



INDEPENDENT SCHOOLS INSPECTORATE

ST WYSTAN'S SCHOOL

STANDARD 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			
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Email Address	head@stwystans.org.uk			
Head	Mr Philip Soutar			
Chair of Governors	Mr Tim Bralesford			
Age Range	2 ½ to 11			
Total Number of Pupils	125			
Gender of Pupils	Mixed (70 boys; 55 girls)			
Numbers by Age	0-2 (EYFS):	2	5-11:	91
	3-5 (EYFS):	32	11-18:	0
Number of Day Pupils	Total:	125		
EYFS Gender	Mixed			
Inspection dates	11 Oct 2011 to 12 Oct 2011			
	08 Nov 2011 to 10 Nov 2011			

PREFACE

This inspection report follows the STANDARD *ISI schedule*. The inspection consists of two parts: an INITIAL two-day inspection of regulatory requirements followed by a three-day FINAL (team) inspection of the school's broader educational provision. The previous ISI inspection was in November 2005.

The Independent Schools Inspectorate (ISI) is the body approved by the Government for the purpose of inspecting schools belonging to the Independent Schools Council (ISC) Associations and reporting on compliance with the Education (Independent School Standards) (England) Regulations 2010*. The range of these Regulations is as follows.

- (a) Quality of education provided (curriculum)
- (b) Quality of education provided (teaching)
- (c) Spiritual, moral, social and cultural development of pupils
- (d) Welfare, health and safety of pupils
- (e) Suitability of staff, supply staff and proprietors
- (f) Premises and accommodation
- (g) Provision of information
- (h) Manner in which complaints are to be handled

*These Standards Regulations replace those first introduced on 1 September 2003.

Legislation additional to Part 3, Welfare, health and safety of pupils, is as follows.

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

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

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

The inspection of the school is from an educational perspective and provides limited inspection of other aspects, though inspectors will comment on any significant hazards or problems they encounter which have an adverse impact on children. The inspection does not include:

- (i) an exhaustive health and safety audit
- (ii) an in-depth examination of the structural condition of the school, its services or other physical features
- (iii) an investigation of the financial viability of the school or its accounting procedures
- (iv) an in-depth investigation of the school's compliance with employment law.

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 St Wystan's School is an independent co-educational day school for pupils between the ages of two and a half and eleven. It was established on its present compact site in 1926 and also has the use of sporting facilities within walking distance. It is an educational charity and company registered by guarantee, administered by a board of governors. The school aims to provide a broad education, within a caring family environment, with an emphasis on courtesy and self-discipline.
- 1.2 The school has expanded its age group since the previous inspection to include children aged two and a half years. Provision for these children, suitably registered with Ofsted, was not part of this inspection because it was inspected very recently, with a report available on the Ofsted website.
- 1.3 At the time of the inspection, 125 pupils were on roll, of whom 34 were in the Early Years Foundation Stage (EYFS). This comprises a Nursery, where most children attend on a part-time basis, and a Reception class. Overall there are more boys than girls. The pupils come predominantly from professional families who live within a 15-mile radius. Few pupils come from ethnic minorities and none speak English as an additional language.
- 1.4 The ability profile of the school is above the national average. No pupil has a statement of special educational needs, but the school has identified nine pupils whom it considers have special educational needs and/or disabilities (SEND).
- 1.5 Most pupils join the school in the EYFS, where places are allocated according to date of application. Older pupils are offered places after a 'taster day' when class teachers observe their social interaction, and assess reading and mathematics ability informally.
- 1.6 The headmaster has been in post since 2006, shortly after the previous inspection. The senior leadership structure has recently changed to include two senior teachers: one for academic matters and assessment, and the other for pastoral matters. In addition, new arrangements provide for the EYFS leadership to be shared between the head of Nursery and an Early Years co-ordinator.
- 1.7 National Curriculum nomenclature is used throughout this report to refer to year groups in the school. The Reception-age class is known as the Kindergarten. The pupils in the Reception class to Year 2 inclusive are also known as 'Lowers' and those in Years 3 to 6 are known as 'Uppers'.

