



INDEPENDENT SCHOOLS INSPECTORATE

GARDEN HOUSE SCHOOL

STANDARD INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

Garden House School

Full Name of School	Garden House School
DfE Number	207/6213
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Email Address	info@gardenhouseschool.co.uk
Head teachers	Mrs Kate Simon, Mr Christian Warland and Mrs Wendy Challen
Proprietor	Mrs Jillian Oddy
Age Range	3 to 11
Total Number of Pupils	487
Gender of Pupils	Mixed (203 boys; 284 girls)
Numbers by Age	3-5 (EYFS): 132 5-11: 355
Head of EYFS Setting	Mrs Wendy Challen
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. The previous ISI inspection was in February 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 Garden House School opened in 1951. It moved to Turks Row in 2004. The Nursery remained on the original site in Sedding Street. In 2010, a new annexe for boys opened for Years 4 to 6. Access to outdoor space is available in the form of the courtyard and nearby recreational areas. The school has no governing body or formally constituted advisory body, the sole proprietor being responsible for all strategic matters.
- 1.2 Garden House provides day education to pupils between the ages of 3 and 11 years. It is organised into three sections: Girls' Lower School (Nursery to Year 2), Girls' Upper School (Years 3 to 6) and Boys' School (Reception to Year 6), with a head teacher for each section, responsible for the day-to-day running of the school. There are no boys in Year 6 and small numbers in Year 5, as the expansion of the Boys' School has only recently been introduced. New heads of the Girls' Upper School and Boys' School have been appointed since the previous inspection.
- 1.3 The school's aim is to encourage pupils to love learning, with kindness as key, and an ability for them to thrive in their next schools. Its motto is "Non sibi sed omnibus", translated as "Not for one, for all".
- 1.4 Currently, the number of pupils on roll is 487. The Early Year Foundation Stage (EYFS), comprising the Nursery and Reception classes, consists of 132 children, 40 of whom are part-time. In addition, 171 pupils are in Years 1 and 2, and 184 are in Years 3 to 6.
- 1.5 There are 92 pupils for whom English is an additional language (EAL), 16 of whom receive support for their English. In total, 56 pupils are identified as having learning difficulties and/or disabilities (LDD), 27 of whom receive specialist learning support from the school. Pupils are predominantly local and come from professional backgrounds. A large range of nationalities, cultures and faiths is represented in the school.
- 1.6 Pupils are selected primarily at the ages of three and four. Nationally standardised tests indicate that the ability profile of the school is above the national average.
- 1.7 National Curriculum nomenclature is used throughout this report to refer to year groups in the school. The year group nomenclature used by the school and its National Curriculum (NC) equivalence are shown in the following tables.

Early Years Foundation Stage Setting

School	NC name
Kindergarten	Nursery
Preparatory	Reception

Years 1 to 6

School	NC name
Transition	Year 1
Junior	Year 2
Middle I	Year 3
Middle II	Year 4
Upper I	Year 5
Upper II	Year 6

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 The school is extremely effective in meeting its core aim of encouraging pupils to love learning, with kindness as key, and an ability to thrive in their next schools. From the EYFS upwards, pupils are highly successful in their learning and development. Their overall achievement is excellent. Standards are high, being far above the average for those in maintained primary schools; as a result, progress is excellent. Underpinning this is good quality teaching, which is often challenging and enjoyable for pupils. Although the pupils' progress is assessed over time, effective use and analysis of this data are not fully honed. This is particularly in relation to establishing how well different groups of pupils fulfil their potential and how this then informs planning for future strategies to improve even further their outcomes. Pupils are proud of their achievements and have excellent attitudes to learning, showing interest and striving for success in all they do.
- 2.2 The pupils' personal development is excellent. All make significant strides in this respect as they move through the school. Fundamental to this is the school's Kindness Code, which focuses on treating others as one would like to be treated. Behaviour and relationships are excellent in and around the school. High quality pastoral care is the norm. Pupils spoke with passion about the way the school is supportive of individuals and identified instances where interventions had dealt with the smallest difficulties. They are particularly well prepared for the next stage of their education. Arrangements for the welfare, health and safety of pupils are excellent.
- 2.3 Governance of the school is excellent. The proprietor is highly committed to ensuring that its aims are met and that the school continues to move forwards. All the recommendations from the previous report have been addressed. At the time of the initial visit one of the regulatory requirements for the EYFS was not fully met. By the time of the final team visit the school had rectified this as far as it was possible to do so. Delegation of clearly defined responsibilities to the head teachers of the three schools has been highly effective, resulting in excellent leadership and management. This is underpinned by excellent team work and a continuing focus on improvement. Parents, who are kept well informed, are very supportive of the school in all aspects of its work. Some pupils felt that their views are not always listened to. Inspection evidence supports this.

