



INDEPENDENT SCHOOLS INSPECTORATE

ST WYSTAN'S SCHOOL

EARLY YEARS FOUNDATION STAGE

INTERMEDIATE INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

St Wystan's School

Full Name of School	St Wystan's School
DfE Number	830/6007
EYFS Number	EY411504
Registered Charity Number	527181
Address	St Wystan's School High Street Repton Derby Derbyshire DE65 6GE
Telephone Number	01283 703258
Fax Number	01283 703258
Email Address	head@stwystans.org.uk
Head	Mr Philip Soutar
Chair of Governors	Mrs Mary Knowles
Age Range	2 to 11
Total Number of Pupils	110
Gender of Pupils	Mixed (55 boys; 55 girls)
Numbers by Age	0-2 (EYFS): 3 5-11: 83 3-5 (EYFS): 24
Head of EYFS Setting	Miss Rachel Haynes
EYFS Gender	Mixed
Inspection dates	07 Oct 2014 to 08 Oct 2014

PREFACE

This inspection report follows the *ISI schedule* for intermediate inspections, focusing on the Early Years Foundation Stage. The inspection occurs over a period of two continuous days in the school. The previous ISI inspection was in October 2011.

The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State 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. 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 31 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 Education (DfE) 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, although inspectors 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.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to in the published report but will have been considered by the team in reaching their judgements.

INSPECTION EVIDENCE

The inspectors observed lessons, conducted informal discussions with children and examined samples of 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 to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

Inspectors

Mr Chris Manville

Early Years Lead Inspector

Mrs Frances Willacy

Team Inspector for Early Years (Former Head of Junior Department, IAPS school)

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 St Wystan's School is a co-educational day school for pupils between the ages of 2 and 11. Set in the heart of the village of Repton, St Wystan's School opened in 1926 as a school for the children of local schoolmasters. It is an educational charity and company registered by guarantee, administered by a board of governors, mostly made up of past and present parents, and educationalists. The head of Nursery took up post in September 2012 and was appointed to the role of early years' co-ordinator from September 2014.
- 1.2 The school aims to equip all pupils to meet the challenges of the modern world and be lifelong learners, developing self-confidence, social and personal responsibility, spiritual awareness and self-discipline within a caring, family environment.
- 1.3 Provision for the Early Years Foundation Stage (EYFS) consists of a Nursery, which accepts children from 2 ½ years of age, and a Reception class which is known as Kindergarten. The Nursery is sited in its own buildings within the school grounds and has been refurbished recently to provide a creative/wet room, a quiet room and library, and role-play room. Outdoor provision has been extended to include a sensory garden. The Reception class is housed within the main school buildings allowing access to the wider school facilities, including specialist teaching in music, physical education and French.
- 1.4 At the time of the inspection, there were 27 children in the EYFS, with three under the age of three, of whom none had been identified as having special educational needs and/or disabilities (SEND) or speaking English as an additional language (EAL).
- 1.5 National Curriculum (NC) nomenclature is used throughout this report to refer to year groups in the school. The year group nomenclature used by the school for the EYFS and its National Curriculum equivalence are shown in the following table.

Early Years Foundation Stage Setting

School	NC name
Nursery	Nursery (2 – 4 years of age)
Kindergarten	Reception (4 – 5 years of age)

2. SUMMARY

(i) Compliance with statutory requirements

- 2.1 In order to meet the requirements of the Childcare Act 2006, those responsible for the registered provision must:
- use an effective system to ensure that practitioners, and any other person who is likely to have regular contact with children (including those living or working on the premises), are suitable;
 - ensure people whose suitability has not been checked, such as through the barred list, do not have unsupervised contact with children being cared for.

(ii) Recommendation for further improvement

- 2.2 In addition to the above action points, the school is advised to make the following improvement:
1. Introduce a formal programme of appraisal as part of the continued professional development of staff.

3. THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION STAGE

3.(a) How well the early years provision meets the needs of the range of children who attend

- 3.1 The setting makes outstanding provision in meeting the needs of the range of children who attend. Excellent use of space within classrooms and well-planned outdoor areas promotes self-directed play and exploration in a stimulating environment, effectively enhancing children's learning. An appropriate balance of adult-led and child-initiated activities covers all areas of learning and development exceptionally well. In Nursery, children use their senses by going on listening walks and develop gross motor skills very well as they play on scooters and tricycles.
- 3.2 Practitioners promote children's development extremely well, building on previous knowledge and providing carefully judged support and challenge to extend learning further; for example children match quantities and numerals and place them in the correct sequence in Reception.
- 3.3 Accurate assessments, completed on entry, ensure children who may have additional needs are identified promptly and appropriate support put in place. Flexible planning allows practitioners to respond effectively to children's developmental needs and interests. In Reception, mind-mapping provides scope for children to take the lead when planning classroom themes.
- 3.4 Fun resources, such as bowls of porridge for a numeracy lesson, and good use of ICT engage and motivate children. High expectations for children's learning and expert use of open questions stimulate critical and creative thinking skills, preparing children very well for the next stage of their learning.
- 3.5 Partnership with parents is a great strength of the setting. In the pre-inspection questionnaire, parents who responded expressed unanimous satisfaction with all aspects of the provision. In particular, parents commented on the quality of relationships between practitioners and children, and the progress children make. Regular reports, which also give suggestions of how learning can be supported at home, keep parents well informed of their child's learning and development.

