



INDEPENDENT SCHOOLS INSPECTORATE

LUCTON SCHOOL

EARLY YEARS FOUNDATION STAGE

INTERMEDIATE INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

Lucton School

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

Full Name of School	Lucton School		
DfE Number	884/6007		
EYFS Number	EY289937		
Registered Charity Number	518076		
Address	Lucton School Lucton Leominster Herefordshire HR6 9PN England		
Telephone Number	01568 782000		
Fax Number	01568 782001		
Email Address	head@luctonschool.org		
Head	Mrs Gill Thorne		
Chair of Governors	Mr David CJ Llewelin		
Age Range	0 to 18		
Total Number of Pupils	352		
Gender of Pupils	Mixed (180 boys; 172 girls)		
Numbers by Age	0-2 (EYFS):	45	5-11: 94
	3-5 (EYFS):	24	11-18: 189
Head of EYFS	Mrs Irona Powell		
EYFS Gender	Boys and Girls		
Inspection Dates	16 Mar 2016 to 17 Mar 2016		

PREFACE

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) 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.

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 of the EYFS was in February 2012.

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 a representative of the governors, 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 Eithne Webster 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 Lucton School is located on a 40 acre rural site, within easy reach of Leominster in Herefordshire. The school was founded in 1708 by John Pierrepont, originally to provide a Christian education for boys aged seven to thirteen. It is now a registered charity owned by the Lucton Pierrepont Educational Trust, overseen by a board of governors, and provides education for boys and girls aged from three months to eighteen years. There are currently 352 pupils enrolled at the school, with roughly equal numbers of girls and boys. Day pupils come mostly from within a 30 mile radius of the school. The school has a governing body, and two designated governors have responsibility for the EYFS.
- 1.2 The school aims to provide a secure, happy environment within which to encourage the best in every pupil, recognising their unique talents and abilities. There are currently 69 children on roll in the EYFS. Of these one is identified as having SEND. The Nursery is open from Monday to Friday, for fifty weeks of the year.
- 1.3 The Early Years Foundation Stage (EYFS) has a Nursery and a Reception class for children up to the age of five. The Nursery opened in 1993. There are three designated rooms and associated facilities available for the Nursery's sole use. The Reception classroom is adjacent to the Nursery rooms. Children have regular use of a variety of outdoor learning areas, an indoor swimming pool and a covered sports hall. Since the previous inspection, a new outdoor classroom is available for use.
- 1.4 National Curriculum 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/age
Babies Room	Nursery 0-2 years
Little Ladybirds	Nursery 2-3 years
Transition	Nursery 3-4 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. Develop the systems for monitoring teaching and learning practice to provide more detailed guidance for staff on ensuring the best outcomes for all children.

3. THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION STAGE

3.(a) Overall effectiveness: the quality and standards of the early years provision

- 3.1 The overall effectiveness of the early years provision is good. The learning and care provided ensures that children make good progress from their wide range of starting points so they are well prepared for the next stage of their education. The emotional and personal development of the children is excellent; they are happy and secure and relate extremely well to adults and each other. Children who have special educational needs and/or disabilities (SEND) have their needs met extremely well. Therapists such as speech and language specialists are welcomed into the school, or staff accompany parents on appointments. The advice and recommendations are followed meticulously. All staff have an excellent understanding of the safeguarding and welfare requirements, they understand that protecting the children is a shared responsibility.
- 3.2 The previous inspection recommended that the EYFS should be viewed as a cohesive department and that all documentation be consistent between the Nursery and Reception sections. This has been addressed and the Reception and older Nursery class share work sessions and weekly assemblies. The leaders of the EYFS work together to devise policies and procedures and planning is consistent through the EYFS. However, monitoring of the teaching and learning is insufficiently developed so that planning does not always include sufficient challenge for the more able.
- 3.3 The school shows a strong commitment to continuous improvement and all staff are encouraged to evaluate and reflect on their practice so that they are able to engage children in their learning and develop personally and socially.

3.(b) Effectiveness of leadership and management

- 3.4 The effectiveness of the leadership and management is good. They demonstrate an ambitious vision, have high expectations, and ensure the provision and care of the children is of a high standard. The governors take a detailed and effective interest in the EYFS; their regular visits ensure that they are well known to all staff. The quality of provision and outcomes are carefully evaluated, incorporating the views of parents and children. Reports and suggestions for future development from the EYFS leadership are discussed at governors' meetings and plans are made for future developments. .
- 3.5 Professional development and reflection is encouraged and supported by appraisal. Sound systems are in place for leaders to informally monitor and coach staff in order to improve their effectiveness although these meetings are not recorded. Learning programmes and the curriculum are appropriate, providing breadth and depth. Staff meet regularly to discuss the progress, needs of every child and plan effectively, particularly in the three prime areas in the EYFS. All staff are involved in devising and developing activities that inspire and respond to the children's own interests. The staff use the potential of the culturally diverse older boarding pupils to enable children to learn something of other societies such as Japanese festivals or Chinese New Year.