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.
- 2.5 In order to comply with the learning and development requirements of the Early Years Foundation Stage, the school was required to:
- ensure that in the final term in the EYFS classes, parents are provided with a written summary reporting their children's progress against the Early Learning Goals and assessment scales.
- 2.6 At the time of the final team visit, the school had rectified the above shortcoming as far as it was possible to do so, as noted in the text of the report.

(ii) Recommendations for further improvement

- 2.7 The school is advised to make the following improvements.
1. Sharpen the analysis and use of assessment data in order to plan future strategies to ensure that pupils with LDD or EAL and those who are able, gifted and talented (AGT) reach their full potential.
 2. Extend further the opportunities for pupils to have a greater say in how the school develops.

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 quality of the pupils' achievements is excellent. This is a significant improvement since the previous inspection. During their time at the school, pupils become increasingly confident in their individual abilities and make great strides in their academic progress, reflecting the school's focus on encouraging and developing happy, confident, kind and creative children who will go on to thrive in their next school.
- 3.2 Pupils of all ages are particularly keen to learn and enjoy what they do both in lessons and other activities. This is clearly evident in their participation in extra-curricular activities, annual musical productions, different musical groups and sporting activities. In sport, individuals and teams have been successful in local and Independent Association of Prep Schools events, particularly in girls' swimming. All are making excellent progress in ballet and fencing, which are part of the school's formal curriculum provision. In music, many pupils have gained passes and merits in the Associated Board of the Royal Schools of Music examinations, particularly in singing. Pupils also achieve high levels of success in external speaking and listening examinations, the majority gaining distinctions. In addition, pupils have achieved outstandingly well in prominent national art and creative writing competitions, as well as having their work displayed in a local, nationally renowned art gallery.
- 3.3 Pupils are articulate, expressing themselves clearly in both oral and written tasks, and they listen carefully to their teachers and to one another. They apply their excellent language and mathematical skills with confidence across the curriculum. The pupils' expertise in information and communication technology (ICT) is also honed well, as are their scientific knowledge and understanding. They are particularly adept at using ICT to enliven the presentation of their work, and as a research tool to support their learning and deepen their knowledge and understanding of the tasks being undertaken. Their understanding and appreciation of different genres in art and of the work of different artists are a particular strength.
- 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 at the age of 11 are far above the national averages for maintained primary schools, and results in reading are higher than national norms. In English, mathematics and science, all pupils have reached national expectations and there is a significantly improving trend in the proportion of pupils achieving above this standard in these subjects. This level of attainment indicates that pupils of all ages and abilities make excellent progress as they move through the school, as shown by standardised measures of progress. In the lessons observed, the pupils' academic progress was often seen to be excellent. Pupils with LLD or EAL and those identified as AGT also make excellent progress in lessons. However, because the school's assessment procedures are not sufficiently honed in tracking their progress over time, it is unclear if all of them are reaching their full potential. Upon leaving at the end of Year 3 or Year 6, pupils move on successfully to their chosen preparatory or senior schools within London or elsewhere in the country.

3.5 The pupils' attitudes to learning are excellent. Pupils work co-operatively in pairs or small groups, or as individuals in lessons, and also relish opportunities for individual research activities, which some then present to their peers.

