most able pupils is uneven, although ways of challenging these pupils more consistently in separate activities are being developed.
- 3.7 The curriculum includes good arrangements for transition across the different stages of the pupils' education. Information on pupils joining Year 1 from the EYFS is shared efficiently, and the school successfully prepares pupils for the move to their new schools at the end of Year 6 and has excellent arrangements for the preparation of potential scholars. Since the previous inspection, ICT resources have improved considerably and this has helped to promote the development of pupils' independent learning skills and opportunities for study and research. Library facilities have also been improved and there is now a good selection of fiction and non-fiction books. However, limited access to both the computer room, which doubles as a classroom, and the library, restricts their use by the pupils for browsing and research.
- 3.8 The addition of an extensive range of well-organised extra-curricular activities since the previous inspection has enhanced pupils' personal development and enabled them to advance their own individual interests and skills. These range from the many sports activities to construction club, rhythmic gymnastics and RSPB club. Many pupils learn musical instruments and as soon as they can play a few notes are encouraged to become involved in the many music groups that perform often throughout the school year. All pupils are encouraged to take part in as many activities as they wish with a clear emphasis on fun and personal achievement. Work in class is enriched by an excellent programme of residential and day trips to places of educational interest. This encourages a strong practical focus on pupils' development, supporting the curriculum and bringing learning to life. The pupils' education is further improved through a variety of links with the wider community. Their understanding of the needs of others is heightened by the organisation of charity collections to support an array of national and international charities that include Canine Partners and Children in Africa.

3.(c) The contribution of teaching

- 3.9 Overall, teaching is good and effective in promoting pupils' progress. It supports the aims of the school well and makes an important contribution to pupils' achievements. Staff have a secure subject knowledge; most encourage and foster curiosity in their pupils and have a good awareness of their individual needs. In the best lessons those with LDD and EAL are successfully accommodated into classes so that they are able to work at their own pace fulfilling their needs and optimising their potential. Elements of independent and cooperative learning are successfully employed in a range of lessons. For example in a PCHE lesson, pupils were able to share ideas on personal identity, write them up in note form and present them to the class.
- 3.10 On the whole, time is used well and lessons start and end promptly. Teaching promotes positive behaviour in lessons, with very few exceptions, and pupils remain focused and attentive. The presentation and organisation of written work is excellent and there are ample opportunities for pupils to express their originality, for example, in the exploration of language through their own poems or in writing up science experiments using their own words. On the few occasions where such opportunities were not provided and excessive reliance was placed on photocopied worksheets or where all pupils were required to undertake the same task, the particular needs of all pupils were not fully met. Lessons are well planned and progression in learning is evident.
- 3.11 Praise and encouragement are used frequently and very effectively to add to the pupils' enjoyment in lessons. A good range and quality of practical assignments in science, mathematics and music enhances the learning experiences of pupils. Resources throughout the school are good and have developed considerably in quality and quantity since the previous inspection. Pupils are permitted some supervised access to the library and computer room to undertake their own assignments and research, although opportunities are at present rather limited. The school has installed a number of electronic whiteboards throughout the school and these are beginning to be used effectively. In some of the most creative lessons observed, teachers and pupils manipulated text, listened to music or used the internet to support the introduction of a lesson.
- 3.12 There are excellent assessment procedures in place which utilise a range of standardised testing and individual teacher grades to monitor pupils' progress. This information is carefully evaluated but does not always effectively inform the preparation of lessons and the way in which lessons are taught to pupils of different abilities. The progress of pupils is tracked consistently throughout their years at the school and this information is used productively to determine improvement and predict likely outcomes. Marking is constructive, positive and helpful, and follows the school's policy. The best examples include comments at the end of pupils' work that offer supportive points for reflection and proposed ways to improve future assignments.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

- 4.1 The pupils' personal development is excellent and an imperative feature of the school. It demonstrates that the school is highly successful in fulfilling its aims of helping pupils develop the positive values and principles that are respected, admired and accepted in all cultures around the world. Pupils contribute successfully to the atmosphere of tolerance and respect that characterises the school's daily life. Their confidence and thoughtfulness towards others reflects their high level of personal development.
- 4.2 Pupils develop excellent self-assurance, as observed when Year 6 pupils discussed a selection of their work with much pride and confidence. Self-esteem is nurtured very successfully through RE and PCHE. As a consequence of being valued as individuals and through the encouragement and support they receive, pupils develop excellent tolerance and respect for each other. They have many opportunities to participate in discussions and share their knowledge and views about the world around them. Assemblies, music performances and drama give the pupils a platform for extending their confidence and self-belief. Pupils are able to distinguish right from wrong at an early age; this is promoted through the high value the school places on its community life. The pupils regard the school rules as reasonable and necessary for the well-being of all. Their understanding of moral issues is effectively enhanced through the school's RE and PCHE programmes. They have a strong sense of justice and fair play and have a good understanding of public institutions and services in England.
- 4.3 Pupils are exceptionally courteous towards adults both in the classroom and around the school. They relate very well to each other and are always keen to assist their peers and the staff, for example when some older pupils were observed organising games for Years 1 and 2 pupils in the playground. Great satisfaction and pride is derived from the positions of responsibility that the older pupils take on in Year 6. The pupils value the school council, which allows them to express their views and make a difference to their school community. Cooperative and group learning observed in many lessons promotes and demonstrates excellent social integration. The parents who responded to the questionnaire agreed that the school promotes excellent attitudes and values. Pupils' cultural awareness is developed through the activities programme, lessons and assemblies. They understand and respect cultural traditions through friendships with other pupils who are from different religious backgrounds. The pupils learn about their own cultural heritage through literature and other cultures in subjects such as RE, history, geography and French and through residential trips abroad. Parents have shared their cultural heritage in school through an Asian cookery day and a Diwali assembly.

