



**ISI** Independent  
Schools  
Inspectorate

**EDUCATIONAL QUALITY INSPECTION**

**EDENHURST SCHOOL**

**MARCH 2017**



## SCHOOL'S DETAILS

<b>School</b>	Edenhurst School
<b>DfE number</b>	860/6018
<b>Address</b>	Edenhurst School Westlands Avenue Newcastle under Lyme Staffordshire ST5 2PU
<b>Telephone number</b>	01782 619348
<b>Email address</b>	office@edenhurst.co.uk
<b>Headmaster</b>	Mr Nicholas Copestick
<b>Chair of governors</b>	Mr Steven Wade
<b>Age range</b>	0 to 11
<b>Number of pupils on roll</b>	214
	<b>Boys</b> 120 <b>Girls</b> 94
	<b>EYFS</b> 124 <b>Prep</b> 90
<b>Inspection dates</b>	29 to 30 March 2017

## PREFACE

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework and DfE requirements. The inspection may be of COMPLIANCE ONLY or a combined inspection of EDUCATIONAL QUALITY AND COMPLIANCE depending on a number of factors, including findings from their most recent inspection. Schools judged not to meet the standards following their inspection may also be subject to a progress monitoring visit before their next routine inspection. The progress monitoring visit will judge whether the school has taken the necessary action to meet any un-met standards identified at their previous inspection.

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.

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

**This is an EDUCATIONAL QUALITY inspection, reporting on the quality of the school's work.** It focuses on the two key outcomes:

- The achievement of the pupils, including their academic development, and
- The personal development of the pupils.

Since the school was last inspected, the framework for inspection has changed. The current inspection framework uses different criteria and arrangements for grading from those used in previous inspection frameworks. The judgements made on this inspection are, therefore, not directly comparable to judgements made on previous inspections.

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 the published report but will have been considered by the team in reaching its judgements.

All inspections of independent schools in England are conducted according to the requirements of the Independent School Standards Regulations. However, different inspectorates apply different frameworks that are suited to the different types of schools they inspect. The ISI terminology reflects quality judgements that are at least equivalent to those used by the national inspectorate, Ofsted. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement about key outcomes for pupils and information on the quality of the school's work.

**The headline judgements must include one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory'.**

## INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews 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 and assemblies. Inspectors visited facilities for the youngest pupils, together with the learning support and educational resource areas. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

### Inspectors

Mrs Diane Gardiner	Reporting inspector
Mr Nicholas Parsons	Team inspector (Head of humanities, IAPS school)
Mrs Clare Bruce	Team inspector (Head, IAPS school)
Miss Patricia Griffin	Team inspector (Former head, IAPS school)

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## **1. BACKGROUND INFORMATION**

### **About the school**

- 1.1 Edenhurst School is an independent day school for boys and girls between three months and eleven years of age. It was founded in 1961 by Mr and Mrs W.A. Copestick. The current headmaster succeeded his father in 1976. The school is now owned and governed by the Bellevue Education Group.
- 1.2 The school is made up of the Nursery for children from three months to four years of age, pre-Prep which consists of Reception and Years 1 and 2, and Prep for Years 3 to 6. The main school and the Nursery operate the same daily hours. The Nursery is open all-year round and the school runs activities throughout the school holidays. Since the previous inspection, the age range of the school has changed to educate children from three months to eleven years of age. Also, an all-weather pitch has been added to the grounds, and the tracking and assessment procedures have been strengthened across the school.
- 1.3 The school aims to nurture individual talents and gifts as well as looking after children's personal needs. It seeks to inspire pupils with innovative delivery of lessons using the latest information and communication technology (ICT) across a broad curriculum, in order to achieve excellent results in the classroom and in sport, music, drama and a wide range of extra-curricular activities.