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

3.6 The curriculum is excellent. The school is highly successful in meeting its aim of providing a broad, balanced and creative curriculum for pupils of all ages and abilities. This contributes extremely well to their achievements because of the outstanding range of opportunities provided to enable them to develop intellectually, culturally, personally, physically, socially and spiritually. Preparations for pupils to secure places in future chosen schools are well planned and highly successful. Since the previous inspection, there have been significant improvements in timetabling and provision. Imbalances have been put right, resources have improved, and ICT is used particularly well to deliver the curriculum and to support cross-curricular links. Library facilities have been greatly improved, as have opportunities for pupils to conduct independent research.

3.7 Building on the EYFS curriculum, the curriculum for Years 1 to 6 places particular emphasis on the core subjects of English, mathematics and science, as well as ICT. In addition, the school sets high value on its provision for French, Latin, art, music, drama, ballet and fencing, all of which are taught by specialists. Personal, social, citizenship and health education (PSCHE) lessons reflect the school's aims and ethos, and are particularly effective in supporting the pupils' personal development. Special themed days enable boys and girls to work together on various projects to develop and extend their learning, for example, the recent science day for Years 3 to 6.

3.8 Provision is very effective for pupils who have LDD or EAL and, where appropriate, they receive extra support and guidance in class or in individually tailored sessions. As confirmed by parents, the school develops strong links with those whose children require extra help and support. Provision for the most able is also an improving focus in the school. Able pupils who speak Spanish as their first language attend a morning club.

3.9 An excellent range of extra-curricular activities enriches and enlivens the classroom curriculum, expands the pupils' horizons and supports their personal development. Pupils spoke enthusiastically about their lessons and the excellent breadth of the various other activities on offer. They were particularly supportive of the range of physical activities available. Pupils were seen planting, harvesting and weeding in their beautifully resourced and organised garden during gardening club. Others were seen enjoying the chess club and the spy club, which involved taking part in a range of activities such as secret writing and using codes for communicating with one another. Pre-school and after-school choral groups, including a gospel choir and instrument groups, are particularly well attended and enjoyed by pupils.

3.10 An excellent range of educational visits enhances the curriculum further. These include those to local museums, art galleries, theatres, farms, zoos and gardens, as well as residential trips to Cornwall, France and the Isle of Wight. Community links are very effectively promoted and all pupils benefit from these. The school has particularly strong links with the local church, as well as the Chelsea Pensioners through the use of their grounds for the school garden and for sports activities.

3.(c) The contribution of teaching

- 3.11 The quality of teaching is good. Lessons range from many where outstanding teaching skills result in high levels of pupil engagement, enjoyment and enthusiasm for learning, together with sustained concentration, to a few where there are some areas for improvement as well as some strengths. In these lessons progress is less rapid for all groups of pupils. Procedures for the assessment of pupils with LDD or EAL and those who are AGT are not enabling all the teachers to identify whether these groups of pupils are reaching their full potential. Nevertheless, as in all lessons, pupils remain attentive and responsive, which reflects their love of learning.
- 3.12 Overall, teaching is effective in promoting the pupils' progress and intellectual capacities, and supports effectively the school's aims of ensuring that learning is a rewarding and enjoyable experience for everyone. As a result, the pupils' confidence in their abilities improves considerably as they move through the school, which prepares them successfully for the next stage of their education. Teachers know their pupils well and planning is effective in ensuring that the work is matched closely to their differing needs. In an example of excellent practice, planning enabled outstanding collaboration in small groups and 'think partners' during a creative writing task whilst studying Roald Dahl's *The Magic Finger*.
- 3.13 A particular strength in teaching is the contribution it makes to the pupils' spiritual, moral, social and cultural development. The teachers' provision and use of a wide variety of interesting, contemporary resources underpin this. This was particularly evident in Year 4 literacy lessons in both the boys' and girls' schools, where pupils were considering and discussing the importance of listening to two sides of an argument when taking part in structured debates on, for example, land use and affordable housing. In art lessons, pupils create their own imaginative works based on the study of contemporary artists, for example the works of Rachel Whiteread and Louise Bourgeois. The teachers have made better use of ICT since the previous inspection, which supports the quality of teaching and enlivens learning. The small number of less successful lessons are characterised by variability of pace, a lack of clarity in explaining the desired learning outcomes, insufficient time to recap learning at the end of the lesson and inconsistencies in the quality of support from some teaching assistants.
- 3.14 Assessment procedures at whole-school level have improved, as have the monitoring and evaluation of progress in lessons. This feeds successfully into the school's assessment data. Small classes mean that teachers can closely monitor the progress being made by pupils, although there is some inconsistency in the quality of guidance and support to indicate the next steps required for improving work even further, both through written or oral comments. Notwithstanding this, pupils stated that they particularly appreciate the individual help and attention they receive from teachers in their lessons and that learning is made enjoyable because of the variety of activities and methods used.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

