



**INDEPENDENT SCHOOLS INSPECTORATE**

**READ SCHOOL**

**EARLY YEARS FOUNDATION STAGE  
INTERMEDIATE INSPECTION**

# INDEPENDENT SCHOOLS INSPECTORATE

## Read School

Full Name of School	<b>Read School</b>
DfE Number	<b>815/6019</b>
EYFS Number	<b>EY450853</b>
Registered Charity Number	<b>529675</b>
Address	<b>Read School Drax Selby North Yorkshire YO8 8NL</b>
Telephone Number	<b>01757 618248</b>
Fax Number	<b>01757 617432</b>
Email Address	<b>headspa@readschool.co.uk</b>
Head	<b>Dr John Sweetman</b>
Chair of Governors	<b>Mr Peter Watt</b>
Age Range	<b>2 to 18</b>
Total Number of Pupils	<b>231</b>
Gender of Pupils	<b>Mixed (135 boys; 96 girls)</b>
Numbers by Age	<b>0-2 (EYFS): 3      5-11: 53 3-5 (EYFS): 21      11-18: 154</b>
Head of EYFS Setting	<b>Mrs Anita Watson</b>
EYFS Gender	<b>Mixed</b>
Inspection dates	<b>29<sup>th</sup> April 2015 to 30<sup>th</sup> April 2015</b>

## 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 January 2012. The Pre-School was inspected by Ofsted in February 2013.

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 the designated EYFS governor, 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**

Mrs Mary Hughes            Early Years Lead Inspector

Mrs Eleni Laws            Team Inspector for Early Years, Head of Pre-Prep, IAPS school.

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## 1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Read School is a co-educational independent day and boarding school for pupils aged from two to eighteen years. It was founded in 1667. The school occupies a rural site in North Yorkshire, a few miles from Selby. It comprises the senior school for pupils aged from eleven to eighteen and the preparatory school for younger pupils aged between two and eleven years. The Early Years Foundation Stage (EYFS) provision is housed within the pre-preparatory department. The school is run by Read School Drax Trustees Limited, a registered charity whose 12 trustees form the school's governing body.
- 1.2 The school's main aim is to provide an education which is caring, inspiring and fun. Other aims include caring for pupils as individuals, promoting self-respect and respect for others; enabling pupils to experience a wide range of educational opportunities, including learning outside the classroom; and expecting the very best from pupils and supporting them in their endeavours to rise to the challenge. The school aims to involve parents fully in the education of their children.
- 1.3 The EYFS comprises 24 children, of whom three are under the age of three. Children in the Nursery are aged between two and four years. They attend on either a part-time or full-time basis. The Reception class comprises seven children, aged four and five, who all attend full-time. An after-school club is available until 5.00pm. Children in the EYFS share some of the facilities of the main school, such as the sports hall, drama studio and the main school hall. On site, EYFS children have access to designated outdoor areas and the school's playing fields and grounds.
- 1.4 The setting currently has a very small proportion of children with special educational needs and/or disabilities (SEND) and with English as an additional language (EAL). Since the previous inspection, a new Nursery manager and a new pre-prep manager have been appointed in September 2014, children are now admitted from the age of two and the outdoor area has been developed.
- 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 tables.

### ***Early Years Foundation Stage Setting***

School	NC name
Pre-School	Nursery(2 to 3 years)
Pre-School	Nursery (3 to 4 years)
Reception	Reception

## **2. SUMMARY**

### **(i) Compliance with statutory requirements**

- 2.1 The school's registered provision for childcare meets the requirements of the Childcare Act 2006 and no action is required.

### **(ii) Recommendations for further improvement**

- 2.2 The school is advised to make the following improvements:
1. Clarify the roles and responsibilities of leaders so that there is better cohesion of documentation and practice across the EYFS.
  2. Develop planning to introduce more small group activities across all areas of learning.

### **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 school makes good provision to meet the needs of those children who attend. Children have access to many interesting activities which stimulate and engage them. The good educational programme is enriched for Reception children through specialist teaching in physical education (PE) and through after-school clubs, such as singing and dance classes. Staff working with children aged under three take every opportunity to develop children's language skills and extend their vocabulary. For older children, the strong focus on letters, and the sounds they make (phonics) ensures that they make consistently good progress in their reading and writing skills. The curriculum enables almost all children to reach the expected levels of development, with some exceeding them. Children are well prepared for the next stage in their education.
- 3.2 Throughout the EYFS, staff have high expectations and provide stimulating activities that excite and motivate children. Reception children were motivated as 'magic dust' was used to turn them into a fairy tale character and then made their own giant beanstalk. Outdoor learning has improved significantly since the previous inspection. Nursery children excitedly watered the seeds they had sown. Skilful intervention and good questioning enable children to discuss why plants need water and what else is needed for them to grow. Staff make learning enjoyable so children are keen to join in and develop good attitudes to their learning. Staff ably play alongside Nursery children and are skilled at building on children's interests. A discussion about a story led to children capably re-enacting the story of *The Three Billy Goats Gruff*, using puppets and props.
- 3.3 Staff regularly reflect upon and review children's learning. Planning and assessment take into account children's individual needs and effectively incorporate their own ideas and interests. Much planning leads to children working with adults on an individual basis. Planning is less well developed to enable children to participate in small group activities across the seven areas of learning. As a result some opportunities are missed to enable children of similar abilities to work together, be suitably challenged and make more rapid progress. The digital assessment system is well used to record progress and enable good identification of children's next steps in their learning. Children with additional needs are quickly identified and given excellent support. For example, all staff learn key 'survival' words in a child's home language to ensure all their needs are met.
- 3.4 A strength of the setting is the way that staff engage with parents to support children's learning. The school's 'open door' policy enables daily contact with staff. The regular two-way sharing of information regarding children's interests and their achievements, makes a significant contribution to positive links between home and school. Formal structures, such as the home/school diary, workshops and reports, keep parents regularly informed about their child's progress. The new digital assessment system enables parents to access and make comments on their child's weekly learning. Responses to the pre-inspection questionnaire show parents to be extremely positive about the school, as did discussions with parents during the inspection. Parents were particularly pleased with how quickly children settle into



school, the caring ethos created and the accessibility of staff. The school fully meets its aim to involve parents in their child's education.

