



INDEPENDENT SCHOOLS INSPECTORATE

ST MARY'S JUNIOR SCHOOL, CAMBRIDGE

STANDARD INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

St Mary's Junior School, Cambridge

The senior school was inspected at the same time and a separate report published.

Full Name of School	St Mary's Junior School, Cambridge		
DCSF Number	873/6001		
Registered Charity Number	290180		
Address	St Mary's Junior School, Cambridge 1 Brookside Cambridge Cambridgeshire CB2 1JE		
Telephone Number	01223 311 666		
Fax Number	01223 472 168		
Email Address	juniorschool@stmaryscambridge.co.uk		
Head	Mrs D O'Sullivan		
Chair of Governors	Mrs D Wilkinson		
Age Range	4 to 11		
Total Number of Pupils	184		
Gender of Pupils	Girls		
Numbers by Age	3-5 (EYFS):	15	5-11: 169
Number of Day Pupils	184		
EYFS Gender	Girls		
Inspection date/EYFS	23 Mar 2010 to 24 Mar 2010		
Final (team) visit	04 May 2010 to 06 May 2010		

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 of St. Catherine's RC Preparatory School in January 2001. The school has subsequently become St Mary's Junior School. No judgements have been made on progress since the inspection in 2001.

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

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

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

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

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

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

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

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 St Mary's is a Catholic day and boarding school for girls aged four to eighteen in Cambridge. It was founded in 1898 by the sisters of the Venerable Mary Ward (the Congregation of Jesus, and the Institute of the Blessed Virgin Mary). St Mary's Junior School is a day school that educates 184 girls aged four to eleven. The school was part of St Mary's until it closed in 1987, when it reopened as St Catherine's Prep School and was governed by a group of parents who became the board of directors. In 2006 St Catherine's joined St Mary's Senior School. A single governing body governs the senior and junior schools. Provision for the Early Years Foundation Stage (EYFS) is made in the junior school with fifteen girls in the Reception class. The values of the school are based on the educational vision of the Venerable Mary Ward who believed in the essential dignity of each human person, women as well as men. The school seeks to encourage excellence and foster a love of learning, stimulate curiosity, encourage independent thought and enhance self-esteem. Emphasis is placed on the provision of a caring and stimulating Christian environment, providing education to pupils of all faiths or none, within which pupils can discern their vocation through the development of their gifts and social skills.
- 1.2 The average ability of the girls as indicated by standardised tests taken by the older girls in the junior school is above the national average, with a wide spread of ability. Whilst most girls transfer to the senior school the remainder are successful in gaining places at the senior schools of their choice, some with scholarships. The girls come from a wide range of backgrounds. Approximately a quarter are bilingual and three pupils receive extra support for English as an additional language (EAL). Two girls have statements of special educational needs and 49 have been identified as needing a degree of learning support (LDD) from time to time. Twenty-one of these have extra specialist support.
- 1.3 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

2. THE SUCCESS OF THE SCHOOL AND ACTION POINTS

2.(a) Main findings

- 2.1 From the EYFS, pupils are well educated in line with the school's aims. The standards pupils achieve are good in relation to their ages and abilities. Their achievement in English, mathematics and music are particularly notable. They are effective and competent learners and have excellent attitudes to their learning. The curriculum is rich and interesting and is closely linked to the school's aims. A wide range of extra-curricular activities is provided. The pupils' success is promoted by the good teaching and their excellent attitudes to learning. Detailed assessments are made of pupils' achievement and progress. This information is used well to track their progress and to plan work. Marking is thorough but does not give pupils enough advice as to how they could improve their work.
- 2.2 The pupils' personal development is outstandingly well developed and fostered by the school's positive ethos. Their spiritual, moral, social and cultural development is excellent and reflects the school's values. Relationships between pupils and between pupils and adults are excellent. Pastoral care is excellent and enables pupils to have a happy and successful educational experience. The extra-curricular activities contribute significantly to pupils' personal development. Thorough attention is paid to safeguarding children and to health and safety.
- 2.3 Governance is good. Governors have set a clear educational direction for the development of the school and ensure that its values and aims are promoted. They undertake their oversight of health and safety, and child protection effectively. Leadership is excellent and management is good. Much has been achieved in the four years since the school became part of St Mary's to make the links with the senior school as seamless as possible. The senior management team is highly effective in setting priorities based on their very good understanding of the school's strengths and areas that need improvement. The management of subjects has been developing and a well thought out new structure new. Staff development is good. Parents' replies to the pre-inspection questionnaires were highly favourable.

