



ISI Independent
Schools
Inspectorate

FOCUSED COMPLIANCE AND EDUCATIONAL QUALITY INSPECTION REPORTS

ST WYSTAN'S SCHOOL

NOVEMBER 2017



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SCHOOL'S DETAILS

School	St Wystan's School			
DfE number	830/6007			
Registered charity number	527181			
Address	St Wystan's School High Street Repton Derbyshire DE65 6GE			
Telephone number	01283 703258			
Email address	secretary@stwystans.org.uk			
Headteacher	Mrs Karan Hopkinson			
Chair of governors	Mr Andrew Corbett			
Age range	2 ½ to 11			
Number of pupils on roll	104			
	Boys	51	Girls	53
	Day pupils	104		
	EYFS	22	Juniors	82
Inspection dates	07 to 09 November 2017			

1. BACKGROUND INFORMATION

About the school

- 1.1 St Wystan's is a co-educational independent day school for boys and girls aged between 2½ and 11 years.
- 1.2 The school, which was founded in 1926, is set in the heart of the village of Repton. The school is a charitable trust and is overseen by a board of governors. The school is divided into three sections, the Early Years Foundation Stage (EYFS) which accommodates children under the age of five, when they progress to the pre-prep between the ages of five and seven and then the prep school between the ages of seven and eleven. Since the previous inspection a new head teacher has been appointed.

What the school seeks to do

- 1.3 The school aims to provide an all-round education in a safe, supportive and happy family environment, enabling each child to reach his or her full potential. They strive to foster creativity, independence, confidence and a sense of respect and tolerance for others. The aims of the school are reflected in the school's motto, 'Where Children Come First'.

About the pupils

- 1.4 Pupils come from a variety of professional backgrounds, mostly from families living within a 20-mile radius of the school. The school's own assessment data indicates that the ability is above the national average. The school has identified thirteen pupils as having special educational needs and/or disabilities (SEND), all of whom are receiving additional support from the school. No pupils in the school have an education, health and care plan (EHC) or a statement of special educational needs. The school has fourteen children for whom English is an additional language (EAL). None receive additional support. The school has 10 children identified as being the most able in the school's population. They are offered extension and enrichment activities depending on their needs and talents.

2. REGULATORY COMPLIANCE INSPECTION

Preface

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. The inspection of schools that have early years settings not requiring registration similarly records whether the school complies with key provisions of the Early Years Foundation Stage statutory framework is considered. Additionally, the inspection reports on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. It comments on the progress made by the school in meeting the compliance action points set out in the school's most recent statutory inspection.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework and DfE requirements. The inspection may be of COMPLIANCE ONLY or a combined inspection of EDUCATIONAL QUALITY AND COMPLIANCE depending on a number of factors, including findings from their most recent inspection. Schools judged not to meet the standards may also be subject to a progress monitoring visit before their next routine inspection. The progress monitoring visit will judge whether the school has taken the necessary action to meet any un-met standards identified at their previous inspection.

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

This is a FOCUSED COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY, the report of which appears later in this document. The COMPLIANCE inspection reports only on the school's compliance with the standards. The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified. In this focused compliance inspection, key regulations and standards have been inspected in detail. These are the regulations on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety, arrangements to check the suitability of staff; the provision of information to parents; the handling of parents' complaints; and other related aspects of leadership and management. The remaining standards and requirements are deemed to continue to be met unless evidence to the contrary has been found.

Inspections do not include matters that are outside of the regulatory framework described above, such as: an exhaustive health and safety audit; compliance with data protection requirements; an in-depth examination of the structural condition of the school, its services or other physical features; contractual arrangements with parents; an investigation of the financial viability of the school or its accounting procedures.

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 specifically in published reports in this document but will have been considered by the team in reaching its judgements.

Links to the full regulations and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#), [Early Years Foundation Stage Statutory Framework](#).

Key Findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, and relevant requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements, and no further action is required as a result of this inspection.