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

- 3.5 Provision for children's well-being is outstanding. Safeguarding and welfare needs have a high priority within the EYFS. All children are valued as individuals and this leads to high levels of self-esteem. Children under three are extremely well known by their key workers. This enables the youngest children to feel secure and to have their unique qualities recognised. Throughout the EYFS, strong relationships exist between adults and children. Staff know all the children very well and provide a caring, nurturing environment. All children feel confident to approach, talk to and play with adults.
- 3.6 Children are happy and enjoy their time at school. Staff are excellent role models who lead by example. They calmly reinforce the expectations for behaviour in a positive way. This results in children's excellent conduct. The well-embedded routines ensure that children feel safe and secure and contribute to their high confidence levels. The gentle reminders of sharing and taking turns ensure that children co-operate well together. Children's independence is very well promoted. Rooms are laid out so that all children can choose their own resources. Children under three choose their own snack and put on their own wellingtons. Older children serve themselves at lunchtime and pour their own drinks. Role play is effectively used to develop children's imagination. Staff helped Nursery children to make an imaginative landscape for their 'Dinosaur World'. Children eagerly explore and are curious about the stimulating environment provided, particularly the newly developed outdoor areas. Staff ensure that children have a thorough understanding of how to keep themselves safe. Children understand the rules when walking around the school grounds and using climbing apparatus.
- 3.7 Staff manage the personal needs of the youngest children in a caring and sensitive way. Older children are well supported in developing independent hygiene routines. Children are taught about healthy eating and were able to explain why they need to eat fruit at snack time. Outdoor activities ensure that children understand the need for physical exercise. Reception children could talk about how they need to be physically fit in order to become a good footballer. Transition both into the Nursery and into Year 1 is well tailored to the specific needs of the individual.

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

- 3.8 Leadership and management of the EYFS are good. The practical support of a link governor ensures that the EYFS receives appropriate attention at governors' meetings. Safeguarding and welfare requirements are met and supported by effective policies and procedures. Policies are regularly monitored and reviewed. Checks for disqualification by association for staff working in the EYFS have been fully implemented.
- 3.9 Staff and parents both affirm the positive impact of the new leaders on the setting's educational provision. Staff say that they are appreciative of what has already been achieved; for example, many more opportunities for them to meet together enable better reflection on their role and children's learning. A robust and effective system has been introduced to identify children with SEND. The newly introduced digital assessment system has enhanced parental understanding and involvement in their

children's progress. The development of outdoor areas has improved since the previous inspection and now enables a wider range of learning experiences. The lack of clarity in the roles and responsibilities of leaders has resulted in some differences in documentation and practice between the Nursery and Reception classes. The resulting lack of cohesion in the approach to learning across the EYFS, particularly in regard to planning, means that there are times when not all groups of children are suitably challenged.

- 3.10 A good team spirit has been created. The dedicated staff team work together effectively in their rooms and the good ratio of staff to children ensures that children receive much individual attention, which contributes to their progress. Staff evaluate their practice well and provide a clear vision for the future development of the setting. Regular supervision meetings and professional discussions help staff share any concerns, review their practice and set goals. A sound professional development system is in place for staff, but does not fully enable staff to access training about wider EYFS issues, rather than just mandatory training. The school's self-evaluation is generally accurate and priorities are carefully identified. An ethos of continuous improvement has been clearly established.
- 3.11 Excellent relationships with outside agencies, such as speech therapists, ensure that appropriate support is provided and the needs of individual children, including those with EAL or SEND, are well met. Good relationships have been established with the local authority to access additional support. Parents are overwhelmingly supportive of all aspects of the life and work of the EYFS setting. The excellent links between home and school have a positive impact on children's learning and development.

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

- 3.12 The overall quality and standards are good. All children, including those with SEND or EAL, make good progress in relation to their starting points. In some areas, such as personal development, progress is outstanding.
- 3.13 Outcomes are good for children under three in their main areas of learning. They hold a simple conversation and recognise the names of fruits. During 'circle time', they listened carefully and spoke confidently and clearly in front of others. They count out and match three pieces of fruit to the correct numeral. They show good fine motor skills as they make marks using chalks. Older Nursery children show good physical skills as they climb on tyres and pretend to hunt for dinosaurs. They know some letter shapes and some are able to write their own names. Reception children count up to 20 and back again and measure parts of a giant using non-standard measures. They use their good phonic knowledge to read simple and complex words, and some write sentences independently. On a few occasions, the current planning system fails to identify opportunities to challenge children and their progress is slower.
- 3.14 Children's excellent behaviour is a feature of their outstanding personal and social development. Older and younger children socialise well together. They readily share toys and resources and are courteous to staff and visitors. Adults are diligent in ensuring that children are always well supervised and kept safe.
- 3.15 Secure leadership and management both in the EYFS and across the school have ensured that the setting has further improved the satisfactory provision found at the previous inspection. Outdoor areas have been improved, and a digital assessment system has been introduced. New leaders have been appointed. All

recommendations have been fully addressed. Effective systems in place identify areas for development, backed up by appropriate planning for improvement. The school shows good capacity to build on its improved provision.