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 The pupils' achieve well, whatever their background or ability. They are effective learners, including in the EYFS, because teaching and the curriculum are good. Many pupils also achieve well in sports and music through the school's very strong extra-curricular programme. The pupils' very positive attitudes to learning contribute to their good progress. They work co-operatively together. Their learning is enhanced by warm relationships with their teachers. The majority of lessons are good, but a few are slower-paced and rely on whole-class work, rather than more active learning pitched to different abilities. Target setting, to help pupils to understand how to reach the next level, is at an early stage of development.
- 2.2 The pupils' excellent personal development is underpinned by extremely effective pastoral care. The pupils behave well and demonstrate excellent caring relationships, undertaking responsibility very successfully. The pupils develop a strong moral code and high levels of self-confidence. They support a good range of charities. Their spiritual, moral, social and cultural development is exceptional. Attention to the pupils' safeguarding, welfare, health and safety is good. The pupils' questionnaire responses were strongly positive about the school. A very few felt that the teachers do not treat them equally, but no evidence was uncovered. The pupils asked expressed the view that all staff support them equally.
- 2.3 The work of governors, leaders and managers has led to an increasing proportion of pupils achieving scholarships to secondary schools. The governing body supports the school's aims effectively, ensuring that all the regulatory requirements are met. It understands and fulfils its responsibilities for health and safety, risk and child protection, and the control of finances well. Recommendations of the previous inspection have been dealt with well overall, especially in improving resources for information and communication technology (ICT). Governors' and leaders' checks on the work of the school are currently too informal, and systematic regular measures of pupils' progress by leaders and managers are not embedded. However, the new leadership group is already providing a strong steer for improvement. Subject leaders' contribution has improved, but overall responsibilities in the EYFS are unclear. Parents, carers and guardians confirmed continuing good relationships with the school and expressed strong support in their questionnaire responses. A few expressed concern about help for pupils with SEND, the handling of concerns, and homework. These features of provision were all judged to be good by inspectors.

2.(b) Action points

(i) Compliance with regulatory requirements

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

- 2.4 At the time of the initial visit, the school met all the requirements of the Independent School Standards Regulations 2010.

(ii) Recommendations for further improvement

- 2.5 The school is advised to make the following improvements.
1. Establish systematic measures to check pupils' progress throughout the school and use these to set individual targets for pupils.
 2. Ensure consistency in teaching, improving the pace of lessons and the proportion of active learning time for pupils to work on different tasks to extend their thinking.
 3. Increase the robustness of governors', leaders' and managers' checks on teaching and learning.
 4. Ensure that leadership roles are clarified in the EYFS.
 5. Achieve a better balance of learning in the EYFS so that children choose more activities for themselves.

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 achieve well, in the EYFS and in the school as a whole, in successful fulfilment of the school's aims to provide a broad education, within a caring family environment, with an emphasis on courtesy and self-discipline. This maintains the quality noted at the previous inspection.
- 3.2 Throughout the school, pupils make good progress in developing competent knowledge, skills and understanding over a wide range of subjects. Consequently, literacy and numeracy skills are very strong. The pupils are thoroughly articulate and able to explain their reasoning maturely. In Loweres, pupils articulated their feelings about each other confidently and competently in a personal, social and health education (PSHE) lesson. In Uppers, a lively mathematical calculation game to 'find your partner' led to pupils putting forward well-argued explanations of why they had chosen the correct partner to complete their number sentence. Here, literacy and numeracy skills successfully intermingled. The pupils' numeracy skills are fluent and used frequently to illuminate findings in a range of subjects. At all ages, the pupils develop strong creative ability, particularly in art and music, achieving success in the school's association competitions nationally, for instance, in art, and in awards such as Sing-Up Gold, for music. They demonstrate skills in line with their ability in ICT using a variety of software.
- 3.3 The broad picture of success extends beyond the classroom. Many pupils reach good standards for their age in musical instrument playing and sports. Some achieve excellent standards, individually or in teams, in competitive sports such as swimming and athletics.
- 3.4 The school does not take part in the externally-marked national tests, so their attainment cannot be measured in relation to this measure of average performance. Inspection evidence, which includes consideration of the levels at which the pupils are working in relation to national targets, shows that attainment is high in most subjects, in relation to national age-related expectations. This level of attainment, as judged, indicates that pupils make good progress over their time in the school, in relation to pupils of similar ability nationally. Whatever the pupils' background, whether the more able, or gifted pupils, or those with SEND, they make good progress. This is because they are taught well overall, and they follow a broad curriculum with excellent extra-curricular opportunities. On leaving the school about a quarter of them each year win scholarships to selective senior schools.
- 3.5 The pupils of all ages are effective learners. They show much enthusiasm for their learning. In an improvement since the previous inspection, they are punctual to school and lessons. They have warm relationships with staff. They work together well. They listen to each other's views and confidently contribute their own. They show good concentration and focus and concentrated persistence when problem-solving. This contributes to their learning and success. When teaching is at its best, an atmosphere prevails in which the pupils are confident to answer and speculate.