- 4.1 Spiritual development is excellent. Pupils are self-confident and highly respectful of each other and adults. They study a broad range of religions and different festivals throughout the year. Pupils have an outstanding aesthetic awareness, listening to and appreciating the music that is played in the main entrance foyer, in lessons and in assemblies. The display in the Turks Row building of the school's collection of modern European art and sculpture adds considerably to the learning ambience and develops an interest in and love of art, inspiring the pupils to produce their own independent work and to enter a variety of local and national competitions. Pupils have high levels of self-esteem, encouraged through the highly effective use of the rewards system and opportunities to perform at prominent venues such as the Cadogan Hall and the Royal Court Theatre. The many achievements and successes are widely celebrated in assemblies and through displays in and around the classrooms, and published in the weekly school newsletters.
- 4.2 A strong understanding of moral issues results in the pupils being extremely kind and considerate towards one another. The school's Kindness Code is an outstanding strength and is respected and valued by all pupils. Pupils enjoy the opportunities to express their thoughts and feelings as part of the comprehensive PSICHE programme and respect one another's right to speak and be heard. They appreciate the distinction between right and wrong, and have a concern for their environment, both locally and further afield. A strong awareness of the needs of others is enhanced through links with a hospital and pupils' fund raising for various charities.
- 4.3 Pupils demonstrate highly developed social skills and relate positively to each other, to all members of the school community and to visitors. There is a wide range of opportunities to develop responsibility, from class captains, vice-captains and 'odd job' roles for younger pupils to posts as prefects, and arts, sport and games captains for older pupils. These responsibilities are undertaken conscientiously. Whilst pupils are able to contribute ideas to a food committee, their pre-inspection questionnaire responses expressed a desire to have a greater say in what happens in the school. The school is aware of this and the inspectors agree with the view.
- 4.4 The pupils' cultural development is excellent and broadens their horizons, demonstrated by their strong appreciation of Western culture, and their well-developed understanding and knowledge of the diversity of faiths and other cultural traditions. This is reinforced through the study of festivals such as Shavuot, which included a visit to the Jewish Museum London, and activities based on other cultural traditions across the world.

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

- 4.5 The contribution of arrangements for welfare, health and safety is excellent. The interests of pupils have the highest priority. The school has continued to build upon and improve further the very good arrangements for pastoral care and support seen at the previous inspection. In addition, the regulatory failings identified at that time have all been addressed.
- 4.6 The quality of pastoral care is excellent, underpinned by the school's aim and ethos to give pupils confidence, grace and courage, with sensitivity to the needs of others.

This is demonstrated clearly throughout the work of the school. Pupils feel safe, valued and secure, and parental responses to the pre-inspection questionnaire show that they too value the quality of care the school provides for their children. Outstanding relationships are apparent between staff and pupils, as a result of highly effective and detailed pastoral care systems supported by well-implemented policies and clarity of guidance. Consequently, pupils thrive personally as well as academically.

