



INDEPENDENT SCHOOLS INSPECTORATE

ST ANDREW'S SCHOOL

STANDARD INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

St Andrew's School

Full Name of School	St Andrew's School		
DfE Number	845/6016		
EYFS Number	EY333852		
Registered Charity Number	307073		
Address	St Andrew's School Meads Eastbourne East Sussex BN20 7RP		
Telephone Number	01323 733 203		
Fax Number	01323 646 860		
Email Address	info@androvian.com		
Acting Headmaster	Mr Martyn Ward		
Chair of Governors	Sir Ian Forbes		
Age Range	2 to 13		
Total Number of Pupils	391		
Gender of Pupils	Mixed (239 boys; 152 girls;)		
Numbers by Age	0-2 (EYFS):	0	5-11: 196
	2-5 (EYFS):	91	11-18: 104
Number of Day Pupils	378	Capacity for flexi-boarding:	35
Number of Boarders	Total:	13	
	Full:	13	Weekly: 0
Head of EYFS Setting	Mrs Lesley Shaikh		
EYFS Gender	Mixed		
Inspection date/EYFS	18 May 2010 to 19 May 2010		
Final (team) visit	21 Jun 2010 to 23 Jun 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 in May 2004.

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 of boarding was not carried out in conjunction with the Children's Directorate of the Office for Standards in Education (Ofsted), and the report does not contain specific judgements on the National Minimum Standards for Boarding Schools. It comments on the progress made by the school in meeting the recommendations set out in the most recent statutory boarding inspection and evaluates the quality of the boarding experience and its contribution to pupils' education and development in general. The full Ofsted report refers to an inspection in May 2009 and can be found at www.ofsted.gov.uk under Inspection reports/Boarding schools.

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 Andrew's School was founded in 1877 as a boys' boarding school. It became a charity in 1956, admitted its first day boys in 1963 and became co-educational in 1976. It is located on the edge of Meads village, on the outskirts of Eastbourne, where it is close to the sea and nestles under the Downs. At the time of the inspection, it had just amalgamated with Eastbourne College with whom it now shares a board of governors; those governors who form the St Andrew's committee take a particular interest in St Andrew's School business. The school has recently developed a forest school in adjacent woodland, mainly for use by pupils in the pre-prep.
- 1.2 At the time of the inspection, the school had 391 pupils, of whom 239 were boys and 152 girls. Of these, 21 full-time and 70 part-time pupils were in the Early Years Foundation Stage (EYFS), for pupils aged two to five. Pupils aged two to four form the nursery and are housed in The Lodge, which remains open for 50 weeks a year. The main school is divided into the pre-prep, for pupils up to Year 2, and the prep, for pupils in Years 3 to 8.
- 1.3 Pupils are admitted without selection. The range of their abilities is above the national average. Forty-six pupils have learning difficulties or disabilities (LDD) all of whom receive support; no pupils have statements of special educational needs (SEN). Twenty-one have English as an additional language (EAL), of whom twenty receive support.
- 1.4 Pupils are drawn from Eastbourne and the surrounding area, and are from a variety of backgrounds. Most pupils are white British. The school has thirteen boarders, who are accommodated in the main building. Most full-time boarders come from overseas, but the school offers flexi-boarding which is taken up by local pupils from time to time. A number of overseas nationals from Spain and Russia board for a few weeks in the summer term.
- 1.5 The school aims to provide a broad and balanced education which stimulates, excites and inspires its pupils; to provide opportunities to achieve excellence both as individuals and in groups; to educate the whole child; and to engender in all pupils the qualities enshrined in the school's values, which are based on Christian love and morality. More than three-quarters of the pupils move to Eastbourne College on leaving and most of the remainder progress to independent day and boarding schools in the south of England.
- 1.6 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 Pupils achieve excellent standards, making excellent progress by Year 8. They achieve success in entry to senior schools. Standards have become more consistent since the last inspection. Pupils are articulate and confident, and combine an excellent grasp of basic skills with imagination and creativity. They work well together. Pupils act and sing to an exceptional standard, and achieve considerable success in sport. An innovative curriculum structure, combined with extensive enhancement provides a stimulating educational experience. Provision for pupils with LDD is excellent. Provision for those with EAL and for the gifted and talented is less fully developed. Teaching is excellent overall, with the great majority of lessons well targeted to pupils' varying needs. Most marking provides clear evaluation against lesson objectives and helps pupils to improve their work, as does pupils' self-evaluation. The school is yet to make full use of information from assessment, though good progress has already been made.
- 2.2 Pupils combine self-confidence with warmth and a lack of arrogance or pretence. Excellent social development means they are quick to help others. However, opportunities to take responsibility are not fully developed. Pupils speak highly of the excellent pastoral care they receive from staff. The school has comprehensive arrangements for pupils' welfare; however, a small number of appointment checks had not been completed by the initial inspection, though a more robust system existed by the main visit. Meals are excellent and the substantial programme of physical education (PE) and games supports fitness well. Boarders enjoy a homely atmosphere, underpinned by supportive relationships. However, some short-stay international students are not fully integrated into all aspects of school life. The great majority of responses to the pupils' questionnaire were positive, especially about teaching and learning. Inspectors found no evidence to support the few areas of concern, except that the school does not make full use of the school council.
- 2.3 Clear and decisive leadership by both governors and senior staff has enabled the school to maintain its identity, ethos and sense of purpose in a year of change. A well-balanced structure for governance meets the school's needs well. Staff appreciate the close interest being taken by individual governors; in turn, this enables them to oversee all aspects of education and welfare at the school well. Within the school, leadership and teamwork are excellent in almost all respects and have underpinned key developments in teaching and learning. The school enjoys excellent relationships with parents, almost all of whom were very positive about the school.