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

- 3.6 The good broad curriculum maintains the quality noted at the previous inspection, meeting the school's aims and the needs of all the pupils, whatever their background or ability. It offers a wide variety of opportunities for the pupils' creative, physical and linguistic development alongside core numeracy, literacy and ICT skills. The well-planned PSHE programme and the vibrant extra-curricular activities underpin the pupils' excellent personal development. There is good provision for social development, citizenship, financial awareness and decision making in the PSHE programme. Social development is also promoted well through music and drama. This assists the curriculum as a whole to make a strong contribution to meeting the school's aims, especially with regard to providing a broad curriculum with an emphasis on courtesy and self-discipline. The pupils' learning opportunities are enhanced by the use of specialist teachers for music and physical education from Nursery, expanding to include French, science, geography, English and mathematics as pupils move up the school.
- 3.7 The pupils with SEND are identified quickly and provided for well. They are given excellent tailor-made educational plans and these are regularly reviewed. For those pupils for whom it is appropriate, a personalised curriculum is provided, with additional help outside lessons. This enables these pupils to make equivalent progress to their class-mates.
- 3.8 An excellent extra-curricular programme is offered to pupils throughout the school and attendance is good. Participation is monitored and recorded. Excellent provision for sport and music is supplemented by clubs such as chess or cheer-leading. Many links with the local and wider community enhance the curriculum. These include involvement in local, regional and national competitions. Work in music has gained the school a 'Gold Sing-Up' award.
- 3.9 The pupils derive great benefit from the enrichment provided through visits and visitors. Recently these have included a Years 1 and 2 visit to a discovery park, a Years 3 and 4 trip to a forestry centre and a Years 5 and 6 visit to a science museum. Pupils of all ages are involved in many community-based projects and charitable events.
- 3.10 Curricular planning is good overall. It follows a systematic format that ensures comprehensiveness. Opportunities to develop ICT skills are plentiful and resources have been improved significantly in response to a recommendation of the previous inspection. Some teachers use these facilities exceptionally well to support pupils' learning. Schemes of work are fit for purpose.

3.(c) The contribution of teaching

- 3.11 Teaching is good overall, throughout the school, as it was at the previous inspection. Its quality is reflected in the pupils' good progress and intellectual development. The teachers focus well on providing a caring family environment, with an emphasis on courtesy and self-discipline, meeting the school's aims well.
- 3.12 Lessons observed during the inspection ranged from outstanding to satisfactory. The teachers' subject knowledge is a notable strength of most teaching. Teachers foster pupils' interest. Guided discussion between pupils promotes learning well. Classroom assistants are used effectively to provide additional support for younger pupils. Behaviour is well managed. As a result, all lessons feature eager, listening pupils wanting to learn. In the best lessons, teachers use a variety of methods to maintain the pupils' engagement, to inspire them and encourage them to think for themselves. In an excellent Lower's lesson on shape, pupils much enjoyed the variety of activities to help them understand the differences between two-dimensional and three-dimensional shapes. They learned rapidly because the variety of activities excited them, for instance, searching for shapes under a 'Magic Cape'. In these high-quality lessons, expectations of pupils are high, enabling them to make at least good progress. The variation in activities, in lessons of this quality, works very well to meet the needs of each pupil, including those with SEND, and the more able.
- 3.13 The majority of lesson planning is good but the occasional over-reliance on published schemes and worksheets hinders independent learning. In most lessons, teachers demonstrate understanding of their pupils' needs and aptitudes. However, in some lessons, sessions where all the pupils are listening to the teacher recapping previous work are too long, slowing the overall pace of lessons and reducing the time available for pupils to work on tasks pitched precisely to their abilities. When this happens, progress slows.
- 3.14 Teaching is supported by good resources to promote learning, such as interactive whiteboards. Best use is made of the sometimes cramped accommodation. The library is laid out as an inviting area, used well by the pupils, and includes an appropriate range of fiction and non-fiction books.
- 3.15 Regular standardised tests and formal assessments identify pupils' attainment effectively. Marking is regular but is inconsistent in quality because the good whole-school policy is not always followed. This means that, in some subjects, the pupils are not clear how they could improve. The school is engaged in planning to extend the range and use of the data it collects on the pupils' progress so that it can plot their progress more effectively and refine lesson planning to ensure tasks provided always meet the different abilities within the class. The pupils benefit greatly on the occasions when they mark each other's work and use self-assessment against explicit assessment objectives. The school's 'Golden Goals' system is an appealing way of setting individual short-term targets. It works well to improve aspects of learning, such as neat presentation of work. However, providing the pupils with agreed subject-specific individual targets in the core subjects of literacy and numeracy, to help them understand how to reach the next level in their learning, is not sufficiently developed.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

