



INDEPENDENT SCHOOLS INSPECTORATE

EDENHURST PREPARATORY SCHOOL

INTERIM INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

Edenhurst Preparatory School

Full Name of School	Edenhurst Preparatory School		
DfE Number	860/6018		
EYFS Number	EY312370		
Address	Edenhurst Preparatory School Westlands Avenue Newcastle under Lyme Staffordshire ST5 2PU		
Telephone Number	01782 619348		
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Email Address	info@edenhurst.co.uk		
Head	Mr Nicholas Copestick		
Proprietor	Mr Nicholas Copestick		
Age Range	0 to 13		
Total Number of Pupils	248		
Gender of Pupils	Mixed (141 boys; 107 girls)		
Numbers by Age	0-2 (EYFS):	62	5-11: 108
	3-5 (EYFS):	62	11-13: 16
Number of Day Pupils	Total:	248	
EYFS Gender	Mixed		
Inspection dates	18 Jan 2011 to 19 Jan 2011		

PREFACE

This report is according to the *Independent Schools Inspectorate (ISI) schedule for INTERIM inspections*. The inspection is a two-day visit with a focus on compliance with regulatory requirements. ISI inspections occur every three years and have two formats, interim and standard, which usually occur in an alternating pattern. The school's next inspection will therefore follow the standard schedule, which includes two visits totalling five days and places greater emphasis on the quality of education and care in addition to reporting on regulatory compliance. The school's previous inspection was on 29th January-1st February 2007.

The Independent Schools Inspectorate (ISI) is the body approved by the Government for the purpose of inspecting schools belonging to 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 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 Edenhurst Preparatory School is an independent day school, founded in 1961, catering for pupils between the ages of three months and thirteen years. It is a proprietorial school owned by a limited company, of which the headmaster is the majority share holder and managing director. It serves a catchment area of some twenty miles, which includes rural and urban districts of Newcastle-under-Lyme. The school has been developed around a Victorian building situated in a quiet residential area in the outskirts of the town
- 1.2 The nursery, which opened in 2005 for pupils from three months to four years of age, is situated in a modern building in the school grounds and is open throughout the year. There are four rooms in the nursery building for each age group, with an extra classroom for some of the nursery three- and four-year-olds, on a rota, in the main school building. Through its values, 'courtesy, honesty, respect and endeavour,' the school aims to offer a high quality all-round education, supported by a dedicated and caring team of staff, in which children's individual needs are met; and to identify and nurture children's strengths in music, drama and sport.
- 1.3 At the time of the inspection there were 248 pupils on roll. Of these, 124 were in the Early Years Foundation Stage (EYFS): 62 attending the day nursery, most of whom are part time, 44 children in the Early Learners and 18 children in Reception. Extended day care is provided before and after school.
- 1.4 The pupils come predominantly from business and professional families. Most pupils have white British ethnic backgrounds with a minority from a range of other ethnic origins. The pupils leave at 11 or 13 to senior schools. A small number of pupils take the Common Entrance exam at 13+. The average ability of the pupils is above the national average, with a fairly wide spread of ability. The school has identified nineteen pupils who have learning difficulties and/or disabilities (LDD), of whom fourteen receive additional support. Six pupils have English as an additional language, (EAL) three of whom receive additional support. No pupil has a statement of educational needs.
- 1.5 National Curriculum nomenclature is used throughout this report to refer to year groups in the school. The year group nomenclature used by the school and its National Curriculum (NC) equivalence are shown in the following tables.

Early Years Foundation Stage Setting

School	NC name
Early learners	Nursery
Reception	Reception

Pre-preparatory/Preparatory

School	NC name
Form 1	Year 1
Form 2	Year 2
Prep 1	Year 3
Prep 2	Year 4
Prep 3	Year 5
Prep 4	Year 6
CE 1	Year 7
CE 2	Year 8

2. THE SUCCESS OF THE SCHOOL

The quality of the pupils' achievements and their learning, attitudes and basic skills