2.(b) Action points

(i) Compliance with regulatory requirements

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

- 2.4 At the time of the initial visit, the school did not meet all the requirements of the Independent School Standards Regulations 2003, as subsequently amended, and therefore it was required to:
- ensure that all the required checks are carried out before staff and governors take up their appointments and record these in full in the central register [Regulation 4.(2)(a),(e); 4C.(2)(a),(g); 4C.(3); 4C(7), under Suitability of staff and proprietors, and for the same reason Regulation 3.(2) (b) under Welfare, health and safety];
- 2.5 At the time of the final team visit, the school had rectified the above shortcomings, as far as was possible, as noted in the text of the report, though some historic omissions remain.
- 2.6 The school's registered provision for childcare met the requirements of the Early Years Foundation Stage and the Childcare Act 2006 and no action was required.

(ii) Recommended action

- 2.7 In addition to rectifying the weaknesses in meeting regulatory requirements, the school is advised to make the following improvements.
1. Make full use of information from assessment, especially to track pupils more accurately, and identify areas for improvement in teaching and learning.
 2. Develop a greater range of opportunities for responsibility for pupils of all ages.
 3. Ensure that short-stay international students are fully integrated into all aspects of school life.
 4. In the EYFS, proceed with planned improvements to the outdoor area for the Nursery classes.
 5. In the EYFS, improve sleeping accommodation for the youngest Nursery children.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

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

- 3.1 Pupils achieve excellent standards, make excellent progress and become outstanding students by the time they leave the school, reflecting its aims. The analysis of standardised data shows that the youngest pupils make appropriate progress in the pre-prep. Older pupils build well on this start, achieving more consistent standards across the curriculum than at the time of the last inspection.
- 3.2 By the time they leave, pupils are articulate and confident. They write fluently and accurately, demonstrating a thorough grasp of vocabulary, both in their own language and in others they study. Their excellent grasp of basic skills is underpinned by the understanding they show in mathematics and science, their proficiency in English and the ease with which they use information and communication technology (ICT). They produce imaginative and creative work in art and design, as well as when composing poetry or writing stories. They also think independently. Out of class, pupils showed exceptional talent when acting and singing in the musical 'Oklahoma'. School sports teams achieve high levels of success, as do individual pupils, often at national level. As a result, pupils obtain excellent results in examinations to senior schools, winning a good number of academic and other scholarships and almost always gaining places at their first choice school.
- 3.3 Pupils are proud of what they achieve. From an early age, they learn to evaluate their work, improving it as a result. Pupils collaborate well as well as working independently. Older pupils make good use of their ICT skills across the curriculum, but younger pupils said their opportunities were more limited. Pupils enjoy teamwork, whether preparing to speak in a debate, working together on a business game in Year 8 or playing sport.