2.(b) Action points

(i) Compliance with regulatory requirements

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

- 2.4 At the time of the initial visit, the school met all the requirements of the Independent School Standards Regulations 2003, as subsequently amended.
- 2.5 The school's provision for childcare met the requirements of the Early Years Foundation Stage and no action was required.

(ii) Recommended action

- 2.6 The school is advised to make the following improvements.
1. Ensure that marking provides pupils with guidance as to how they could improve their work.
 2. Ensure that subject co-ordinators consistently monitor and evaluate their subject provision.
 3. Further develop ways to engage children in the EYFS in challenging outdoor activities.

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 pupils attain good standards, and make good progress in relation to their ability, in line with the school's aim to foster a love of learning. Analysis of data from the school's assessments, together with a scrutiny of work and lesson observations, demonstrates that standards are well above average. Gifted and talented pupils make good progress as they are well supported, as do pupils with LDD. Similarly, pupils with special educational needs make appropriate progress, in line with their individual education plans. Pupils with EAL make good progress in terms of their schoolwork and in gaining fluency in English. Children from the EYFS onwards are successful and enthusiastic learners. The pupils readily think for themselves in lessons and in their written work, and show thorough understanding of the subjects they study. They competently apply the skills they learn in their lessons and written work. Most pupils transfer to the senior school. Pupils are also successful in gaining places at other senior schools of their choice, some with scholarships.
- 3.2 The pupils are articulate and attentive listeners, both to their teachers and to one another. They express their ideas clearly and cogently argue their points in discussion, for example when the pupils discuss what is meant by change in history. The pupils read fluently. They usually write accurately and neatly in a range of different styles, for example as poets or reporters. The pupils have a firm grasp of mathematics. They use information and communication technology (ICT) to support their work in various subjects, for example when they design posters and programmes, or display information in graphs. They devise investigations in science and ensure their tests are fair. The pupils show a logical approach when tackling problems or explaining their ideas, for example in mathematics and when younger pupils predict spelling patterns. They develop strong personal skills by working in pairs, taking responsibility for decision making and undertaking their own research. The pupils show their well-developed creative skills, for example in drama, and many are accomplished musicians.
- 3.3 The pupils are successful in their music examinations and the chamber choir has won its section in a local music festival. Many pupils have individual success in a wide range of sports including tennis, diving and gymnastics. Teams have done well in netball and hockey matches with other schools. The pupils have successfully participated in cross-country championships.

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

- 3.4 Pupils benefit from a rich, interesting and good quality curriculum which captures their interest and provides well for their academic and creative development. It is enhanced by the provision for languages, with French taught throughout the school, Spanish and German taught in Years 5 and 6 and Latin taught in Year 6. Creative and expressive subjects are emphasised. The school provides a satisfactory range of opportunities for pupils to develop their design and technology skills. Personal, social, and health education (PSHE) is systematically planned and covers an appropriate range of topics and contributes significantly to the pupils' personal development. Due attention is paid to citizenship. The education provided is suitable for all ages, abilities and needs. Gifted and talented pupils are suitably challenged, and have effective provision of extension work in several subjects; some have individually tailored programmes. For example, in mathematics, able pupils in Year 6 are taught with pupils of similar ability, and undertake work usually provided for older pupils. Pupils with LDD are well-supported and pupils with EAL have focused individual support. Close co-operation between junior and senior schools has enabled junior school pupils to benefit from senior school specialist coaching. This has enriched the curriculum. The curriculum is securely planned by subject co-ordinators, but their monitoring of the delivery of the provision is limited.
- 3.5 The extra-curricular activities are wide-ranging, covering many creative areas, musical performance and sporting opportunities. The activities are popular and contribute significantly to the pupils' personal development. The programme takes due account of pupils' interests. Cheerleading was added in response to requests from the pupils. In their replies to the pre-inspection questionnaires parents were very supportive of the activities provided. The curriculum is enhanced by visitors, and by visits to the many local places of interest as well as places further afield, including museums and places of religious worship. In Years 4, 5 and 6 pupils benefit from residential visits to York, Paris and Venice. Horizons are widened by an effective link with a school in India as well as the sponsorship of the education of an individual child in Ethiopia. The pupils benefit greatly from taking part in the annual Cambridge Science Festival, and from the close links the school has with educational training and research at a nearby college.