- 2.1 The pupils' overall achievement is excellent, strongly supported by the school's aims. Pupils are fully motivated to do well by an excellent curriculum and effective teaching. Their achievement is rooted in their positive attitudes to learning and excellent behaviour. They work very well collaboratively, showing energetic application, perseverance and an effervescent enjoyment in lessons and around school.
- 2.2 Children progress and achieve extremely well. Results in national tests at ages 7 and 11 have been excellent in relation to the national average for maintained primary schools. Most pupils secure a place at their first choice of independent school at the age of 11 or 13. Several pupils achieve scholarships to selective senior schools. The pupils demonstrate high levels of general knowledge and understanding and can pursue their opinions clearly. Their skills in literacy are exceptionally well developed; consequently pupils read well and write fluently and confidently in a variety of writing styles. They display good reasoning skills, and apply logical thinking in their investigative work. Pupils also do very well in creative and sporting pursuits. The pupils' creative development is excellent as music is a key component of the curriculum; and many learn instruments and take part in choirs and orchestras. They develop competent information and communication technology (ICT) skills, supported by the improved resources.
- 2.3 The broad curriculum contributes strongly to pupils' personal development and academic achievements. Curriculum planning is comprehensive, and the programme of personal, social, health and citizenship education (PSHCE) effectively reflects the aims and values of the school. The provision for the pupils with LDD is strong; detailed individual education plans clearly focus on targets for improvement enabling them to make good progress. Gifted and talented pupils are particularly catered for in timetabled enrichment lessons so ensuring their excellent progress. Pupils speak enthusiastically of the wide range of extra-curricular activities, educational visits, sports fixtures and annual residential trips, and of arts week.
- 2.4 The pupils' academic success and personal development was strongly supported by the good and frequently excellent quality of teaching. Teachers' rapport with their pupils is excellent and this is a significant factor in pupils' high standards of achievement and behaviour. Often lively and enthusiastic, the best teaching was also characterised by providing pupils with tasks matched to their abilities and the opportunity for the development of independent thinking for the most able. Assessment is rigorous and marking is regular and helpful. A comprehensive and effective system for assessing pupils' progress is firmly in place and individual target setting for pupils is emerging. Where targets are made clear for pupils they have full understanding of what they have to do to improve. This system is not yet used effectively across the curriculum. The school has identified this as an area for development.

The quality of the pupils' personal development

- 2.5 The personal development of the pupils is outstanding. The relaxed, yet purposeful atmosphere of the school, where children are allowed to enjoy their childhood, is recognised by parents and pupils alike.
- 2.6 The pupils have a very deep sense of right and wrong, grounded on a sense of mutual and collaborative responsibility. Many instances of pupils carrying out acts of simple, genuine courtesy, in an unforced fashion, were observed. Pupils benefit from a wide range of opportunities to take responsibilities. All make a significant contribution to their personal growth. The school council, whose members are elected by the pupils, provides a good channel for pupils to participate in democratic decision making and to develop an effective understanding of the way society functions, and for their views to be taken into account by the school. This is further developed through regular school debates. A good level of cultural knowledge is evident in pupils' participation in art, music and the theatre, and in their understanding of their various cultural backgrounds. The link between the school and an orphanage in South Africa has given the pupils a genuine awareness of global issues and responsibilities, and charitable giving is keenly undertaken.
- 2.7 The pupils' welfare, health and safety are assured. The school provides a safe environment. Pastoral care is a strength of the school and pupils feel extremely safe and happy. All necessary measures to reduce risk from fire and other hazards have been diligently taken. Admission and attendance registers and procedures are efficiently maintained and organised. Pupils are supervised well throughout the day. Appropriate risk assessments are carried out for activities within the school and when taking pupils on educational visits. Robust systems and policies are in place, including those for safeguarding, anti-bullying and promoting good behaviour, and staff are appropriately trained.

The effectiveness of governance, leadership and management

- 2.8 The quality of governance is excellent. The proprietor in his role as headmaster sets and secures appropriate aims and values for the school to which he is totally committed. He exercises clear oversight of the school and provides excellent support for growth and stimulus and plans effectively for future development. The proprietor discharges his legal responsibilities carefully and ensures that policies for safeguarding, safer recruitment, welfare, health and safety are in place, up-to-date and implemented thoroughly. The needs of the school are thoroughly analysed; priorities are set, effectively planned and carried out so that provision for material and human resources and accommodation is extremely good.
- 2.9 The management of the school is good and effective in promoting the aims of the school. A strong sense of teamwork exists across the school, and the head and his senior management team provide the school with clear educational direction. This is reflected in the achievement of the pupils, and their excellent personal and social skills. The role of the curriculum co-ordinators is less well developed as they are not yet responsible for monitoring teaching and learning in their subjects. The head undertakes most of the monitoring of teaching and learning. An open approach enables staff to participate in decision-making and as a result morale is high, ensuring that all work together for the good of the pupils