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

- 3.4 The quality of the curriculum is good overall; it is enhanced by an extensive programme of special events and co-curricular activities to extend pupils' experiences further. The balance and progression of the curriculum have improved since the last inspection, fully supporting the school's aim to provide a broad education which stimulates, excites and inspires pupils. Good planning enables the curriculum to contribute to pupils' excellent progress in academic, creative and physical activities.
- 3.5 All the required areas of learning are covered, with the addition of French from Year 3 and Latin from Year 5. Personal, social and health education (PSHE) is incorporated into the curriculum extensively, supporting pupils' personal development throughout the school well. Pupils make increasingly good use of ICT to support their work and to research information. For example, an oil industry business game enabled pupils in Year 8 to develop an understanding of trading and the world of work. The library is deliberately placed at the centre of the school. It is an attractive resource providing good opportunities for cross-curricular work, as well as for specific projects and library activities. The school occupies a most attractive site which provides excellent facilities for games, as well as for the forest school. This provides an excellent natural environment, giving pupils excellent opportunities to develop life skills and to extend their knowledge of the world around them.

- 3.6 Innovative timetabling, combined with themed weeks such as the mathematics week observed in the pre-prep, enriches the curriculum throughout the school. Dramatic productions provide excellent opportunities for developing the aesthetic, technical, creative and musical aspects of the curriculum. Pupils recording productions use their ICT and technical skills independently.
- 3.7 The curriculum provides well for pupils of all ages, abilities and needs in almost all respects. Provision for those with LDD is excellent. Pupils are monitored and carefully assessed to identify their individual needs and develop appropriate targeted intervention, both by the school and by outside experts. Individual advice sheets for teachers and individual education plans enable teachers to support LDD pupils extremely well.
- 3.8 Pupils with EAL are well supported throughout the school both in the classroom and in specialist lessons. However, the systems for assessing, monitoring and providing for them are less well developed than those for those with LDD. In addition, the special needs of short-stay international pupils are not fully met and as a result they are not fully integrated during the school day.
- 3.9 The school makes appropriate arrangements for scholars, by creating additional sets for them. However, it has correctly identified that its provision for gifted and talented pupils need further development. Staff training and review have recently focussed on providing greater challenge for more able pupils.
- 3.10 An extensive choice of high-quality extra-curricular activities enhances pupils' personal development and enables them to extend their interests and skills. These range from computer fun to drama, gardening to karate, and photography to cookery and mountain biking. In addition, pupils of all abilities represent the school at sport, and sports teams are successful at local and national levels. Pupils have opportunities to be in a variety of choirs and ensembles.
- 3.11 Frequent residential visits and day trips add breadth, interest and depth to the curriculum as well as providing opportunities for pupils to develop personally, culturally and socially. The school's ethos is strengthened by strong links with the community. The chaplain from Eastbourne College takes Saturday chapel. Cub, Scout, Guide and Rainbow groups at the school are open to pupils, as well as to the local community. Links with local schools and sporting clubs include hosting a number of sporting events such as football, rugby, cricket, athletics and swimming.

3.(c) The contribution of teaching

- 3.12 The quality of teaching is excellent overall and more consistent than at the time of the last inspection. Only a small minority falls below the quality of the best. Pupils find the great majority of teaching both challenging and interesting, since it is well prepared and based on excellent subject knowledge. Work in class is supported by excellent relationships between pupils and staff; pupils say that teachers are always willing to provide extra help. Much teaching is highly imaginative, whether asking pre-prep pupils to devise fairground games to develop skills in mathematics or following up a performance of the school musical by asking pupils to write an instant review. The way in which many lessons involve a wide variety of tasks and teachers use skilful questioning develops pupils' thinking, interest and independence extremely well.
- 3.13 In the best lessons, work is carefully matched to pupils' differing abilities, enabling all to progress well; teachers build well on pupils' previous knowledge whilst getting them to think about new applications or ideas. In a small minority of lessons, pupils are not fully engaged in their work since it is insufficiently challenging for some or all

of them. Most lessons have a brisk pace. Teachers make excellent use of resources and provide careful intervention to resolve pupils' difficulties. In activities, the enthusiasm and expertise of staff provides worthwhile challenge and support, enabling pupils to achieve high standards and considerable satisfaction.