- 4.7 The school's code of conduct, known as the 'traffic light system', is clearly understood by pupils and alerts them to what is considered to be unacceptable standards of behaviour. Alongside this, the rewards system underlines the school's belief that praise and rewards should also be at the forefront of its work to support tolerance for one another and high standards of behaviour. House points, stars and certificates are valued highly by the pupils, as are the more informal approaches by staff in offering general praise and encouragement. Class rules are discussed and agreed by the pupils and their class teacher at the beginning of the academic year. Bullying in all its forms is not tolerated. The anti-bullying policy ensures that any issues that arise are dealt with quickly and effectively. This was confirmed by pupils and records show that instances of bullying are rare. A designated school counsellor is available to discuss any concerns pupils may have. This is much appreciated by pupils.
- 4.8 Child protection arrangements are excellent. All staff are trained regularly in safeguarding awareness, and there are three designated child protection officers. Staff recruitment checks are thorough. Measures taken to reduce the risk of fire and other hazards are in place. Regular fire drills are held and documented, and staff receive fire training. Electrical testing is carried out appropriately, and health and safety documentation is thorough. Any accidents are suitably recorded and any pupil who is taken ill during the school day is appropriately cared for. The school conforms with the Special Educational Needs and Disability Act. The admission and attendance registers are maintained accurately.
- 4.9 Good quality school lunches are provided for all and a wide range of physical activities, including swimming, is available throughout the school year. As a result, pupils have a strong appreciation of the importance of a healthy diet and the need for regular exercise.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

5.1 The governance of the school is excellent. It has improved significantly since the previous inspection and is highly effective in supporting the school's aims. There is a clear vision for the development of the school to reflect these aims. The school has grown considerably since the previous inspection. Boys are now accepted into Years 4 to 6 and numbers are increasing year on year. The proprietor discharges her responsibilities successfully and with due diligence, ensuring that the head teachers of the three schools have clearly defined roles and responsibilities. All the recommendations from the previous report have been addressed and the proprietor, along with the three head teachers, monitors regulatory compliance carefully. After the initial visit they responded quickly to a regulatory shortcoming in the EYFS, ensuring that this was resolved as far as possible by the time of the final team visit. The proprietor has other school responsibilities in the United States of America but attends weekly head teachers' meetings when she is in London, as well as keeping in regular contact. In addition, the proprietor and the three head teachers keep abreast of their responsibilities, particularly in the areas of safeguarding, welfare, health and safety.

5.(b) The quality of leadership and management

5.2 Leadership and management are excellent, fulfilling the school's aims through a focus on continuous improvement. Consequently, the school is one where every pupil is at the heart of all its work and high academic standards are maintained. This is a result of the highly effective collaboration and team work of the heads of the three schools and their senior leadership team. There are clear roles and lines of accountability for senior and middle leaders, as well as close monitoring of teaching and learning, and of the curriculum. This has ensured greater consistency in leadership and management, which in turn is improving teaching and learning. In addition, strategic planning is now more effective. Significant improvements have been made since the previous inspection, including increased opportunities for staff professional development as a result of more rigorous staff appraisal procedures. Professional development opportunities, including in-service training, respond to whole-school areas, such as child protection, and welfare, health and safety, as well as to individual needs. This ensures that staff are well informed and have up-to-date knowledge and understanding to guide their practice. This is ultimately of benefit to the pupils. Although pupils' progress is assessed over time, the head teachers recognise that the analysis and use of this data to guide future planning lack sufficient rigour. This is particularly in relation to monitoring of the progress of different groups of pupils, including those with LDD or EAL and those who are AGT.

5.3 Recruitment checks are carried out carefully and school policies, including those for safeguarding pupils, are regularly checked and revised to ensure that they are up-to-date and meet fully all requirements. Their implementation is also monitored closely. There is a very strong sense of community throughout the school, which includes teaching, support and administrative staff as well as pupils, ensuring that the school's aims and ethos are fully realised.