### **About the pupils**

- 1.4 Pupils come from a range of professional backgrounds living within a ten-mile radius of the school. Most are of White British origin and others represent a mix of other ethnic backgrounds, reflecting the nature of the locality. Nationally standardised test data provided by the school indicate that the ability of the pupils is above average. The school has identified 7 pupils as having special educational needs and/or disabilities (SEND) which include dyslexia and dyspraxia, all of whom receive additional support. English is an additional language (EAL) for 10 pupils, whose needs are supported by their classroom teachers. Data used by the school have identified 24 pupils as the most able in the school's population, and the curriculum is modified for them and for a number of other pupils due to their particular talents in sport, music and drama.

- 1.5 National Curriculum nomenclature is used throughout this report to refer to year groups in the school. Where the school's own names differ from those used nationally, the details are given in the table below:

<i>School name</i>	<i>National Curriculum name</i>
Early Learners	Nursery
Reception	Reception
Form 1	Year 1
Form 2	Year 2
Prep 3	Year 3
Prep 4	Year 4
Prep 5	Year 5
Prep 6	Year 6

### **Recommendations from previous inspection**

- 1.6 The previous full inspection of the school by ISI was an Interim inspection in January 2011. The recommendations from that inspection were:
- Develop the role of the curriculum co-ordinators to include the monitoring of the teaching and learning within their subjects.
  - Set clear targets for pupils in all subjects to improve their learning and include these targets in their reports.
  - In the EYFS provide clear priorities for future development ensuring greater consistency between the Nursery and Reception and sharing best practice with regard to planning across the EYFS in regard to evaluation.
  - Provide more opportunities for children in the EYFS to develop their numeracy and literacy skills outdoors.
- 1.7 The school has fully met the recommendations to set clear targets and include these in reports, set clear priorities for development in the EYFS and to provide more opportunities for children in the EYFS to develop numeracy and literacy skills in the outside area. It has partially addressed the recommendation to develop the role of the curriculum co-ordinators. Further detail is given in the main text of the report.

## **2. KEY FINDINGS**

2.1 The quality of the pupils' academic and other achievements is excellent.

- In relation to the size of the school, pupils' achievements in scholarships, competitions, sports, the performing arts and particularly music are exceptional.
- Pupils' skills for the use of technology are extremely advanced for their age and applied well across all areas of learning.
- Pupils demonstrate a mature and wholly positive attitude to their learning. They actively support and encourage each other, working equally well independently or collaboratively, and take responsibility for the improvement of their own work.
- Pupils develop excellent knowledge, skills and understanding across all areas of learning, however subject leaders do not always have time to monitor the learning outcomes and support non-specialist staff in some areas.

2.2 The quality of the pupils' personal development is excellent.

- The pupils' social skills are exceptionally strong. Across all year groups, pupils work together to achieve common goals.
- From an early stage pupils are confident to improve their own learning, approach activities with enthusiasm and display excellent resilience.
- Pupils have an excellent understanding and respect for the school's core values of courtesy, honesty, respect and endeavour, and are able to adapt these to the wider community and recognise the need to respect the rule of law.

### **Recommendation**

2.3 In the context of the excellent outcomes the school might wish to consider:

- Providing time for subject leaders to monitor and support staff to additionally enrich pupils' learning.