- 3.6 The parents who responded to the pre-inspection questionnaire were overwhelmingly pleased with the progress their child was making and the range of activities they were offered. They considered that their children were very well looked after and that the school welcomed parents' involvement in events and other aspects of the school. The school has an appropriate complaints policy and procedures are followed meticulously.
- 3.7 Staff use effective strategies to ensure that behaviour towards others is excellent. Children play well together, take turns and share. This is underpinned by careful records enabling staff to be aware of any patterns that occur and help all children from the very youngest to develop socially. Staff are aware of the need to combat bullying and discrimination should this occur. The emphasis on personal responsibility actively promotes British values and is an invaluable approach to enable these children to resist radicalisation and extremism in their futures. All, particularly those leaders who have a specialist role in this area, rigorously enforce effective welfare and safeguarding requirements and other government requirements.

3.(c) Quality of teaching, learning and assessment

- 3.8 The quality of teaching, learning and assessment is good. All staff have high expectations, strong subject knowledge and a good understanding of how children of different ages learn. Children understand how to develop as a result of regular interaction from supportive staff. Teachers encourage the children to be involved through focused praise and discussion of desirable characteristics such as perseverance, carefully demonstrated by Nursery children during assembly, as the acted out the story of a seed who was determined to grow.
- 3.9 Regular reports and the required two-year-old progress check provide information on children's progress and suggest next steps; parents are encouraged to be involved in this process. Staff use notice boards to display informative magazine and research articles for parents concerning child development such as moving on from using dummies and strategies to encourage children to share their toys. 'Wow' boards are a means by which both parents and school can celebrate and respond to a child's achievements.
- 3.10 Baseline assessment enables the staff to track and map precisely children's learning against the requirements of the EYFS. Those with SEND have excellent care and support. Focused interventions, following the recommendations of therapists, are devised to ensure consistent improvement. However, more able children do not have enough opportunity to make rapid progress as there are sometimes insufficient tasks to extend their learning.
- 3.11 Teaching for all children is supportive and responsive to children's own interests enabling them to acquire the skills and capacity to develop and learn effectively. It uses good resources highly effectively to promote equality of opportunity. A rich programme supports children particularly in the areas of language acquisition and personal and social development. For example the youngest children discussed what they saw when they were taken for a walk to visit the horses. Two year olds develop their understanding and vocabulary further when adults engage them in informative and excellent questioning on the theme of transport. Older children benefit from specialist teaching in music, PE and French.

3.(d) Personal development, behaviour and welfare

- 3.12 Personal development, behaviour, and welfare is outstanding. Throughout the Early Years there is a strong commitment to developing confident successful learners. Staff successfully model and extend speech so that children become increasingly articulate. Even the youngest children demonstrate confidence in adults, particularly their key persons, greeting them warmly and confidently sharing their feelings and enjoyment. The older children see themselves as part of the prep school and are well prepared for the transition to the next stage of their learning.
- 3.13 Children enjoy their learning, develop independence, and use their imaginative skills highly effectively. Their behaviour and personal development is excellent so they are very well prepared to respect others and contribute to wider society and life in Britain. Staff are highly skilled in devising strategies to minimise conflict and provide alternative or displacement activities for children who find some situations challenging such as providing a cardboard tube to become a rocket when the 'spaceship' was full.
- 3.14 Excellent support is provided for children's physical and emotional health providing children with knowledge of how to keep themselves healthy. Lunches are healthy and nutritious and the children are praised for having healthy items for snack. The Nursery children are helped sensitively when managing their personal hygiene needs and older children are encouraged to independence in this area. Children are encouraged to wash their hands after playing in the garden or before eating. They frequently make use of the immediate outdoor areas for investigations such as looking for worms and are also taken for walks such as the planned expedition to a neighbouring farm to look at new-born lambs. Specialist teaching in PE and swimming for the over threes supports their physical development. Children understand how to keep themselves safe from relevant risks.
- 3.15 Regular attendance is encouraged and unexpected and unnotified absences are investigated.

3.(e) Outcomes for children

- 3.16 Outcomes for children are good. Children make good progress in all areas of the Early Years Foundation stage from their wide range of starting points. Throughout the EYFS they become increasingly confident and assured, including those children with SEND. They are effective learners and are equipped with language that enables them to explore, construct, and describe their activities. Moderated EYFS profiles show that nearly all children are reaching the expected levels of development and some are exceeding them.
- 3.17 Children throughout the EYFS exhibit high levels of curiosity and interest. Supported by the adults who care for them even the youngest in the baby room are able to appreciate their surroundings and respond to interesting items such as the motor mower that they see on their walks. The two year olds independently select books and turn the pages "reading" them and they love to share the stories with their friends and adults. Most Reception children can work independently, count, including in tens, they are learning to read and use their phonic knowledge effectively when writing.
- 3.18 Children who attend the EYFS at the school are well prepared for the next stage of their education whether within the school or elsewhere.