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

- 5.4 Links with parents are excellent and strongly support the school's aims to develop fully pupils' academic and personal potential, in which parental partnership is considered to be a crucial element. Almost all parents who responded to the pre-inspection questionnaire indicated that they are very appreciative of the school's work. In particular, they commented positively on the high standards expected of pupils academically and pastorally, as well as the support given to pupils to achieve this. In addition, they were much impressed by how well they are informed about their children's progress and other school matters, as well as being able to contact the school to raise any concerns they might have. The inspectors concur with these views.
- 5.5 Parents of current and prospective pupils receive all required information about the school. A clear and concise safeguarding policy, for instance, is available on the school's website. In addition, there is a regularly updated calendar listing key school events. Two full written reports are provided for parents at the end of the autumn and summer terms. These include informative comments on how improvements can be made by pupils. Nursery children's parents receive a report at the end of the summer term. Meetings are scheduled over the autumn and spring terms to review pupils' progress and to set targets for further development. Informal meetings can be arranged at any time during the academic year. Reading record books and homework diaries are also used effectively to provide a further conduit of communication between teachers and parents.
- 5.6 Parents have excellent opportunities to be involved in the life and work of the school. They are welcomed to attend the many school events, including summer shows, concerts, sports days and carol services. In the Feb Fest, for example, held in the Cadogan Hall, junior pupils perform on stage alongside professional musicians before a large and enthusiastic audience of parents witnessing the rich quality of school life at Garden House. The active parents association is another excellent channel of communication and provides parents with a forum through which to contribute their skills and ideas to the school. It organises many school functions, such as the Christmas and summer fairs, quiz nights and auctions. The funds raised go to external charities. The association also organises extra-curricular activities for pupils, such as cake days, visiting speakers and book swaps. Lectures for parents organised by the association have been well supported and appreciated.
- 5.7 The school handles parental concerns appropriately and has a suitable complaints procedure.

What the school should do to improve is given at the beginning of the report in section 2.

6. THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION STAGE

6.(a) The overall effectiveness of the early years provision – how well the school meets the needs of children in the Early Years Foundation Stage

6.1 The overall effectiveness of the EYFS is good, with some outstanding features. The school's aim of providing a stimulating environment in which children gain an enthusiasm for learning, enabling them to achieve their potential, is successfully met, as illustrated by the rapid progress they make in all areas of learning from their different starting points. Children's individual needs are met very effectively. Until recently, reporting requirements were not met. Good partnerships with external agencies and close working relationships with parents promote good quality care and education. Self-evaluation is accurate and focuses on sustaining high standards. Since the previous inspection, the EYFS has built further on the strengths identified and now has improved resources. Capacity for continuous improvement is therefore good.

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

6.2 Leadership and management are good overall. Up-to-date policies, procedures and risk assessments are regularly reviewed, ensuring that children are always safeguarded. Secure recruitment procedures confirm that staff are suitable to work with children. Staff make effective use of resources and ensure that no child is disadvantaged or suffers discrimination. Weekly meetings take place, with all staff involved in sharing and developing good practices, which underpins the shared self-evaluation and development planning processes. Parents are very positive about the provision and appreciate being involved in sharing their children's learning. However, managers had not ensured that in the final term in the EYFS classes, parents were provided with the required written summary reporting their children's progress against the Early Learning Goals and assessment scales.

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

6.3 The quality of provision is excellent. The stimulating learning environment enables children to learn and make excellent progress. Best use is made of all learning areas, which encourages child-initiated and independent learning. Detailed planning and assessment activities take account of individual needs. This ensures that children are supported and encouraged in their learning and development, as well as being suitably challenged. Adults respond sensitively to children, as in role play activities in a literacy lesson about *Jack and the Beanstalk*. All areas are checked regularly for safety and adults are vigilant in promoting safe practice, including when children travel between the different premises. Adults actively encourage children to eat healthily and promote excellent hygiene practices throughout the day.

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

- 6.4 Outcomes for children are outstanding. They make rapid progress in relation to their starting points, and frequently exceed the Early Learning Goals in all areas. Children co-operate well with each other and make friends easily. They make choices and initiate their own play. While exploring and investigating the hospital role play area, children used appropriate vocabulary and actions, demonstrating their previous learning about the role of a doctor. They express their needs clearly, enjoy books and count objects carefully and accurately. Children use their phonic knowledge and skills in sight recognition to read letters and words correctly. They also write, use computers and record their learning in a variety of ways. The collage pictures which children produced demonstrated their excellent co-ordination skills, as well as their knowledge and understanding of plants. All are very well behaved and confident in requesting help. Children eat healthily, and independently follow the systems established to promote good 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 proprietor, 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 James Bowden	Reporting Inspector
Mrs Eileen Parris	Assistant Reporting Inspector (Former headteacher, ISA school)
Mrs Deborah Nisbet	Former Director of Studies, IAPS school
Mr Jim Turner	Headteacher, IAPS school
Mrs Rosamund Walwyn	Head of Pre-prep Department, IAPS school and Early Years Co-ordinating Inspector