### 3. THE QUALITY OF PUPILS' ACADEMIC AND OTHER ACHIEVEMENTS

- 3.1 The quality of pupils' academic and other achievements is excellent.
- 3.2 The school's aims to nurture individual talents and gifts, and to inspire pupils with innovative teaching using the latest ICT technologies across a broad curriculum are successfully met. Pupils of all ages make excellent progress as they move through the school. The school does not take part in National Curriculum tests, but the inspection evidence gained from sources such as the results of standardised tests in English and mathematics, scrutiny of books and lesson observations displays attainment to be high in relation to national age-related expectations. Pupils achieve excellent results in selective senior school entrance examinations, a high proportion with awards and scholarships for academic success, music and sport.
- 3.3 From their individual starting points, children in the Early Years Foundation Stage (EYFS) make excellent progress. A highly personalised programme of engaging activities ensures that their particular interests and aptitudes are well developed. The thorough and effective process of tracking progress allows for appropriate interventions and support to be put in place where gaps in learning are identified. Children actively enjoy their learning and rapidly develop significant key skills which allow them to become independent learners who can make their own decisions, such as when they chose which equipment to use when acting out the story of *We're Going on a Bear Hunt*, or when organising themselves into groups with older pupils for an outdoor learning activity. Excellent modelling and regular communication between staff ensures that pupil needs are well understood and that best practice in planning and evaluation is consistently applied across all age groups. This meets a recommendation from the previous inspection report.
- 3.4 Throughout the school, pupils with SEND or EAL achieve at a high level in relation to their starting points due to the high quality of support they receive. When areas of concern are identified, appropriate screening takes place to inform an individual education plan whose implementation is monitored regularly against specific targets. One-to-one support and careful planning by class teachers ensures that pupils access the curriculum and progress rapidly. Pupils with EAL progress well in using English confidently. They are assessed on entry and their needs are met through a careful programme of individual support. More able pupils extend their own learning and undertake research projects in their own time, and are challenged in class by their teachers. Subject staff are particularly skilful in providing appropriate levels of challenge, and pupils from a very early stage make their own decision about the level of work to tackle depending on how confident they feel with a particular area of study. As a result, pupils become confident to take their own learning forward, take risks with their learning and develop independence and resilience.
- 3.5 From the EYFS onwards, pupils learn to review their work in order to improve their own learning. The highly reflective senior managers have introduced a number of imaginative and helpful marking strategies which are used to provide immediate feedback about what has gone well and what requires further improvement. Older pupils confidently use self-assessment for effort and outcome, and a process of genuine dialogue between pupils and teachers enhances the standard of work and encourages pupils to set themselves targets for improvement. At present, subject leaders at all levels of the school do not have sufficient time to monitor current provision and to support colleagues in improving outcomes for pupils through activities such as mentoring.

- 3.6 Across the age range, pupils express their ideas articulately. Younger children confidently apply their knowledge of the sounds that letters make to reading words on a poster and when writing their own version of a parable. Older pupils demonstrated a mature and thoughtful approach as they wrote convincingly about what it would have been like to be a prisoner in the Tower of London. Extended writing is a strength of the school which develops rapidly as the pupils move through the year groups, resulting in the older pupils using complex language and sentence structure, for example they wrote letters as if they were children living in war-torn Syria and then responded as themselves. Pupils write fluently using a number of different genres as was demonstrated in poetry written about the First World War. Regular opportunities for debate increase the pupils' ability to express their own ideas as well as take others' views into consideration, such as when considering how people deal with grief and loss.
- 3.7 Mathematics is a subject that is actively enjoyed. A set of programmes which provide a highly personalised approach to learning mathematics builds enthusiasm for the subject, ensuring that each child is able to progress at his or her own rate. Throughout the school, pupils develop excellent skills for mathematics which they enthusiastically apply to other subjects such as science and geography. The youngest pupils confidently manipulate numbers to 20 or beyond, and use addition and subtraction to solve problems. Older pupils enthusiastically predicted and recognised how angles work in a snooker ball activity and engaged enthusiastically in a discussion on the effect of parallel lines on transverse angles. Others used their core mathematical skills to work out how many fence panels would be needed to make a garden secure.
- 3.8 By the time they leave the school, pupils develop exceptional skills for the use of modern technology. Using a range of devices, they learn how to code, use the internet for research and use presentation software with confidence, recording their work in interesting ways. Younger children demonstrate good keyboard skills as they word process their writing and add interest by the inclusion of pictures. Older pupils regularly undertake research projects in many subjects and present their findings in a variety of imaginative ways. They confidently used coding to programme and design electronic board games using a range of tablet and desktop devices. Skills for research develop throughout the school, and pupils use a range of sources of information such as the library and the internet. As a result, pupils are adept at analysing the results of their research and are able to synthesise their findings in presentations using their own words.
- 3.9 Skills for the performing arts develop rapidly from an early stage as all pupils benefit from specialist teaching and learn to play an instrument from a very early age. The numerous opportunities that the pupils have to perform result in exceptionally confident and capable performances at all levels. The very youngest children explore the difference between pulse and rhythm, and enjoy performing in a ukulele band. Older pupils are highly successful in music board examinations and often achieve Grade 4 before leaving the school. They have played with local high-quality orchestral groups such as the Royal Northern College of Music. Results in examinations for speech and drama are notably high, which is reflected in the way that pupils take an active role in assemblies and introduce sections of whole-school concerts held at a local theatre. Skills for artistic endeavour are well developed. Pupils work with a wide range of materials and styles and are encouraged through success in local and national competitions, such as when pupils were awarded the Arts Mark Gold Award from the Arts Council or when pupils won a local photographic competition.