PART 1 – Quality of education provided

- 2.2 The school uses its own framework to determine attainment, instead of the national framework.
- 2.3 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.4 **The standards relating to the quality of education [paragraphs 1–4] are met.**

PART 2 – Spiritual, moral, social and cultural development of pupils

- 2.5 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens.
- 2.6 **The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.**

PART 3 – Welfare, health and safety of pupils

- 2.7 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.8 **The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, and the ban on corporal punishment under section 548 of the Education Act 1996 are met.**

PART 4 – Suitability of staff, supply staff, and proprietors

- 2.9 The school makes appropriate checks to ensure the suitability of staff, supply staff, and trustees and a register is kept as required.
- 2.10 **The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.**

PART 5 – Premises of and accommodation at schools

- 2.11 Suitable toilet and changing facilities are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play.
- 2.12 **The standards relating to the premises and accommodation [paragraphs 22–31] are met.**

PART 6 – Provision of information

2.13 A range of information is variously published, provided or made available to parents, inspectors and the Department for Education. These include details about the trustees, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for those with education, health and care plans or English as an additional language. They also include particulars of the school's academic performance during the preceding school year, and its results in public examinations, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website.

2.14 The standard relating to the provision of information [paragraph 32] is met.

PART 7 – Manner in which complaints are handled

2.15 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful.

2.16 The standard relating to the handling of complaints [paragraph 33] is met.

PART 8 – Quality of leadership in and management of schools

2.17 The trustees ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met and they actively promote the well-being of the pupils.

2.18 The standard relating to leadership and management of the school [paragraph 34] is met.

3. EDUCATIONAL QUALITY INSPECTION

Preface

The **EDUCATIONAL QUALITY** inspection reports on the quality of the school's work. It focuses on the two key outcomes:

- The achievement of the pupils, including their academic development, and
- The personal development of the pupils.

Since the school was last inspected, the framework for inspection has changed. The current inspection framework uses different criteria and arrangements for grading from those used in previous inspection frameworks. The judgements made on this inspection are, therefore, not directly comparable to judgements made on previous inspections.

All independent schools are required to meet the requirements of the Independent School Standards. However, different inspectorates apply different frameworks that are suited to the different types of schools they inspect. The ISI terminology reflects quality judgements that are at least equivalent to those used by the national inspectorate, Ofsted. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement about key outcomes for pupils and information on the quality of the school's work.

The headline judgements must include one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory'.

Where the school's own names differ from those used nationally, the details are given in the table below:

<i>School name</i>	<i>National Curriculum name</i>
Kindergarten	Reception

Key Findings

3.1 The quality of the pupils' academic and other achievements is good.

- Pupils of all abilities make good progress during their time at the school and are prepared well for the next stage of education.
- Pupils demonstrate excellent communication skills. They are articulate, eager to respond in lessons and confident in expressing their views.
- Pupils' attitudes to learning are exemplary.
- Pupils' higher order thinking skills are less well developed for the more able due to inconsistencies in teaching that does not always meet their individual needs.
- Pupils' application of information and communication technology (ICT) skills is not effective across the curriculum.

3.2 The quality of the pupils' personal development is excellent.

- Pupils demonstrate high levels of self-confidence and resilience to overcome challenges both inside and outside the classroom.
- Pupils have an excellent understanding of right and wrong and show respect for the rules of the school.
- Pupils take their responsibilities to the school seriously and this has a positive impact on their personal and social development.
- Pupils have a well-developed understanding of how to stay safe and be physically and mentally healthy.

Recommendations

3.3 The school is advised to make the following improvements:

- Ensure the needs of all pupils, particularly the more able, are given sufficient stimulus to fully engage and inspire them to make equally good progress in all subjects.
- Ensure pupils are able to develop their ICT skills in all areas of the curriculum.

