



**INDEPENDENT SCHOOLS INSPECTORATE**

**YARLET SCHOOL**

**EARLY YEARS FOUNDATION STAGE  
INTERMEDIATE INSPECTION**

# INDEPENDENT SCHOOLS INSPECTORATE

## Yarlet School

The boarding provision at the school was inspected at the same time and a separate report published.

Full Name of School	<b>Yarlet School</b>
DfE Number	<b>860/6000</b>
EYFS Number	<b>EY332876</b>
Registered Charity Number	<b>528618</b>
Address	<b>Yarlet School Yarlet Stafford Staffordshire ST18 9SU</b>
Telephone Number	<b>01785 286568</b>
Fax Number	<b>01785 286569</b>
Email Address	<b>info@yarletschool.org</b>
Head	<b>Mr Ian Raybould</b>
Chair of Governors	<b>Dr Alison Primrose</b>
Age Range	<b>2 to 13</b>
Total Number of Pupils	<b>154</b>
Gender of Pupils	<b>Mixed (88 boys; 66 girls)</b>
Numbers by Age	<b>0-2 (EYFS): 9      5-11: 79 3-5 (EYFS): 35      11-13: 31</b>
Head of EYFS Setting	<b>Ms Diana Green</b>
EYFS Gender	<b>Mixed</b>
Inspection Dates	<b>14 May 2015 to 15 May 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 May 2012.

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 2014. 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 chair of governors, observed a sample of the before- and after-school care during the inspection period, and attended registration sessions and an assembly. The responses of parents to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

### **Inspectors**

Ms Sheila Boyle

Early Years Lead Inspector

Mrs Anne Oliver

Team Inspector for Early Years  
(Head of Pre-Prep, IAPS school)

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## 1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Yarlet School is a co-educational boarding and day school for pupils from the ages of 2 to 13. It was founded in 1873 as a preparatory school for boys in a Victorian house near Stafford, which now forms the central area of the school. The school became a charitable educational trust with a board of governors in 1970 and fully co-educational in 1994. In addition to the main school Victorian building, further school accommodation has been constructed over the years.
- 1.2 The school aims to provide an environment where pupils are safe and extremely well cared for and nurtured, whilst promoting and recognising exemplary behaviour, and enabling its pupils to achieve to the best of their ability in all areas of school life. It seeks to offer an extensive and high quality extra-curricular programme with particular strengths in sport and music, and to include opportunities for pupils to learn by making contributions in the community. Before- and after-school care is provided, from 8.00 am to 8.40 am and from 3.30 pm to 6.00 pm.
- 1.3 The school has a total of 154 pupils, 88 boys and 66 girls, of whom 44 are in the Early Years Foundation Stage (EYFS). Of the 21 girls and 23 boys in this setting, 9 are below the age of 3 and 35 are aged 3 to 5. Twenty-three children attend part-time. The majority of pupils are of white British origin. Most pupils come from professional or business families, and live within easy commuting distance of the school. One child in the EYFS has been identified as having special educational needs and/or disabilities (SEND), and none has a statement of special educational needs or an education, health and care plan. Currently, there are no children who need support for English as an additional language. The EYFS provision is located in purpose-built accommodation adjacent to the main building, with its own playground.
- 1.4 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 NC equivalence are shown in the following table.

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

School	NC name
Nursery	Nursery (ages 2 to 3)
Kindergarten	Nursery (ages 3 to 4)
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. Use assessment information more successfully to set the next steps in learning, in order to challenge all children, particularly the more able.
  2. Develop a more rigorous system for monitoring and evaluating the provision so that short-term priorities for improvement are identified and implemented.

### **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 good provision in meeting the needs of the children who attend. The educational programmes across the seven areas of learning provide interesting and challenging experiences and give children good opportunities to express themselves clearly, confidently and with enjoyment. Staff provide good standards of teaching based on regular assessments, including a baseline assessment carried out on entry. Increasingly, assessment is used to set the next steps in learning for individuals, but the practice is not yet embedded across the setting, and this can result in insufficient challenge, particularly for the more able children. Staff are particularly successful in helping children to acquire communication and language skills, and in supporting their physical, personal, social and emotional development; they have high expectations in these areas which motivate and enthuse the children. This helps them to make good progress from their starting points, including those with SEND.
- 3.2 The setting encourages children to access independently a wide range of appropriate resources. All children spend extended periods outside, where they enjoy stimulating activities that encourage collaboration, physical challenge and fun. As a result, children are eager to explore and excited to learn, and they develop the skills needed for the next stage of learning. They have opportunities for active learning through play. Critical thinking skills are frequently encouraged by adults, who use open-ended questioning very effectively to encourage children to find their own solutions to problems. Children show increasingly high levels of self-control and independence, including dressing themselves. Older children are given opportunities for public speaking, as observed in a service held in the chapel. Younger children also benefit from such experiences; staff are readily available if they need a little more reassurance or support in their activities.
- 3.3 Staff use highly successful strategies to engage all parents in their children's learning, working with them to help their children to settle and then make progress. An 'open door' policy is adopted. Parents and school share the children's achievements through daily handover meetings, home diaries, parents' evenings and termly reports. This helps to provide strongly consistent support for children's learning and development. In their responses to the pre-inspection questionnaire, parents indicated that they are overwhelmingly supportive of the school, with almost all questions receiving a fully positive response.