- 3.10 Sporting ability at a high level is evident as the pupils move up the school, resulting in an excellent range of success in local, regional and national competitions. Pupils of all ages develop their physical fitness and skills for particular sports due to high-quality teaching and coaching. School teams have recently been Midlands champions in their age groups for tag rugby and netball, and district champions in soccer, cricket, athletics and tennis. A number of talented pupils have represented county teams for cricket and soccer, or achieved sports scholarships to senior schools.
- 3.11 Pupils develop their own interests and talents to a high level through an excellent range of extra-curricular opportunities for the size of the school. An extensive programme of clubs and activities provides pupils with many opportunities to develop their own interests for music, individual and team sports, chess, gardening and creative subjects. Pupils gain in confidence as they take part in the Cub and Beaver packs, and enjoy growing their own fruit and vegetables on the school allotment.
- 3.12 Pupils' attitudes to learning are exceptionally positive. They are enthusiastic, very supportive of each other and understand how to improve their own learning. Pupils enjoy working together to achieve common goals, as demonstrated when three year groups worked together to find all the signs of Spring and solve an anagram to complete the task. They demonstrate mature levels of independence from an early age as they choose their own activities and take responsibility for their own personal hygiene. As a result, pupils demonstrate very well-developed abilities to reflect upon, and take their own learning forward; they are willing to take risks and celebrate their own and others' success.
- 3.13 The vast majority of parents who responded to the pre-inspection questionnaire were completely satisfied with all elements of school life.

#### **4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT**

- 4.1 The quality of the pupils' personal development is excellent.
- 4.2 By the time they leave the school, pupils have developed a level of maturity that is advanced for their age. Pupils feel valued, safe, well supported and happy within the school community. The highly experienced and committed management team regularly consults parents and pupils to develop systems that help improve personal development across the age range of the school. The well-structured personal, social and health education (PSHE) curriculum, a thoughtful assembly programme and daily opportunities for pupils to spend time with their form tutors provide them with an excellent framework in which to develop their knowledge of themselves and their place in the wider world. Pupils develop confidence, flexibility and resilience through the wide range of opportunities for them to take on meaningful responsibilities within the school from a young age. They know that their efforts will be celebrated and that they will be well supported even when they get things wrong. Pupils are well prepared for the next stage of their lives.
- 4.3 From the EYFS onwards, pupils have a very strong awareness of who they are and understand that their decisions may have an impact on themselves and others. They learn to make decisions for themselves about their daily routines and how they manage friendships with their peers. Older pupils develop excellent organisational skills as they enthusiastically take part in regular opportunities to help with the running and organisation of school events, such as successfully refereeing house sports matches or taking a leading role in assembly as house captains.
- 4.4 Pupils' ability to reflect upon and articulate their thoughts on spirituality in its broadest sense develops strongly as they mature. This was noticeable in the way that pupils expressed their enjoyment of the impact of nature on our emotions and of how music can lift people's spirits, and is also evident in the natural way that pupils display genuine concern for the feelings of others. Their deep knowledge of the need to preserve the diversity of the planet is developed through the school's exceptionally strong commitment to ecological awareness, and even the youngest children work to gain eco-credits at home and school.
- 4.5 From an early age, pupils develop a strong moral compass. They have an excellent understanding and respect for the school's core values of courtesy, honesty, respect and endeavour and are able to adapt these to the wider community, thus recognising the need to respect the rule of law. As a result, behaviour in the school is exemplary. Pupils demonstrate a natural understanding of the needs of others and are strongly supportive of each other and of the school as a whole. They respect the system of rewards and sanctions, and work with staff to ensure a happy and safe school environment.
- 4.6 The pupils' social skills are exceptionally strong. Pupils at all levels work effectively with each other, supporting each other across year groups and celebrating the achievement of common and personal goals. Working together on the preparation of a whole-school concert, supporting each other in class when solving problems and helping to organise house events are all ways in which pupils demonstrate high levels of social awareness.