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

- 4.4 High-quality pastoral care is a strong feature of the school across all age groups, including the EYFS. This makes an excellent contribution to all aspects of pupils' personal development and, in line with the school's aims, enables pupils to achieve a distinctive balance between individuality and mutual responsibility in their daily lives at school. Excellent support and guidance are provided by staff for the pupils and very effective systems are in place for particular concerns to be dealt with promptly. The school has highly effective procedures for promoting good behaviour and guarding against harassment and bullying. In interviews, pupils said that bullying was rare, and that any occurrences were adroitly and quickly resolved by staff. Pupils' behaviour is constructive in lessons and in activities. Around the school they demonstrate high levels of consideration towards each other within the context of thoughtfulness and mutual respect. Older pupils provide excellent support for younger pupils, as well as to new arrivals. The staff know pupils particularly well as individuals, which helps to promote the school's aim of developing the whole person.
- 4.5 Safeguarding and pupils' welfare have the highest priority. Policies are clear and where an area of concern arises from monitoring and evaluation, action is quickly taken to redress any deficiency. Great care is taken to check the suitability of all adults who work with pupils, and to ensure that all visitors to the school have a genuine reason to be on the premises. An appropriate programme of regular and up-to-date training on child protection is provided for all staff working with pupils. All necessary measures are taken to reduce risk from fire and other hazards, and records of checks are kept meticulously. The admission and attendance registers are properly maintained, and correctly archived. Health and safety procedures are thorough, helpful and scrutinised regularly.
- 4.6 The school has effective arrangements for pupils who are unwell and all staff are trained in first-aid, several of them to a higher level. Accidents and administration of medicine are properly recorded. The school fulfils its duties under the Special Educational Needs and Disability Act and other obligations through equality, race, gender and sexual discrimination legislation. Pupils are encouraged to be healthy by developing good eating habits and taking regular exercise. Physical education and games have important places in the curriculum and extra-curricular programme, and lunch is a pleasant social occasion with a good choice of nutritious food.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.2 The quality of governance is good. The company helps to secure appropriate aims and values for the school, particularly those of ensuring that all children and staff understand the four GEMS core values of world citizenship. The recently established school's governance board meets every term and effectively oversees its stability and sustained development. In addition, its members have a good understanding of how the school functions through termly meetings of the three main sub-committees and through comprehensive regular reports from the head teacher.
- 5.3 The governance structures allow members of the board to make themselves available to support and advise when the need arises, although much of the management of the school is left with the head teacher. The board's composition ensures that a wide range of expertise is available. It has very clear aims which include developing a broad understanding of trends and factors influencing education in order to support the head teacher in the effective management and development of educational targets. It has implemented procedures that support good maintenance of premises. It retains central fiscal control, sets financial targets and budgets, and allocates funds accordingly. The head teacher has a good level of autonomy in allocating her budget and can bid for support with major projects.
- 5.4 A comprehensive school improvement plan, which is regularly monitored, reviewed and updated, sets out its strategic future progress. It demonstrates that the board has been able to propose and put in place significant new resources and redevelopments and has a clear vision for the ways in which these might develop further. Board members' interaction with the school is satisfactory. Whilst the head of the group is frequently in touch with the head teacher, visiting the school regularly and conducting the head teacher's appraisal, other members of the governance board have little direct contact with the pupils, the staff or the parents, giving them only limited insight into the school, its character, the everyday challenges it faces and its place within the local community.
- 5.5 The governance board places high importance on child protection, the welfare, health and safety of pupils and safe standards for the recruitment of staff. It provides policies and procedures to ensure high standards and compliance with legal responsibilities. The head teacher is encouraged to adapt these policies as appropriate for the school and these are reviewed annually by the board.

5.(b) The quality of leadership and management

- 5.6 Leadership is excellent and management, including in the EYFS, is good overall and supports the school's aims. Leadership has a clear vision for the school and provides dynamic and purposeful direction with a strong commitment to achieving the highest possible standards in all areas. Since the previous inspection, the development of the senior management team to include two curriculum managers for the senior and junior parts of the school has resulted in an efficient and innovative group that promotes academic achievement and fosters pupils' personal development. The management team ensures that pupils benefit consistently from the good quality all-round education and reviews and evaluates policies and procedures thoroughly. Supported by the staff, it has an insightful understanding of the school's strengths, and has initiated beneficial strategies to build for the future.