3.(b) The contribution of the early years provision to children's well-being

- 3.6 The setting makes an outstanding contribution to children's well-being. Relationships between children and practitioners are warm and caring. As a result, children feel safe and valued as individuals. Key people are readily available at the beginning and end of each day to share information about children's well-being.
- 3.7 Practitioners are good role models, consistently reinforcing appropriate behaviour. Children respond to the high expectations for co-operating, listening and working with others. Independence is actively encouraged, even with the youngest children, and a well-managed programme of golden goals and house points motivates children to achieve their best.
- 3.8 Regular classroom routines and gentle reminders result in children, including those under the age of three, developing good personal hygiene habits. Freshly prepared, wholesome lunches are greatly enjoyed by the children who, with a little

encouragement, try new foods. Extensive use is made of the outdoor areas and specialist physical education (PE) lessons to promote a positive attitude to exercise and a healthy lifestyle.

- 3.9 Nursery and Reception children regularly come together for activities, and there are many opportunities for children in EYFS to mix with older children, thus enabling excellent transitions into the main school. Parents commented that children feel part of the wider St Wystan's.

3.(c) The leadership and management of the early years provision

- 3.10 Leadership and management of the EYFS are good and governors visit regularly to monitor the success of the setting. Senior managers provide strong leadership and the appointment of a new early years' co-ordinator has resulted in better delegation of responsibility. Recruitment procedures have not been rigorously undertaken, in that required checks such as against the barred list have not always been carried out prior to appointment. All checks on the suitability of staff have now been completed.
- 3.11 All staff receive comprehensive induction training, including child protection and safeguarding which is updated at suitable intervals. Welfare policies are robust, and regular risk assessments result in a daily checklist for ensuring the setting is safe and secure. Staff are diligent in implementing all health, safety and welfare procedures.
- 3.12 Careful monitoring of the educational programmes, including moderation of EYFS profile scores in conjunction with other local providers, has been effective in ensuring areas for development are identified promptly and action taken to address them, for example extending opportunities for early writing skills.
- 3.13 Excellent teamwork and a shared commitment to high quality provision results in reflective self-evaluation to which all staff contribute. A detailed development plan demonstrates the high capacity for continued improvement.
- 3.14 An effective supervision programme supports practitioners and helps to identify training needs which has a positive impact on children's learning and care. Staff eagerly take up training opportunities, to the benefit of the whole setting. At present, there is no formal appraisal system for performance management linked to training needs, although peer observations allow for the sharing of best practice within the setting.
- 3.15 Close relationships have been developed with local agencies, other providers and parents to share information and expertise to secure appropriate interventions for children in need of additional support, although there are currently no children in the setting with SEND or EAL.

3.(d) The overall quality and standards of the early years provision

- 3.16 The overall quality and standards of the EYFS are good. Staff know the children very well and take great care to match provision to their individual needs and interests. As a result, every child achieves well. The youngest children make steady progress, attaining expected levels of development by the age of three, and most children reach, and often exceed, the early learning goals by the end of the EYFS.

- 3.17 Children in the Nursery exhibit well-developed physical skills as they pretend to be animals in a PE lesson, moving with agility and control. They listen attentively at story time, eagerly answering questions in response. In mathematics, children accurately count pumpkins in the garden and compare the properties of three-dimensional shapes.
- 3.18 In Reception, children use their phonic knowledge to build simple words as they peg letter cards on a washing line, and early writing skills are evident in the attractive wall displays, such as the posters created for Goldilocks and the three bears. They match numbers and quantities to twenty and can say which is the bigger or smaller of two numbers.
- 3.19 Children are happy and motivated to learn, engaging enthusiastically with the full range of available resources, and expressing their thoughts and ideas with great imagination. Good behaviour is a feature throughout the EYFS. Children co-operate well with each other, for example, sharing the task of returning the register to the school office. They are polite and courteous to their peers and to the adults who care for them.
- 3.20 Staff are diligent in the implementation of safeguarding procedures creating a safe and secure environment on a day-to-day basis. However, there have been delays in completing a very few recruitment checks.
- 3.21 The setting has been highly effective in addressing the recommendations made in the previous report, particularly with regard to the balance of self-directed play, and the delegation of responsibility through the appointment of a new head of early years. Self-evaluation is effective and the capacity for further improvement is strong.