- 4.1 The pupils' personal development has improved since the previous inspection and is excellent throughout the school. They develop outstanding self-esteem within a caring family environment, with an emphasis on courtesy and self-discipline, in strong exemplification of the school's aims.
- 4.2 The pupils' spiritual awareness is excellent, not only as a result of regular reflective moments provided in assemblies, but also in their enjoyment of poetry and literature, and in their enthusiastic participation in orchestral and choral performances. They show deep concern for each other and build good relationships with their teachers and with fellow pupils. Pupils who have been appointed as the school's official 'peace-makers' help diffuse any potential upsets in the classroom. The pupils develop high levels of confidence assisted by their take-up of additional sporting and other extra-curricular activities.
- 4.3 The pupils develop exceptionally strong moral awareness and have an excellent sense of right and wrong. They regularly discuss moral aspects of such matters as crime and race with insight beyond their years. Environmental considerations are strong throughout the school. From the EYFS onwards, the pupils learn the value of simple actions, such as switching off taps at washbasins. The pupils behave exceptionally well. They are extremely courteous. Charitable work is a strong feature of all the pupils' school lives and gives them an awareness of the more needy and a well-developed understanding of the meaning of moral obligation.
- 4.4 The pupils' social development is excellent. They make highly effective use of the opportunities given to them to act as members of committees, such as the school council and as monitors for various activities. They contribute fully to determining classroom rules. Visits and talks, such as that from a police liaison officer, and the trip to enjoy a Tudor Christmas in an historic building, not only help the pupils develop socially, but also help them develop their thorough understanding of public institutions, commensurate with their age.
- 4.5 The pupils demonstrate strong cultural awareness, encouraged by activities such as a visit to a Sikh temple, the study of music from different countries, the study of the world's major religions, and discussions, in geography lessons, about diversity and world dilemmas. The pupils' understanding of faiths and cultures other than their own is well developed so that the school is a harmonious and tolerant community that fully includes and celebrates the range of ethnicities and religions present. During the inspection the impact of an assembly focused on a traditional Caribbean tale clearly demonstrated the pupils' familiarity with tales from other cultures.