- 2.10 All required documentation is comprehensive and ready to hand, clear and well organised. Policies are effectively implemented and reflected in practice. Suitable staff have been recruited and deployed, with required checks recorded efficiently on a single centralised register.
- 2.11 The school works in close and effective partnership with parents. High quality information is available, and parents can express their views or learn about aspects of the work of the school. Reports are informative and positive in tone, but provide only limited points for improvement. Parents' evenings are held twice a year for all groups. Concerns, usually minor and few in number, are dealt with promptly, and records show they are handled sensitively and effectively. The clear complaints policy has not been invoked. The school receives a good response to its regular parental surveys. In their responses to the pre-inspection questionnaire, parents had few concerns. They were overwhelmingly supportive of the education that their children receive. Their comments indicated that pupils enjoy coming to school and love to learn. The pro-active parents association gives parents opportunities to be involved in school life.

3. ACTION POINTS

(i) Compliance with regulatory requirements

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

- 3.1 The school meets all the requirements of the Independent School Standards Regulations 2010.

(ii) Recommendations for further improvement

- 3.2 The school is advised to make the following improvements.
1. Develop the role of the curriculum co-ordinators to include the monitoring of teaching and learning within their subjects.
 2. Set clear targets for pupils in all subjects to improve their learning, and include these targets in their reports.
 3. In the EYFS, provide clear priorities for future development, ensuring greater consistency between Nursery and Reception and sharing best practice with regard to planning across the EYFS in regard to evaluation.
 4. Provide more opportunities for children in the EYFS to develop their numeracy and literacy skills outdoors.

4. THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION STAGE

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

4.1 The overall effectiveness of the EYFS is good. The setting provides a warm and stimulating environment, laying the foundation for love of school and learning. This was reflected in conversations with both children and parents. Since the last inspection, some positive steps have been taken and the safety of the outdoor play provision has been improved. The setting has the capacity for sustained improvements in provision. Planning has improved to reflect next steps in learning but it is not consistent throughout the EYFS.

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

4.2 The leadership and management of the EYFS setting are good. Although the development plan is still in its early stages, steps have already been implemented to achieve the best outcomes for children. The environment is warm, bright and cheerful, with children's work creatively displayed, and resources are plentiful. The school works well with the local authority and the advisory teacher visits on a regular basis. Feedback from parents is positive; they are happy with the curriculum and the resources, and they value the staff and the work undertaken with their children. Policies and procedures, including risk assessments, are robust. Staff are effectively trained in keeping children safe, ensuring careful safeguarding and effective support.

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

4.3 Overall provision is good throughout the setting. Effective observations and assessments, which allow next steps to be planned, ensure that the children develop and grow in their learning, as demonstrated in the baby room where babies were absorbed in exploring texture. The setting provides a range of purposeful indoor and outdoor activities, although opportunities to develop numeracy and literacy skills outdoors are limited. Children's health, safety and well-being are enhanced by the adherence to policies and procedures. Children are encouraged to care for one another, as evidenced in the activity of making snowflakes where more able children helped the less able children to complete the activity. Children are encouraged to care for their environment by helping to tidy up and are encouraged towards good behaviour by a comprehensive reward system which the children enjoy. Adults consistently give a high priority to the safeguarding of children throughout the setting.

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

- 4.4 The outcomes for children are good, with some outstanding features. Babies are provided with an excellent start in the Nursery, thus ensuring that all children make good progress from the time they enter the setting and are well prepared for the next stage of their education. Excellent practice exists in some parts of the EYFS but this is not consistent throughout the setting. The children enjoy learning and achieve well in all six areas of learning. They learn to develop healthy lifestyles by being encouraged to wash their hands before eating and by being made aware of the importance of outdoor exercise. Children's behaviour is excellent and they value and care for one another. Children are given opportunities to express their thoughts and are invited to contribute to their learning and development as demonstrated during story time and role play activities.

Section 3 includes what the Early Years Foundation Stage should do to improve its provision.

INSPECTION EVIDENCE

The inspectors observed a small sample of lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with senior members of staff and with the proprietor, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors reviewed the facilities for sick or injured pupils. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

Inspectors

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