- 4.7 Pupils enthusiastically take on a wide range of responsibilities within the school. They enjoy mentoring and supporting the younger children, and collecting ideas to discuss at the school council. In the school council, pupils make an active contribution and decisions are made which will benefit their school and the wider community. Recent discussions have resulted in the addition of purple 'buddy benches' in the playground and changes to the lunch menu. Pupils' contributions to the wider community are strong as they participate in a variety of local competitions and join with other schools to perform at a high level. They also contribute through a strong structure of charitable fundraising. Each year they help to choose a local, national and international children's charity to support. Small donations are collected monthly to support an orphanage in South Africa for children with AIDS, and regular events are held to raise funds for their other charities. Pupils demonstrate an embedded ethos of service and empathy for others.
- 4.8 Within a culturally rich community, pupils display high levels of respect, tolerance and acceptance of different cultural traditions and actively enjoy sharing their own customs with others. They develop an increasing awareness of world faiths and regularly share festivals with their peers from other faiths and backgrounds. Older pupils are adept at welcoming new children to the school, and are quick to offer them support and help to ensure that they settle quickly and are happy in their new community.
- 4.9 Pupils throughout the school understand how to keep safe physically, emotionally and when using technology to access the internet. They enjoy the broad range of opportunities to further their knowledge of what constitutes a balanced lifestyle. Younger pupils learn how to make healthy choices in their diet and understand that eating too much sugar is not a sensible decision. Older pupils deepen their knowledge of what makes for a healthy diet and back this up by growing their own food which is used in the school kitchens. They develop an excellent awareness of financial matters as they take turns feeding and cleaning out the school chickens, selling their eggs to fund their feed and bedding. Older pupils demonstrate that they understand the impact that regular exercise has on their health and how it affects the heart. The PSHE programme helps them manage their emotions and provides them strategies to deal with the stress and strain of modern life. Staff provide an excellent level of pastoral care. A comprehensive process of communication which is reviewed regularly ensures that pupils' needs are fully understood and met.
- 4.10 The vast majority of parents who responded to the questionnaire agreed that the school does everything it can to ensure that their children learn in a healthy and safe environment, and that it actively promotes good behaviour and values of democracy, tolerance and respect for those with different faiths or beliefs. A very small minority of parents felt that poor behaviour is not always handled well. The inspection scrutinised the anti-bullying policy, the record of serious sanctions and the records kept of all incidents, and concluded that the school takes bullying extremely seriously and monitors even the smallest incident to identify patterns, and provides support and advice to all parties concerned.
- 4.11 Pupils are exceptionally well prepared for the next stage of their education. As they leave the school, they are ready to meet their next set of challenges as capable, resilient and confident young people.