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

- 4.6 The school provides excellent pastoral care for the pupils, an improvement since the previous inspection, within a good overall picture of provision for their welfare, health and safety. School managers are constantly reflecting and improving on their practice in their quest to provide a caring family environment in which pupils may achieve, in keeping with the school's aims. In the highly positive picture painted in the pupils' questionnaire responses, pupils were sure they could turn to any adult or other pupils for support if necessary. A few pupils expressed concern that some teachers do not treat them equally, but in discussion, others were sure that this was not the case. Most pupils feel that their concerns are addressed appropriately and promptly, and that teachers show genuine care for their well-being. Teaching and non-teaching staff provide carefully orchestrated support and guidance. The school's ethos ensures that each pupil is listened to, and personally known.
- 4.7 Relationships between staff and pupils, and amongst pupils, are good and mutually supportive. This generates a strong sense of loyalty to and pride in the school in pupils of all ages. There is an effective system of rewards. The school's code of conduct is clear, accessible and understood by pupils. Appropriate sanctions exist to deal with unacceptable conduct and these are felt to be effective and proportionate by pupils. There are various channels through which the pupils' views may be heard. The school council is an active forum for discussion and development, and pupils feel that feasible suggestions are acted upon. The school's anti-bullying policy is effectively implemented so that the pupils are confident that any such issues are dealt with promptly and firmly.
- 4.8 Safeguarding arrangements are good overall. The policy for child protection is implemented well. All staff are familiar with the arrangements and appropriate training is up-to-date and frequently refreshed. Governors are well involved and provide good overview. Access for those with physical or learning needs is well planned. Registration is conducted diligently and absence is quickly followed up. The school maintains appropriate admission and attendance registers. Suitable arrangements exist for pupils who feel unwell and the school operates an appropriate first aid policy. Measures to prevent risks of fire and other hazards are good, as are arrangements for health and safety on educational visits.
- 4.9 Healthy eating is given a high priority in the PSHE programme and is carefully monitored. Food is of good quality and there is variety and choice. The pupils are given extensive opportunities and encouragement to engage in physical exercise.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 Governance is good, as it was at the time of the previous inspection, underpinning the good outcomes evident in the pupils. Governors support the school aims well through ensuring that the curriculum is broad and a caring atmosphere is promoted.
- 5.2 Governors provide a good range of expertise and experience and are organised in appropriate committees so that they are able to discharge their responsibilities for standards, financial planning and investment in staff and learning resources successfully.
- 5.3 The governing body receives satisfactory information from school leaders about the pupils' progress and the work of the school. They visit the school regularly, but their formal monitoring of the school's work, to hold staff to account and to ensure that the pupils' progress is as good as it can be, is less well developed.
- 5.4 The governing body's good control of the financial planning for staff and material resources is a strength, assisted by efficient and effective bursarial support. They understand their responsibility to check that all policies are adjusted to be pertinent to the school whilst still complying with regulations but had missed some aspects at the start of the initial visit that were quickly rectified so that compliance was not affected. They ensure that the school buildings are safe and maintained well, and are used to support the pupils' learning and personal development. Governors' responsibilities for safeguarding and child protection, risk assessment, and the pupils' welfare, health and safety are carried out effectively.
- 5.5 The governing body responded well to the recommendations of the previous inspection and have improved resources for ICT, and approved a leadership structure that supports school improvement.

5.(b) The quality of leadership and management

- 5.6 Leadership and management are good overall, maintaining the quality noted at the previous inspection. This ensures that the pupils' learning is underpinned by clear educational direction, excellent pastoral care, a good curriculum and effective teaching. It has led to the pupils' good academic achievement and their finely-honed personal skills. In consequence, the aims of the school are met successfully, particularly in terms of providing a broad education, within a caring family environment, with an emphasis on courtesy and self-discipline.
- 5.7 Management at all levels has responded well to recommendations of the previous inspection. Re-structuring, of the senior team and the leadership of the EYFS, is new. Roles are not yet fully developed. Throughout the school, checks on the quality of teaching and learning are developing, but checks on pupils' progress are not systematic because the pupils' starting points are not rigorously assessed. Consequently, it is difficult for the school to check pupils' precise levels of progress through the school.
- 5.8 Self-evaluation identifies strengths and weaknesses accurately. Development planning at whole-school level is strategic and thorough. The school secures well-qualified and dedicated staff who contribute much to the development of a warm and

caring community central to the school's ethos. The system of staff review affords the effective identification of areas for development and training needs, especially in the areas of safeguarding and the pupils' welfare, and health and safety, which are all up-to-date. Checking procedures to ensure the suitability of staff, volunteers and governors to work with children are robust, and the central register is maintained effectively.

- 5.9 The school's sense of community is strengthened by the effective work of secretarial, administrative, maintenance and other non-teaching staff, who share concern for the pupils' well-being and contribute much to the smooth running of the school.