- 3.14 The quality of marking is almost always high, with assessment against clear objectives enabling both staff and pupils to evaluate progress and identify the next steps in learning. The best marking, for example in English, mathematics and PE, gives clear targets and indicates where discussion with the teacher is needed. However, a small amount of marking does not show pupils how to improve their work. Many teachers make excellent use of self-evaluation by pupils, who say they appreciate the way this helps them review their work. Pupils spoke enthusiastically about how they use both the curriculum plans in their books and the traffic light system to enable them to evaluate their own learning and progress.
- 3.15 The focus on 'industry and effort' in the regular reviews of pupils' work enables both staff and pupils to understand the links between personal development, behaviour and effective learning. Pupils appreciate these rewards for industry and effort and say that they encourage them to try even harder.
- 3.16 The school uses a range of national standardised tests which provide data for monitoring and tracking. Although a good start has been made, the school does not yet fully analyse and interpret these data or use them extensively enough for target setting and the tracking of pupils' progress.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

- 4.1 Pupils' personal development is excellent overall. They are friendly, open and at ease with themselves, reflecting the school's values.
- 4.2 Pupils' spiritual development is good overall, and excellent in some respects. They feel valued as individuals and demonstrate exceptional self-esteem and self-confidence. As a result, they develop independence, for example being reflective and self-critical both in and out of lessons. Their self-confidence is encouraged through the celebration of achievements, through rewards for friendliness and manners, and by the highlighting of success in the weekly bulletin. Pupils respond well to the issues raised in assembly, for example finding practical ways of helping others. They reflect on a range of faiths in religious education.
- 4.3 Pupils' moral awareness is excellent. They have a strong sense of right and wrong, reinforced by the extensive PSHE programme which includes topics such as bullying and smoking. Pupils are aware of the needs of others, proposing charities which are then supported by the whole school community; for example, pupils recently undertook sponsored skipping to raise money for a Rainbow group whose hut had burned down. They also supported the Mustard Seed relief programme and held a Low Carbon day to promote their awareness of global needs.
- 4.4 Pupils' social development is also outstanding, despite some limitations in opportunities for responsibility. Year 8 prefects, known as 'specials', enjoy their duties around the school and take them seriously. The food committee works hard to good effect; its work contributes to the way mealtimes are popular and to pupils' personal, social and emotional development. However, other pupils have too few opportunities to take responsibility within the school and full value is not gained from the school council at present. Pupils show a good understanding of public institutions and services. The injury minimalisation programme for schools programme, run by Eastbourne hospital, introduced Year 6 pupils to basic first aid.
- 4.5 Pupils' cultural development is good. They gain insight into western culture through music, drama and art; many are involved in productions, both in performance and backstage. Pupils enjoy the opportunity to perform on a variety of occasions. Their horizons are extended by cultural projects such as one on India in the pre-prep. Their awareness of a range of cultures is increased through the study of Christianity and other faiths. A programme of visits both locally and further afield, for example to France in Year 6, adds to their awareness of the world beyond the school gates.

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

- 4.6 The arrangements for pupils' pastoral care, welfare, health and safety are excellent overall, though a small number of checks relating to staff appointments had not been carried out prior to the initial visit. The staff offer excellent guidance and support to pupils. The pupils say how much they appreciate all that is done for them, especially by tutors and form teachers, who play a large role in the pastoral life of the school. Pupils' excellent relationships with staff, both teaching and non-teaching, are relaxed and mutually respectful, underpinning the family atmosphere promoted by the school. Their work is supported on a day-to-day basis by a wide range of administrative, catering, buildings and grounds, medical and other staff, all of whom are fully committed to the pupils and their needs.
- 4.7 The responses to the pupils' questionnaire were overwhelmingly positive, indicating the pride pupils have in their school, how much they enjoy their time there, and how

much they consider it to be a well-run school. Pupils know to whom they should turn for advice, and understand which staff are responsible for which areas of pastoral care. Worry boxes enable concerns to be expressed anonymously. Some issues which were raised in the questionnaire about teachers not listening to pupils or rewards being unfair were not borne out in discussion with pupils during the inspection.

- 4.8 The school has effective procedures for promoting good behaviour. Notices in classrooms remind pupils of the school's expectations. Sanctions are clearly understood and the use of privilege time and 'minutes off' support good behaviour effectively, especially amongst younger pupils. Although concerns were raised in the parents' questionnaire about poor behaviour, during the inspection it was observed to be good, with only occasional examples of slightly inappropriate behaviour such as not listening to instructions. Pupils say that incidents of bullying at St Andrew's are rare and were confident that any cases would be dealt with swiftly, fairly and sensitively. Relationships amongst pupils are generally excellent.
- 4.9 The school has appropriate procedures for dealing with any child protection issues and is fully aware of the need to work with other agencies when necessary. Staff have received appropriate training. Any first aid or medical needs are well supported through the medical centre which provides a welcoming environment. The school has taken action to reduce the risk of fire and to identify and minimise any health and safety hazards. It has a suitable plan to improve access for pupils with disabilities and maintains proper records of admissions and attendance. Pupils are well supervised and the fact that those on duty wear high visibility jackets makes it easy for pupils to see whom to go to for assistance if necessary.
- 4.10 Meals are an important part of life at St Andrew's and food is popular; pupils have an extremely attractive choice of hot and cold meat and vegetarian options. The school has a healthy eating policy and the food committee, of pupils and adults, takes its responsibility seriously. The extensive sports and games programme provides plenty of opportunity for pupils to keep fit.