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

- 3.4 The contribution of the early years provision to children's well-being is good. Staff provide an extremely warm and welcoming environment, and they have a good understanding of their roles and responsibilities in meeting the needs of all the children. Those under the age of three settle quickly, and all children form strong attachments and have a clear sense of security and belonging. Outside activities are planned well to help the youngest children to develop their confidence, independence, co-ordination and safe risk taking. Older children use the more challenging outdoor equipment independently and as a result their progress and achievement in physical development are particularly good.
- 3.5 The setting actively promotes equality and diversity. Teachers encourage children to be tolerant and to respect others. As a result, children's behaviour is exemplary; they respect adults and show high levels of self-control and confidence in social settings. Children benefit from the many opportunities they have to interact with older pupils; these include lunchtimes, playtimes and assemblies. Staff give an extremely high priority to safety; they support children's growing understanding of the need to keep healthy and to stay safe. From an early age, children are sensitively supported in the development of personal hygiene routines. Regular physical education activities and music and movement sessions, as well as outdoor play, promote a positive attitude to exercise and a healthy lifestyle. Discussions through topic work help children to understand the importance of healthy eating. Healthy meals are available at lunchtimes, but children do not have the opportunity of selecting their own food; they are served at their table by an adult. Familiar routines help children to develop independence and responsibility, and they are all well prepared for a successful transition to the next stage of their learning.

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

- 3.6 Leadership and management in the EYFS are good. The governors' involvement is effective and demonstrates a good vision and understanding of the EYFS. Strong staff teamwork, together with suitable policies and procedures, ensures that children are safeguarded well. Staff are all trained in child protection according to their responsibilities, and are successfully appointed in line with safer recruitment practice. Recommendations from the previous inspection have been implemented, including the training and development of teaching assistants, and the provision of regular information for parents on their children's progress.
- 3.7 Planning for the educational programmes is monitored regularly and staff meet frequently to evaluate children's progress. Systems for monitoring individual progress are particularly effective for children with SEND, and generally support the children's academic and personal development. There is a long-term development plan for the continued improvement of the provision, but priorities in the short term are not always identified through regular and systematic monitoring, review and evaluation of all aspects of the provision. Staff strive for success, demonstrated through a developing system of supervision and professional review; they undertake a good range of training. Effective partnerships with parents, the local authority and other agencies are well co-ordinated and make a strong contribution to meeting children's needs.

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

- 3.8 The quality and standards of the early years provision are good. Almost all children, including those aged under three and those with SEND, make good progress in relation to their starting points. Children generally make good progress in the three prime areas of learning. The rapid progress of the youngest children in the Nursery is particularly strong in the areas of social and emotional development, as well as in early language and communication. By the age of three, children count to ten and beyond and recognise those numerals. They are developing early writing skills by printing and mark making with paint. In the Nursery, older children can write their names and are beginning to recognise the letters and sounds at the beginning of some familiar words. By the end of the EYFS, almost all of the children reach a good level of development and some exceed the levels expected for their age, particularly in communication and language, and in physical and personal, social and emotional development. Children in Reception read at least at an age-appropriate level or above. They use their knowledge of the sounds that letters make to create plausible sentences in their writing. They count on as a way of adding two numbers together. Some of the more able children are beginning to tell the time using analogue clocks and know the names of some common two-dimensional shapes.
- 3.9 The children's excellent behaviour is a feature of their outstanding personal and social development; they are happy and secure, and know how to keep themselves safe both in school and beyond the setting. They know about the importance of healthy eating and taking regular exercise. Staff show high levels of care for the children, including those with SEND. Suitable policies and procedures relating to children's safeguarding, welfare, health and safety are kept up to date to ensure that there is a shared understanding of how to protect them. The management has a long-term plan for the future development of the provision, demonstrating a clear commitment to continuous improvement.