THE QUALITY OF PUPILS' ACADEMIC AND OTHER ACHIEVEMENTS

- 3.4 The quality of pupils' academic and other achievements is good.
- 3.5 Pupils of all abilities make good progress, including those with SEND, EAL and the more able. This was supported by all the pupils and the vast majority of parents in the pre-inspection questionnaire. School data indicates that progress in maths is stronger than in creative writing. Children in EYFS make excellent progress in all areas of learning. They quickly establish settled daily routines and demonstrate great enthusiasm for their learning. Children benefit from an understanding approach from teachers that sometimes deviates from the planned lesson when effective learning is taking place. By the end of the EYFS children have successfully met the learning goals with many exceeding them. Pupils of all ages make good progress as a result of a suitable curriculum that includes opportunities for successful learning to take place inside and outside the classroom. Year 6 pupils successfully secure places at a range of secondary schools, many with scholarships.
- 3.6 Pupil achievement is good throughout the school. Data supplied by the school indicates that the pupils achieve well above national age-related expectations in mathematics and above age-related expectations in English. Scrutiny of Year 5 pupils' work shows that they make good progress in their classwork. Pupils' progress is supported by teaching that sets clear targets and marking that suggests areas of focus for further development. The pupils enjoy a range of successes in local sport competitions. Their success is strengthened through the wide range of opportunities available to them. The pupils develop their musical and artistic skills to a good level through the encouragement of the school. They enter local festivals often returning with trophies and certificates. In the questionnaire responses a minority of parents felt that the school does not provide a good choice of extra-curricular activities, whilst all of the pupils who responded feel that they can be involved in a good range of activities. In interviews with the pupils during the inspection and a scrutiny of the activities the school offers, inspectors are satisfied that there is a wide range of activities available.
- 3.7 Pupils' communication skills are excellent and are well utilised to increase their level of learning. They respond enthusiastically to questions asked in lessons and are confident in asking for clarification when required. Children in the EYFS communicate extremely well. They listen carefully and make it very clear exactly what they are doing and what they think the likely outcome of the task they have been set will be. For example, in a kindergarten lesson they expressed their view that by building a large pillar of bricks that it was likely to fall once it got to a certain height. Pupils across the school are articulate and, due to a positive atmosphere in lessons, they feel confident to ask and answer questions. Particularly good interaction between the pupils and the teacher was demonstrated during a lesson on decimals, leading to a deepening in the level of understanding of the concept being taught. In an assembly on looking after pets the pupils listened very respectfully and contributed by answering question when invited so to do. Pupils reading skills are well developed across the school.
- 3.8 Pupils' attitudes to learning are exemplary. From nursery, children show very positive attitudes in lessons and are enthusiastic learners. Throughout the school, pupils are confident to ask questions and they work well collaboratively. They respond positively to the teacher and say they feel that their teachers listen to them. They work effectively in small groups as was seen in a mathematics lesson, when their excellent familiarity with routines and ability to listen and act upon clear instructions led to positive learning taking place. They settled quickly to the various tasks and were very diligent. In other lessons observed the pupils shared ideas with each other well and helped each other overcome difficulties.
- 3.9 Pupils develop good skills, knowledge and understanding in all subjects. In English, for example, they demonstrate a well-developed knowledge of the role of headlines, developing strong skills in understanding about how headlines are used to tell a story and influence the reader. A wide variety of artistic skills are well developed, and individuality is encouraged. The pupils make good progress in art; their sketch books are clearly labelled with learning objectives and feedback from teacher to aid progress and the development of skills. Older pupils produce skilful writing for a range of audiences

and within a full range of genre at age expected levels. Good knowledge of puns and alliteration shows good application of previously gained knowledge. In science pupils enthusiastically demonstrate that they know the difference between, solids and liquids, knowledge which they applied effectively to make slime.