3.(c) The contribution of teaching

- 3.6 Good teaching enables pupils to make good progress. The teaching successfully meets the school's aim to stimulate curiosity and encourage independent thought. Some of the teaching is excellent and highly imaginative. For example, in Year 6, pupils enjoyed the challenge of translating Shakespearean English into modern usage. Pupils are successfully encouraged to make the most of their intellectual, physical and creative talents. Pupils make good progress as teaching is enthusiastic and interesting, and takes place in an atmosphere of mutual trust. Pupils are well supported as teachers understand their needs. In conversations with inspectors, pupils commented that teachers readily helped when they had difficulties in lessons, and often found time to help them outside lessons. Pupils' learning is enhanced as teachers know their pupils well and put this knowledge to good effect when planning work, which is detailed and thorough, and takes account of what pupils have learnt before.
- 3.7 A good range of teaching methods is employed, which captures the pupils' interest. In mathematics and English, warm up sessions are much enjoyed by the pupils and consolidate skills learnt earlier. Creativity is stressed in lessons, especially in art, music and poetry. Pupils' interest is maintained as lessons are well paced with a brisk start. Pupils' learning is successfully enhanced by teachers who have a secure command of the subjects they teach, for example in music and languages, or through the specialist teaching provided by the senior school in physical education and games. Effective use is made of the good quality resources. Teachers make good use of the interactive whiteboards in their classrooms to capture the pupils' interest and to illustrate more complex ideas. Pupils regularly use them to share their ideas and solutions to problems. Teachers use questions effectively to challenge pupils and to consolidate their learning. Pupils' independence is effectively fostered by teachers.
- 3.8 Marking is conscientious and regular. Whilst pupils are often given praise and encouragement, little written guidance is provided as to how they might improve their work. The teaching is well supported by the range of assessments made by teachers and through nationally recognised tests. Assessments are used effectively to track progress and to identify areas for support.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

- 4.1 Pupils of all ages, including the children in the EYFS, have outstandingly well-developed personal qualities. The school is highly successful in its aims to promote the essential dignity of each individual and to develop their self-knowledge. The pupils are proud of their school and appreciate what it offers them, as they indicated in their responses to the pre-inspection questionnaire. Parents are especially appreciative of the attitudes and values the school promotes.
- 4.2 Pupils have a highly developed sense of the spiritual. They have a clear sense of identity and self-worth. They demonstrate respect for themselves and others in all they do. Pupils develop a profound set of values and beliefs which underpin their viewpoints, and positively regulate their behaviour toward each other and any adults they encounter. For example, they write and share prayers regularly, focusing on both their own needs for guidance and on empathy for others. Pupils of all ages articulate their feelings and thoughts with great clarity. For example, in a school assembly pupils were able to present their views on the qualities of good leadership and link these to compassion in a natural and impressive way.
- 4.3 The pupils' moral development is excellent. Their strong sense of values informs their keen sense of right and wrong. They have a readiness to question injustice, as when older pupils explain how racism is morally wrong. In games and physical education lessons, they are fastidious in making sure that laughter is always shared and not directed at anyone. Pupils think through the consequences of their actions and with the consistent guidance of the staff, they reflect on their own behaviour so that misdemeanours are rare. They are keen to do what is morally right rather than just keeping to the rules.
- 4.4 Pupils are extremely well developed socially. Pupils of all ages thrive on and enjoy the responsibilities they are given whether as monitors, form captains or representatives on the school council. They undertake their responsibilities conscientiously. Older pupils were proud to share their class School Council books, which record their requests and ideas to take to council meetings. In lessons, they move smoothly from working independently to working in teams of two or more. For example, in a music lesson, older girls explored African rhythms in groups of six which were self-organised and self-directed in very sensible and supportive ways. Pupils show a secure understanding of public institutions when they explored the arrangements for the forthcoming general election.
- 4.5 The cultural awareness of the pupils is highly developed. They come to understand European cultural heritage through literature, art and music. In addition, in art and music, pupils experience other cultural backgrounds, for example African art and rhythms. They successfully learn about other cultures in geography and history, and through the visits they undertake to destinations in Europe. In preparation for their journey to Venice, pupils in Year 6 are developing an excellent understanding of how that city has changed over time. A strong feature of the pupils' cultural development is their knowledge of other faiths and traditions. The pupils have excellent relationships with each other and aspects of cultural background and belief are celebrated rather than emphasised as difference, reflecting a core value of the school.