4.(c) The quality of boarding education

- 4.11 The good quality of boarding at St Andrew's contributes much to pupils' education and personal development, as reflected in the school's aims. Recommendations made by Ofsted in May 2009 have been addressed, and both the training and the supervision of boarding staff have been improved since the last ISI inspection.
- 4.12 The atmosphere in the boarding house is warm and welcoming; boarding staff are well in evidence, promoting excellent relationships between adults and pupils. Gap students have accommodation adjacent to the boarding area to offer support for any pupil who needs it. In questionnaires and interviews, both full and part-time boarders said how positive they felt about boarding. Relationships amongst boarders are excellent.
- 4.13 A wide range of activities is provided for boarders, both during the week and at weekends. Their accommodation includes well-equipped common rooms, both separately for boys and girls and also one for all boarders, to enable them to mix happily once the school day is finished.
- 4.14 The accommodation is homely and is currently being refurbished. Pupils are proud of their dormitories, but because so many are now only resident for short periods of time, they do not always have the opportunity to personalise their space.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The governors have given clear and decisive leadership in the merger of St Andrew's with Eastbourne College, enabling a distinctive identity to be maintained for the two parts whilst maximising the benefits from the merger. Shrewd judgement has created a structure of governance which meets the school's needs well, for example giving well-balanced oversight of the two schools. Excellent use has been made of outside consultancy to help governors and senior staff review strengths and weaknesses and to identify key ways of taking the school forward. A good start has been made on the improvements that were needed to the school property.
- 5.2 Governors have developed a keen insight into many aspects of school life, for example observing lessons through the eyes of a pupil throughout the day and maintaining regular contact with the acting headmaster and other staff. Staff appreciate governors' interest and presence in the school. Governors discharge their duties for financial and business issues most effectively and take increasing responsibility for education, welfare and safeguarding. For instance, they have a clear idea of issues they want the new headmaster to address when he takes up his appointment in the autumn. However, a small number of checks on governors and staff needed prior to appointment were found to be incomplete at the initial visit. The school has now put in place more robust procedures.

5.(b) The quality of leadership and management

- 5.3 Leadership and management are good overall, with some excellent features. Roles and relationships are clearer than at the time of the last inspection and, in particular, there is a sharper appreciation of the role of monitoring.
- 5.4 During a year which has involved much change, the school has maintained its ethos, sense of identity and unity of purpose extremely well. Pupils' excellent personal development and achievement have been supported throughout by the hard-working and dedicated staff, who are led with care, compassion and a commitment to achieving ever higher standards of teaching and learning. Excellent teamwork within the senior management team has reinforced the move towards greater accountability amongst staff, coupled with more regular monitoring and support. This is backed up by a clear commitment to in-service training and greater clarity about roles than at the time of the last inspection. These initiatives have led to a sharper identification of areas for improvement. They have also led to a successful start to the introduction of assessment to enable teachers and pupils to identify next steps for learning, which pupils appreciate because of the opportunities for self-evaluation that it provides.
- 5.5 Stable relationships in a time of change have enabled all members of staff to contribute to school development, partly through discussions within departments and also through wider discussion at staff meetings. However, although the school development plan provides a detailed analysis of aims, it does not provide full information as to how these aims will be achieved, nor are they placed under an overall framework of core priorities.

- 5.6 The school has recruited high-quality staff and, in almost all respects, it has robust procedures for their appointment. At the time of the first inspection, a small number of checks had not been carried out and the register of these checks was not completed properly. By the time of the main visit, a more robust system was in place and, where possible, omissions had been put right.