- 3.10 Pupils' study skills are good. In responses to the questionnaire a small minority of pupils felt that the marking does not help them to improve their work. A scrutiny of pupils' work shows that pupils' work is mostly marked and is, overall, congratulatory. There were limited examples of marking explaining to the pupils how they could improve their performance. However, when the school system of read and respond is used effectively, it shows pupils how they can extend their learning. The annual reporting system is clear, and comments show how improvements can be made. The needs of the more able pupils are not met consistently as teaching does not provide sufficient opportunities to challenge their thinking. The school is aware of this and is already working on strategies to improve this. Opportunities are also missed by some staff to use the classroom technology to consistently extend the more able pupils.
- 3.11 Pupils' skills in numeracy are good. In the EYFS, children confidently correctly counted the number of animals in the fields on the farm board they were using. In a maths lesson for younger pupils they demonstrated a clear development of competence in their ability to manipulate numbers. In another lesson, pupils were able to apply halving and doubling to a variety of concepts. Good application of mathematics skills in an art lesson allowed the children to use measuring skills effectively.
- 3.12 Pupils develop their ICT skills to a satisfactory level. Pupils can follow instructions to design a flow chart using appropriate symbols on a computer. Pupils can connect symbols successfully in a sequence but, because of all pupils in the class being set the same exercise there were limited opportunities for the pupils to extend their skills at an appropriate rate. The pupils' application of ICT skills in other subject areas is not fully developed. Older pupils demonstrated that, when given the opportunity, such as when accessing images to support a history topic on The Titanic, they were competent users of ICT. However, this is not consistent across all ages and subjects.

THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils develop their self-esteem and resilience to a high level. Pupils develop their resilience through their refusal to give up if they find daily work to be difficult and are actively encouraged to do so by their teachers. Pupils show a will to succeed. Pupils talk openly about the challenges that they are currently facing and relish working to achieve their goals. They are happy to talk about how they can improve and are prepared to ask for help to further guide their learning. Older pupils, for example, take on responsibilities such as running a recorder club for younger pupils and were extremely confident in the way they dealt with the other pupils who responded positively to their instructions. They persevered with the younger pupils to achieve excellent results. In Year 2, pupils use the 'brain ball', where they hold on to a ball to help them to persevere when encountering difficulties.
- 3.15 Pupils are enthusiastic and thoughtful decision makers. The school encourages them to think through their decisions from an early stage in their education. When playing with puzzles, children in nursery show clear thought processes in working out why certain pieces fit, and others do not. Pupils across EYFS select their own starter exercise upon entering the classroom and can explain their choices very confidently. Older pupils confidently make informed decisions about the characterisations they were attempting. They achieved this through discussion with partners determining an outcome that fitted the brief they had been given. Pupils understand the importance of making considered decisions both inside and outside the classroom and the impact that wrong decisions may have on other pupils. They happily receive feedback, both written and verbal and have an ability to assimilate this feedback to help them refine their future decision making. The pupils understand the importance of the opportunity they are given to vote for the Head Boy and Head Girl.

