



ISI Independent
Schools
Inspectorate

Regulatory Compliance Inspection Report

St Wystan's School

June 2022

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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 Derby Derbyshire DE65 6GE			
Telephone number	01283 703258			
Email address	head@stwystans.org.uk			
Headteacher	Ms Kara Lebihan			
Chair of governors	Mr Martin Pallott			
Age range	2 to 11			
Number of pupils on roll	96			
	Nursery	15	Pre-prep	37
	Prep	44		
Inspection dates	22 to 24 June 2022			

1. Background Information

About the school

- 1.1 St Wystan's is a co-educational independent day school. Founded in 1926, it is a charitable trust owned by the Repton Family of Schools and overseen by a board of governors. The school is divided into three sections: the nursery for children up to the age of four; the pre-prep for pupils up to the age of seven; and the prep school for pupils between the ages of seven and eleven. The school became part of the Repton Family of Schools in September 2020 and a new head teacher and chair of governors have been appointed since the previous inspection.
- 1.2 The inspection took into account the circumstances faced by schools during the COVID-19 pandemic and the restrictions imposed by government guidance at various points of the pandemic.

What the school seeks to do

- 1.3 The school aims to provide an outstanding all-round education in a supportive and nurturing family environment where each individual succeeds and fulfils their potential.

About the pupils

- 1.4 Pupils come from a variety of professional and business backgrounds, mostly from families living within a twenty-mile radius of the school. Data provided by the school indicate that the ability of the pupils is above average for those taking the same tests nationally. The school has identified eight pupils as having special educational needs and/or disabilities (SEND), which include dyslexia and speech and language issues, all of whom receive additional specialist help. No pupil has an education, health, and care (EHC) plan. English is an additional language (EAL) for two pupils, who receive additional support. The curriculum is modified for both less and more able pupils.

2. Regulatory Compliance Inspection

Preface

The Independent Schools Inspectorate (ISI) is approved by the Secretary of State to inspect schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and report on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Inspections of schools with early years settings not requiring registration also report whether the school complies with key provisions of the Early Years Foundation Stage (EYFS) statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, inspections report 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. Inspections also comment on the progress made to meet any compliance action points set out in the school's most recent statutory inspection.

ISI inspections are also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

This is a COMPLIANCE ONLY inspection and as such 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 and the school is required to take the actions specified.

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 standards 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 does not meet all of the required 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 should take immediate action to remedy deficiencies as detailed below.**

PART 1 – Quality of education provided

- 2.2 In the prep school, the school's own framework for assessment confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 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 Pupils receive relationships education. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.5 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

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

PART 3 – Welfare, health and safety of pupils

- 2.8 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.
- 2.9 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance in all areas except safer recruitment. The school has not always ensured that prohibition from teaching and barred list checks have been undertaken before members of staff have started employment. It has not always informed staff of their obligation to report if they may be disqualified from childcare. In addition, the school has not always ensured that suitable references are received for staff before they begin work. The school has recently introduced measures intended to ensure that all appropriate checks are made in a timely manner.
- 2.10 The standards relating to welfare, health and safety in paragraphs 9–16, the requirement of Schedule 10 of the Equality Act 2010 (accessibility plan), and the ban on corporal punishment under section 548 of the Education Act 1996 are met, but those in paragraph 7(a) and (b) [safeguarding] are not met.**

Action point 1

The school must ensure that prohibition from teaching and barred list checks are undertaken before members of staff take up their appointment [paragraph 7(a) and (b); EYFS 3.7 and 3.9].

Action point 2

The school must ensure that staff are notified of their obligation to disclose any information that may affect their suitability to work with children before their employment at the setting [paragraph 7(a) and (b); EYFS 3.7 and 3.9].

Action point 3

The school must ensure that suitable references are received for all staff before they begin work [paragraph 7(a) and (b); EYFS 3.7 and 3.9].

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

- 2.11 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required.
- 2.12 The school has checked qualifications and medical fitness, but not always before a person commenced employment. The school has recently reviewed its procedures with a view to ensuring that these checks are consistently made prior to the commencement of employment.
- 2.13 **The standards relating to the suitability of those in contact with pupils at the school in paragraphs 19–21 are met, but those in paragraph 18 [appointment of staff] are not met.**

Action point 4

The school must ensure that checks of all relevant qualifications and medical checks are carried out before any member of staff begins work [paragraph 18(3); EYFS 3.9].

PART 5 – Premises of and accommodation at schools

- 2.14 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs 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.
- 2.15 **The standards relating to the premises and accommodation [paragraphs 22–31] are met.**

PART 6 – Provision of information

- 2.16 A range of information is published, provided or made available to parents, inspectors and the Department for Education. This includes details about the proprietor, 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 any with education, health and care plans or English as an additional language. It also includes particulars of the school's academic performance during the preceding school year, 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.
- 2.17 **The standard relating to the provision of information [paragraph 32] is met.**

PART 7 – Manner in which complaints are handled

2.18 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.

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

PART 8 – Quality of leadership in and management of schools

2.20 The proprietor has not ensured, in the area of staff recruitment, 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.

2.21 The standard relating to leadership and management of the school in paragraph 34 is not met.

Action point 5

The school must ensure effective oversight of recruitment procedures so that standards are met consistently and the well-being of pupils is actively promoted in this area [paragraph 34(1)(a), (b) and (c)].

3. Inspection Evidence

- 3.1 The inspectors observed lessons, had discussions with pupils and examined samples of pupils' work. They held discussions with 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 form meetings. Inspectors visited the facilities for the youngest pupils, together with the learning support and educational resource areas. Inspectors considered the responses of parents, staff and pupils to pre-inspection questionnaires. The inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mr Stephen Fox

Reporting inspector

Mr Lloyd Beecham

Compliance team inspector (Deputy head, HMC school)