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

- 4.6 Pastoral care is excellent. The Christian ethos of the school is supportive and ensures care of the highest quality. Secure and highly effective arrangements are in place to ensure the pupils' welfare, health and safety. Parents are very appreciative of the care their children receive.
- 4.7 Teachers know their children very well. Class teachers provide highly effective pastoral support, reflecting a key school aim to provide a caring environment. All teachers have a pastoral role. Members of staff meet together regularly to discuss all the pupils with regard to their academic and personal development, and to take action where necessary. The excellent relationships between teachers and pupils, and between pupils, add considerably to the quality of pastoral care. The senior management team provides a highly effective management structure for the oversight of pupils' pastoral needs.
- 4.8 The extremely positive atmosphere of the school, together with the school's clear expectations of pupils, result in behaviour of an outstanding quality. In the rare event that pupils do not meet the school's clear expectations, the misdemeanour is dealt with constructively in line with the school's Christian beliefs. Thorough and conscientious attention is paid to the prevention of bullying and harassment. The anti-bullying policy is clear, and implemented very effectively. Pupils commented that instances of bullying are rare and, should they occur, staff deal with them swiftly and take them seriously.
- 4.9 Thorough attention is given to safeguarding the pupils, and to promoting their health and well being. The school's safeguarding policy is in line with national requirements and is implemented conscientiously. The required training for all staff and the designated officers is up to date. Systematic Criminal Record Bureau checks are made on all adults who require them, and a detailed central register of appointments is in place. The school's recruitment of staff is meticulous and takes full account of national guidance.
- 4.10 Protection against fire is comprehensive. All appliances and evacuation procedures are tested regularly. Detailed risk assessments are in place for health and safety matters. Full risk assessments are made for educational visits, including residential visits abroad. Appropriate provision is made for pupils who are taken ill. Admission and attendance registers are completed correctly. A suitable plan has been drawn up to improve educational access for pupils with disabilities.
- 4.11 Due attention is paid to encouraging pupils to live healthily, for example in science and in PSHE. Pupils respond well to the many opportunities to take exercise. They have a secure understanding of what is involved in eating healthily. Meals provided at lunchtime are nutritious and much enjoyed by pupils and staff alike. Care is taken to ensure that menus are carefully prepared to ensure a balanced diet.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 Pupils in the junior school benefit from a good quality education effectively sustained by good governance. The governors are effective in overseeing welfare, health and safety and they maintain a high quality of resources and staffing. The governors are especially effective in supporting the school's aims. The governing body includes a good range of experience in education, finance and the law. It also benefits from the presence of figures with experience of boarding education. All governors give strong support to the school's Catholic ethos. Designated committees oversee financial and policy-making arrangements. In conjunction with information supplied by individual governors with responsibility for liaison in areas such as safeguarding and health and safety, this ensures appropriate oversight of those areas where governors have statutory responsibilities.
- 5.2 The governors take a keen interest in the junior school. The needs of the junior school are carefully considered and acted upon. Through regular reports from the head of the junior school, and their own knowledge, they have a sound insight into the work of the junior school and are particularly supportive. Thorough and effective financial planning by governors enables St Mary's school's senior management to initiate development planning for the school within strategic aims identified together with governors. The buildings are well maintained. Governors receive good quality information and visit often. They maintain fruitful links with staff. Links with parents through the use of questionnaires and the presence of some parents on the governing body ensure that good communication is maintained, strengthening the sense of community in the school.

5.(b) The quality of leadership and management

- 5.3 The leadership of the school overall, including the EYFS, is excellent. Since the school became part of St Mary's four years ago, the leadership at all levels of responsibility has established a clear educational direction firmly rooted in the aims of St Mary's school. The senior management of the school is effective in furthering the aims of the school.
- 5.4 The success of the leadership and management is clearly reflected in the good standards pupils achieve, and in their excellent personal development. The senior management team is highly effective in setting priorities and establishing a well-structured school development plan. As a result of their oversight of pupils' achievement and the quality of teaching, they have a secure understanding of the school's strengths and areas that need improvement. A strong feature of the leadership and management of the school is the highly effective partnership between the heads of the junior and senior schools. Staff are conscientious and keen that their pupils should do well.
- 5.5 At middle management level, the management of the subjects has been changing since the school became part of St Mary's. The original structure established when the junior school joined St Mary's had to change due to staffing changes. A new management structure for subject co-ordination was established, but was abandoned after its evaluation. A robust new structure has been developed and has just started its work. New co-ordinators have been appointed. A key focus for the

new arrangements is to identify areas where improvements are needed, and that co-ordinators contribute directly into the school development plan.

- 5.6 Good attention is given to staff development. Thorough arrangements for the appraisal of staff are in place and implemented. The outcomes of these appraisals directly contribute to staff development, in line with the procedures in the senior school. Care is taken to ensure that all staff have appropriate professional support when needed and staff benefit from opportunities to observe each other teach with a focus on good practice. Necessary training for safeguarding children is undertaken, as is that for health and safety matters such as risk assessments and first aid. Arrangements for ensuring the suitability of staff and volunteers are particularly thorough.