- 5.7 Central to the school's success is the high quality of self-evaluation, which is undertaken formally through a practical and wide-ranging school improvement plan with realistic objectives. Curriculum planning is well organised and openly discussed; communication between consecutive year groups and between staff teaching within each year is strong. Subject management is good overall. The best departmental plans show clearly how subjects are to be developed over time with clear objectives, priorities, costings and evaluation. The monitoring and observation of lessons by subject coordinators is currently being developed in a more structured and systematic fashion.
- 5.8 Financial, human and material resources are well managed to meet the needs of the pupils. An effective formal staff review process is carried out continuously throughout the year and linked to good opportunities for professional development and training. Effective systems of induction for new staff, together with a helpful and all-inclusive staff handbook, ensure evenness of approach. The school is generally well resourced and accommodation sedulously maintained. Staff are provided with appropriate training to ensure that they understand their responsibilities in meeting the needs of all children, including their safeguarding, welfare, health and safety. All those working in the school are suitably checked through recruitment procedures that are recorded correctly on one register.

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

- 5.9 Links with the parents are excellent and have improved further since the previous inspection. The school has developed an excellent partnership with parents and strong links with the community that make valuable contributions to the pupils' learning and personal development. There is helpful information on the website including the school's current calendar, archived newsletters and details of staff responsibilities; this information is also available to parents in hard copy. All prospective and current parents are provided with detailed information about the school that also includes a prospectus, welcome pack and class handbook. The school produces a weekly newsletter called the Friday Note which keeps parents up-to-date with the events taking place in and around the school. Parents are invited to much appreciated curriculum workshops and open afternoons where they are able to see the school in operation during the working day.
- 5.10 Parents may easily contact staff and the head teacher when bringing their children to school and at the end of the day. The parents are very appreciative of the openness of the school and the accessibility and friendliness of all the staff. Parents are able to visit Coffee Corner where they may converse informally with other parents and staff and are encouraged to accompany the pupils on visits and sporting fixtures.
- 5.11 Parents are provided with a settling in report during the autumn term and two written reports are issued during the year. The reports are informative, generally positive in tone and contain clearly identified targets for improvement. The parents are able to follow up views expressed on the report at parents' evenings where there is the opportunity to discuss their child's progress. Parents who responded to the questionnaire were clearly satisfied with the quality and quantity of excellent information they were given about their children. The Friends of Sherborne House are a voluntary group who provide a focus for social occasions and organise activities for the children and parents to enjoy. It has raised money for capital projects from which all children benefit as well as some charities. The school handles parental concerns and complaints assiduously and conforms to its published procedures, which meet regulatory requirements.

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 setting meets the aims of the school and provides good quality education and care. Close attention is given to every child's needs. Children feel safe, secure and valued, and parents are confident that the school provides a good education for their children. The setting is well organised and staff have worked hard to create a stimulating and attractive environment both inside and outside the classroom. Children are recognised as individuals; their preferences, strengths and weaknesses are monitored and staff successfully extend and support them. Staff self-evaluation is good and plans are continuously monitored to create the best provision. Since the previous inspection there has been an improvement in the balance of the six areas of learning but more time is needed for regular independent writing.

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

6.2 Leadership and management are good. Day-to-day organisation is well managed by experienced staff who ensure that children are safeguarded. Staff are familiar with all policies and procedures and risk assessments are regularly carried out. Well-qualified staff achieve a high standard of practice and make effective use of training opportunities. Each child's learning and progress are celebrated and thorough records of pupils' progress are maintained. A devolved budget is used productively but there are insufficient resources to support children's independent learning and enquiry. Parents are provided with a handbook of information and detailed termly reports. A comprehensive development plan sets out the future progression of the setting. Staff promote equal opportunities well through the consistent implementation of procedures and shared good practice.

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

6.3 The quality of provision is good and, in some respects, outstanding. The grounds are an attractive feature of the setting and provide a welcoming, friendly environment for every child to enjoy in all seasons. Relationships between adults and pupils are excellent. Children enjoy the wide range of activities and regular planning accommodates their particular interests. There is a good balance of adult-led and child initiated activities. Children have limited access to ICT, although this is an area currently being developed. The setting promotes the children's welfare and healthy eating habits well. Regular checks are made on the safety of the indoor and outdoor equipment. Good use is made of the outdoor areas but there is little cover in wet weather or permanent outdoor storage for resources.

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

- 6.4 Children make good, and in some respects excellent progress in relation to their starting points. Literacy and numeracy skills are continuing to develop with a view to most children achieving the Early Learning Goals by the end of Reception. Children greatly enjoy their time in school; they are enthusiastic and active learners. They are aware of other cultures and customs and give generously to a range of charities. Children practice high standards of hygiene and feel safe. They show good levels of independence, imagination and friendship in the classroom. They behave well, are sociable and co-operative and readily become engaged and absorbed in imaginative play.

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 a representative of the proprietors, 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

Mr David Horn

Reporting Inspector

Mr Michael Higham

Head, IAPS school

Mrs Susan Webb

Head, ISA school

Mrs Marjorie Harris

Early Years Co-ordinating Inspector