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

- 5.10 The school has a good partnership with parents, carers and guardians, as at the time of the previous inspection. In response to pre-inspection questionnaires parents showed satisfaction, often at a high level, with the education and support that their children receive. All felt the school is well managed and that communication with the school is facilitated. Parents showed particular satisfaction with the curriculum and range of extra-curricular activities, the pastoral help and guidance provided, the worthwhile attitudes and views promoted, and the ready availability of policies and information about the school. Inspectors investigated the concerns of the very few about help provided for pupils with SEND, and about homework. They judged help for SEND pupils to be good. Homework was judged to be appropriate and adequate.
- 5.11 Parents give much support to the school, often as part of the strong parents' association whose main function is fund-raising and arranging social events. Funds so raised have been spent to promote their children's learning, such as providing a professional author for the school's themed activities during a Book Week. Parents willingly help in a number of roles in school, for example with reading, walking the pupils to the swimming pool, or helping them with their distribution of harvest produce in the local community. Parents regularly attend school sports fixtures, concerts and plays.
- 5.12 Attendance at the regular parents' evenings is high. Written reports on their child's progress are regular and are comprehensive. Many parents take advantage of the opportunity given to return a written comment.
- 5.13 The school provides a good range of information for parents and regularly seeks their views when changes are to be made which affect the pupils. The school's website gives good access to all required information for parents of pupils and prospective pupils. Information about progress is provided regularly for parents.
- 5.14 The school has in place a suitable complaints policy. Most parents confirm that the school deals well with any concerns that may arise. In the questionnaire responses, a very few parents felt that the school does not handle their concerns well. However, no formal complaint has been received in recent years, and records showed that parents' concerns are usually dealt with very promptly, and to the satisfaction of the complainant.

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

6. THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION STAGE

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

- 6.1 The overall effectiveness of the EYFS is good. The warm, caring environment helps children to settle happily. As a result, they make good progress, whatever their ability, and individual needs are fully met. Staff employ effective procedures that ensure children's well-being, health and safety. The setting has good capacity for further improvement. A sensory garden, an exciting place for additional learning, has recently been developed. Overall checks on the quality of teaching and children's overall progress are as yet under-developed.

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

- 6.2 Good leadership and management ensure that policies and procedures are implemented well, especially those to safeguard children and ensure equal opportunity. Discrimination is not tolerated. Robust checks are made prior to staff appointments. Staffing is generous, allowing for high levels of supervision and individual attention. Parents are very supportive, happy with the information they receive and pleased with their children's progress. Good liaison with outside agencies, such as the local authority, enhances training and strengthens effectiveness. Planning ensures that resources are used well to stimulate learning. Self-evaluation is thorough and useful points for development are identified, but the sharing of leadership means that delegation of responsibilities is sometimes unclear, restricting the clarity of the overview of the quality of provision.

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

- 6.3 The quality of provision is good. The Nursery provides a stimulating and welcoming environment where children are encouraged to explore structured play activities supported by experienced, sensitive staff. There are fewer opportunities for children to make choices about their learning in Reception. The well-resourced outdoor area provides numerous opportunities for learning activities. Staff make good records of children's achievements and developmental needs. They model language well and use questions skilfully to develop children's communication skills. However, they provide limited opportunities for children to develop thinking skills. The warm, supportive relationships lead to confident children who learn with enthusiasm and success. Careful encouragement for children to behave well helps promote good levels of welfare. Healthy lunches and snacks and good hygiene practices help children develop good understanding of safety and a healthy lifestyle.

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

- 6.4 The children make good progress and achieve well in relation to their starting points and most exceed the expected Early Learning Goals by age five. Nursery children can already sort buttons by shape and colour, and count to ten accurately. Older children count beyond ten and understand how to make a repeating pattern. They ask and answer questions and are keen to read, showing increasing fluency. Many can write their name and use ICT confidently. However, children demonstrate more limited ability to make their own decisions, truly investigate and practise problem-solving skills. They develop good personal skills, which prepare them well for the future, showing a kind, caring friendly and courteous approach to each other and their teachers. They enjoy small responsibilities such as snacks monitor and have a thorough understanding of good hygiene practices to keep themselves safe. They know that fruit and vegetables are healthy options and they enjoy regular physical exercise, for instance in outdoor play.

Section 2 includes what the Early Years Foundation Stage should do to improve its provision.

INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with the pupils and examined samples of the pupils' work. They held discussions with senior members of staff and with the chair of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited before- and after-school care. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

Inspectors

Mrs Ruth McFarlane	Reporting Inspector
Mrs Elizabeth Vickery	Senior Manager, ISA Preparatory school
Mr Michael Hewett	Former head, ISA Preparatory School
Mrs Sara Robinson	Early Years Co-ordinating Inspector