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

- 5.7 The school maintains excellent relationships with parents, guardians and carers in accordance with its aims. In the pre-inspection questionnaires parents indicated that they were very supportive of the school. They were particularly appreciative of the pastoral care provided for their children, the attitudes and values promoted, the wide-ranging curricular and extra-curricular opportunities available, and the information provided for them. Parents were supportive of the communication with the school. Inspection findings agree with parental views.
- 5.8 A wide range of information is readily available for parents. The officially required information, including policies and procedures, is posted on the very informative school website for parents of current and prospective pupils. Effective communication is maintained through the regular newsletters, and the comprehensive Magnolian and Pastonian annual magazine. Parents welcome the three reports they receive each year on their children's achievement and progress. These reports are detailed and are focused on providing summary, although they do not consistently identify what pupils need to do to improve.
- 5.9 Many and varied opportunities are provided for parents to be actively involved in the work of the school. Parents are involved on educational visits. They come into school to share their work experience, and skills. They regularly attend drama productions and fund-raising events. The tea concerts are well attended. The parents' association is very active. For example, it has recently helped the school by providing an adventure playground to enhance playtimes, and has pledged to regularly purchase newly published books to support the whole-school initiative on promoting and celebrating the joys of reading good literature. The parents' forum receives the completed termly questionnaires for parents provided by the school and discusses the outcome with the school's senior management team.
- 5.10 Parental concerns are dealt with informally by direct contact with parents and any that are made in writing receive detailed, prompt and sensitive treatment. Parents who completed the pre-inspection questionnaire felt that their concerns were attended to with due care.

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 early years provision is good, with a number of outstanding features. A strong aspect of the provision is the promotion of the girls' well-being, so that each girl is included and her needs met. High quality teaching ensures that the girls make good progress in their learning and development. Much of the success of the provision stems from the enthusiasm and management of the early years coordinator, who has an accurate understanding of its strengths and what it needs to improve.

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

- 6.2 Leadership and management are good. Rigorous safeguarding procedures ensure that girls thrive in a safe environment, supported by suitable staff. Risk assessments are thorough and carefully implemented as demonstrated on a farm visit during the inspection. Staff have a good knowledge of each girl's background and needs, and actively promote diversity and tolerance, guided by suitable policies and procedures in these areas. Parents are kept well informed of their daughters' progress, and are highly satisfied with the education and care provided. Close liaison with parents and other providers means that information is regularly shared and used to support each individual's achievement and well-being. Good teamwork between the early years staff ensures that provision is regularly reviewed and improved. Resources are appropriate and well used, but the small outdoor area adjoining the classroom offers limited scope for a broad range of challenging learning experiences.

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

- 6.3 The quality of the early years provision is good, with some outstanding features. Staff create a welcoming learning environment, based on a secure knowledge of the EYFS requirements and guidance. Detailed planning and organisation ensure that activities are well matched to each girl's needs. High quality teaching promotes positive attitudes to learning, and motivates the girls to apply and extend their knowledge, understanding and skills across all areas of learning. Excellent questioning skills, together with a genuine interest in each child, create a stimulating and enjoyable place to learn. Each girl's progress is carefully monitored through regular observation and assessment, and resulting information is used to plan future learning. The comprehensive range of required policies and procedures is implemented effectively to ensure that girls are protected and well supported.

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

- 6.4 Outcomes for girls are good, and many are on course to exceed the early learning goals by the end of the EYFS. They are eager to learn and their communication, language, literacy and mathematical skills develop very well. The girls demonstrate a keen interest in the natural world, inspired by frequent trips to the nearby Botanic Gardens. Their excellent creative and observational skills are improved by visits to the Fitzwilliam Museum, and are reflected in their drawings and paintings on display. The girls acquire personal qualities that enable them to make choices, take responsibility and co-operate with others. They show that they feel safe through their excellent relationships with staff, and their respect for others is evident in their exemplary behaviour. They develop a good understanding of the importance of hygiene, healthy eating, fitness and exercise.

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

INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with pupils and examined samples of the pupils' work. They held discussions with senior members of staff and with governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. 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 Rod Sharman	Reporting Inspector
Mrs Elaine Hooton	Team inspector (Former head, IAPS Junior School)
Mrs Carole McCulloch	Team inspector (Head, GSA Junior School)
Mrs Anne Culliford	Early Years Lead Inspector