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

- 5.7 Links with parents are generally excellent, enabling parents to help and support their children as appropriate. They contribute a great deal to the family ethos which is central to the school's aims.
- 5.8 In the questionnaire circulated before the inspection, parents expressed significant satisfaction with many aspects of the school including boarding arrangements, the curriculum and range of extra-curricular activities, and communication; all of these were endorsed by the inspectors. However, a small minority of parents indicated some dissatisfaction with the provision for pupils with LDD, with standards of behaviour, with the handling of concerns and with the governance and management of the school. Inspectors found that pupils with LDD received excellent support, that behaviour was very largely good, that a sample of correspondence showed that recent concerns were dealt with appropriately and that both governors and senior staff had led the school well through its recent changes. The school has an appropriate procedure for dealing with complaints.
- 5.9 Parents feel highly involved in the activities of the school. They enjoy helping with costumes for the play, observing music lessons or becoming members of the Friends of St Andrew's. This group provides activities and special events for the pupils and also raises money for local groups and the school. For example, the mathematics assembly, which was part of the mathematics week during the inspection, provided an exceptional opportunity for many parents to join their children in a challenge in school. Parents have easy access to staff and many were seen at school activities during the inspection.
- 5.10 Parents receive regular communication about the school, in addition to the required information for prospective and current parents. They appreciate the weekly bulletin they receive via email and the open forum, where the headmaster and chairman of the governors are available to discuss concerns, though this is not well attended. They receive informative, personal and helpful reports and have good opportunities to meet with staff to talk about their children's progress.

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 Foundation Stage is good. Small groups within the setting mean that staff get to know the children very well, and are able to meet their individual needs successfully. As a result, the children make good progress from their individual starting points. Senior staff have a good understanding of the setting's strengths and have identified key areas for development, such as the nursery outdoor area. Consequently, the setting has a good capacity for continuous improvement.

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

6.2 Leadership and management are good. Safeguarding procedures are secure and policies are well implemented in practice, so that all children have an equal chance to succeed. Policies and procedures promote equality well. Children with particular needs, such as those new to learning English, are given good, planned support. Staff work together very well as a team and make good use of resources. Parents are happy with the setting and what it offers their children, and they are kept well informed about, and are thus well involved with, their children's progress. Since the last inspection, the setting has fully implemented the new requirements of the EYFS successfully. Its self-evaluation is accurate, identifying the correct priorities for development, and staff are all keen to do the best they can to improve provision.

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

6.3 The quality of provision is good. All classrooms provide the children with a bright and stimulating environment for learning, and relationships between staff and children are outstanding. There is a very good balance between child- and adult-led learning, and adults provide children with excellent opportunities to explore, investigate and discover. Skilful adult support through careful questioning and reinforcement of ideas helps children to make the next steps in their learning. In the Reception classes, an excellent range of activities is available to the children, covering all areas of learning both indoors and out. Specialist areas, such as the library, are particularly well used for both Nursery and Reception, and the forest school is an exciting addition to the curriculum. In the Nursery building, however, the accommodation limits the opportunities offered to children outdoors, although a good start has been made to improving the outside area since the last inspection. Most daily routines in the EYFS, such as snack time and lunchtime, are exceptionally well organised, promoting children's independence and welfare very effectively. However, the arrangements for the youngest children in the Nursery who need to have a nap after lunch are not sufficiently well organised to give the best possible attention to their well-being.

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

- 6.4 Outcomes for the children are good. They settle quickly, and are very eager to get involved in their activities. They make good progress in the EYFS. From broadly average starting points, they enter Year 1 with skills which are generally above average for their age. Children feel safe and secure in the setting and readily turn to known adults if they need help. They enjoy a healthy diet, and are keen to look after themselves as far as possible. Children in the Nursery groups are learning to work with others and to share resources without fuss. Those in the Reception classes help one another and carry out duties in class. Children are developing valuable skills for the future. They use ICT enthusiastically, have good literacy and numeracy skills and are very independent. They leave Reception confident about facing the new challenges of Year 1.

Complaints since the last inspection

- 6.5 Since the last inspection there have been no complaints made to Ofsted that required any action to meet national requirements.

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 pupils' work. They held discussions with senior members of staff, with the chair of governors and the chair of the St Andrew's committee, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited the boarding house and 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 Ian Newton	Reporting Inspector
Mrs Jennifer Gwinn	Headmistress (IAPS school)
Dr Pat Preedy	Executive Principal (ISA School)
Mr Henry Phillips	Headmaster (IAPS school)
Mrs Jane Chesterfield	Early Years Lead Inspector
Mrs Ros Ford	Early Years Team Inspector (IAPS school)