- 3.16 Pupils' social skills are highly developed. Year 6 pupils work really well together when logically discussing a list of statements and placing them in the correct order and Year 4 physical education (PE) pupils showed the ability to compromise and co-operate fully when working and developing their Haka dance. In pupil interviews they said that everyone is friends and that they are expected to help each other, when necessary. The pupils work well in teams due to the many opportunities on offer, including the house system. The oldest pupils are excellent role models for the younger pupils and lead by example. At the end of an assembly, they all enthusiastically undertook their leadership roles demonstrating to the younger pupils their maturity, in the way they carried out their daily tasks.
- 3.17 Pupils have a well-developed spiritual understanding. Through their art and music lessons they are able to develop their appreciation of non-material things, by expressing themselves with an instrument or paint brush. The recently introduced spiritual tree, which allows pupils to share their worries and challenges, has heightened their spiritual awareness by showing the importance of caring for others and showing empathy for other people. This encourages the pupils to think more deeply. In the EYFS, children grasp opportunities for wonderment when engaging in imaginative play in their dressing up clothes and enjoying many new experiences. At the time of the inspection, the pupils had created an enlarged poppy, to which they had all contributed, and which was due to be placed in the local church at the weekend for Remembrance. This exercise had heightened their understanding of the fragility of life.
- 3.18 Pupils demonstrate a powerful sense of right and wrong. They feel that the school rules are fair and there are not too many of them. They understand the need for rules in a community. They have a clear understanding of what is expected of them and feel that the staff would stop any unkind or disruptive behaviour both inside and outside the classroom. They appreciate the role that the school reward system has in helping them to get things right. Pupils demonstrate that they understand the expectation of their behaviour and understand the progressive scale of sanctions. Pupils respond very favourably to the new token system. Children are given tokens to put in the house tubes and say that this has had a positive impact on behaviour. An overwhelming majority of parents agree that the school actively promotes good behaviour.
- 3.19 Pupils really value and demonstrate that they respect the opportunities they have to contribute to the lives of others, not only in the school but in the wider world. In EYFS, the children talked enthusiastically about showing responsibility for their surroundings and the importance of tidying the classroom when they leave. Pupils readily take on responsibilities across the school that heighten their social development. In EYFS, children in nursery enthusiastically take turns to be the daily helper and the lead learner. Older pupils are aware of the importance of their roles in the classroom and this sense of responsibility impacts positively on their excellent behaviour. All pupils in Year 6 have some responsibility, such as head boy, head girl, art prefects and charity prefects. They take their individual roles very seriously. Pupils understand the importance of helping those less fortunate than themselves and are active in supporting national and international charities. For example, they have organised coffee mornings and collected over one hundred boxes of food during the recent harvest festival to be delivered to a local charity. Pupils participated actively and enthusiastically in the grow profit initiative where each child was given £2 to try and grow. Profits went to both a worldwide children's charity UNICEF and school funds. As well as group efforts, several pupils have undertaken individual charitable acts, demonstrating a well-developed community responsibility. These include walking for nine miles to raise money for a named cause and a pupil in kindergarten who was recently on the television news for donating food, which she had purchased, to a local homeless man.
- 3.20 Pupils have a well-developed understanding of diversity and the importance of their own culture as well as a deeply ingrained appreciation of other cultures. Pupils live in perfect harmony which demonstrates pupils' mature understanding of the recognition that people may have different beliefs to their own. In the questionnaires, almost all of parents agree that the school actively promotes values of democracy, respect and tolerance of those with different faiths and beliefs and all of the pupils who responded, agreed that the school encourages them to respect other people. Pupils voice

strongly that everyone in the school is happy and that everyone is the same and they treat each other as they would like to be treated. Pupils are encouraged to think about being in other people's shoes. Year 6 pupils developed their understanding that all humans are equal through the unit of study on Black history. Pupils gain a broader view of different beliefs to their own through the study of other faiths, such as Hinduism and Sikhism. The depth of the pupils' cultural understanding and their understanding of the importance of tolerance was encapsulated during interview when they agreed that, "Everyone is valued for who you are, there is no bullying here and nobody is bothered what colour your skin is."

- 3.21 Pupils have an extremely strong understanding of how to stay safe. Most pupils say they understand how to keep safe on-line. During the inspection they explained to inspectors that they should never respond to an email or electronic communication of any kind unless they are certain who the communication is from. They talked enthusiastically about the recent e-safety day when all pupils spent the day undertaking exercises designed to enhance their understanding of the risks that may be presented through certain aspects of social media. The pupils' understanding of what constitutes a healthy lifestyle is extremely well-developed. Pupils know what healthy food is and were able to list vegetables and fruit. A well-positioned display on the wall on the way to the dining room further heightened the pupils' knowledge. They appreciate that the school offers them a healthy menu with salads available on a regular basis. Pupils understand the importance of taking exercise and feel that the school offers plenty of opportunities for them to participate. The older pupils in the school are starting to develop a deeper understanding of water safety, through a course in life saving.

4. INSPECTION EVIDENCE

- 4.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with a small group of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended assemblies. Inspectors visited the facilities for the youngest pupils, together with the learning support and educational resource areas. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mr Adrian Palmer	Reporting inspector
Mrs Joanne Farmer	Compliance team inspector (Deputy head, IAPS school)
Mr Paul Easterbrook	Team inspector (Retired head, IAPS school)