



ISI Independent
Schools
Inspectorate

FOCUSED COMPLIANCE INSPECTION

EDENHURST SCHOOL

MARCH 2017



School's details

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| School | Edenhurst School | | | |
| DfE Number | 860/6018 | | | |
| EYFS Number | EY312370 | | | |
| Address | Edenhurst School Westlands Avenue Newcastle under Lyme Staffordshire ST5 2PU | | | |
| Telephone number | 01782 619348 | | | |
| Email address | office@edenhurst.co.uk | | | |
| Headmaster | Mr Nicholas Copestick | | | |
| Chair of governors | Mr Steven Wade | | | |
| Age range | 0 to 11 | | | |
| Number of pupils on roll | 214 | | | |
| | Boys | 120 | Girls | 94 |
| | EYFS | 124 | Prep | 90 |
| Pupils' ability | Nationally standardised test data provided by the school indicate that the ability of the pupils is above average. | | | |
| Pupils' needs | The number of pupils requiring support for special educational needs and/or disabilities (SEND) is seven. Two have a statement of special educational needs. They require support with dyslexia and dyscalculia. Ten pupils have English as an additional language (EAL), three of which receive support for development of English. | | | |
| History of the school | Edenhurst School was founded in 1961 by Mr and Mrs W.A. Copestick. The current headmaster succeeded his father in 1976. In 2011, the school became part of the Bellevue Education Group. | | | |
| Ownership and governing structure | The school is owned and governed by the Bellevue Education Group. | | | |

School structure

The school and Nursery are a cohesive unit, operating the same daily hours. The Nursery is open all year round and the school runs activities throughout the school holidays.

Inspection dates

28 to 29 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. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. The inspection of schools that have early years settings not requiring registration similarly records whether the school complies with key provisions of the Early Years Foundation Stage statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, the inspection reports 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. It comments on the progress made by the school in meeting the compliance action points set out in the school’s most recent statutory inspection.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework. The inspection may be of COMPLIANCE ONLY or 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 and any qualitative concerns identified at their previous inspection.

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 in the relevant section of the report and the school is required to take the actions specified. In this focused compliance inspection, key regulations and standards have been inspected in detail. These are the regulations on safeguarding; measures to guard against bullying; arrangements for pupils’ health and safety, arrangements to check the suitability of staff; the provision of information to parents; the handling of parents’ complaints; and other related aspects of leadership and management. The remaining standards and requirements are deemed to be met unless evidence to the contrary has been found.

The inspection does not include matters that are outside of the regulatory framework described above, such as:

- (i) the school’s aims;
- (ii) an exhaustive health and safety audit;
- (iii) compliance with data protection requirements;
- (iv) an in-depth examination of the structural condition of the school, its services or other physical features;
- (v) contractual arrangements with parents;
- (vi) an investigation of the financial viability of the school or its accounting procedures.

Where necessary, National Curriculum nomenclature is used to refer to year groups. Links to the full regulations and requirements can be found here: [The Independent School Standards Regulations](#), [Early Years Foundation Stage Statutory Framework](#).

SUMMARY EVALUATION

The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, the requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements, and no further action is required as a result of this inspection.

PART 1

Quality of education provided

In the junior school, the school uses its own framework to determine attainment, instead of the national framework.

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.

The standards relating to the quality of education [paragraphs 1–4] are met.

PART 2

Spiritual, moral, social and cultural development of pupils

Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens.

The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.

PART 3

Welfare, health and safety of pupils

Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; 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.

The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, and the ban on corporal punishment under section 548 of the Education Act 1996 are met.

PART 4

Suitability of staff, supply staff, and proprietors

The school makes appropriate checks to ensure the suitability of staff, supply staff, and proprietors and a register is kept as required.

The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.

PART 5

Premises of and accommodation at schools

Suitable toilet, changing and showering facilities for pupils and appropriate accommodation for their 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.

The standards relating to the premises and accommodation [paragraphs 22–31] are met.

PART 6

Provision of information

A range of information is variously published, provided or made available to parents, inspectors and the Department for Education. These include 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 those with education, health and care plans or English as an additional language. They also include particulars of the school's academic performance during the preceding school year, and its results in public examinations, 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.

The standard relating to the provision of information [paragraph 32] is met.

PART 7

Manner in which complaints are handled

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.

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

PART 8

Quality of leadership in and management of schools

The proprietor ensures 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.

The standard relating to leadership and management of the school [Paragraph 34] is met.

THE QUALITY AND STANDARDS OF THE EARLY YEARS FOUNDATION STAGE

Overall effectiveness: the quality and standards of the early years provision

The overall effectiveness of the early years provision is outstanding.

As a result of excellent levels of care, the range of exciting learning experiences planned and highly committed staff, children make good and often rapid progress in relation to their individual starting points. Individual needs are well met, and reflect and support the wide variation in the stages of development of children under the age of two. Children are extremely well prepared for transitions and the next stage of their learning. Staff actively promote the personal development of all children within this safe, welcoming and inclusive environment where every child is valued. All staff demonstrate a thorough knowledge of safeguarding and welfare arrangements for the children, and high priority is placed on their well-being. Leadership and management are rigorous in evaluating practice across the setting and display a strong commitment to continuous improvement. The recommendations from the previous intermediate EYFS inspection to ensure that plans for the next steps in the future learning of individual children reflect their specific needs, particularly with regard to levels of challenge, and to provide opportunities for children to continue their learning outside by linking indoor and outdoor provision have both been met.

Effectiveness of leadership and management

The effectiveness of leadership and management is outstanding.

The clear vision to promote a happy and nurturing environment for all children is evident throughout the setting. Staff have high expectations of what babies and children under two can achieve, providing excellent levels of care and educational provision. Leadership is by example, resulting in a cohesive Early Years Foundation Stage (EYFS) team. Governance responsibilities are undertaken with rigour, particularly in the areas of safeguarding and welfare.

Regular monitoring of practice, six-monthly supervision meetings and annual appraisals ensure that staff are extremely well supported in their roles. Training needs are identified and where possible implemented through access to local authority courses related to the specific needs of the EYFS. Links with other schools in the group and the newly created area of the website provide further opportunities for ideas and practice to be shared. Continuous self-evaluation is a particular feature of the setting. Staff evaluate their own practice and congratulate colleagues on features of excellence and helpfulness by issuing a 'best practice award'. This level of appreciation highly motivates staff.

The setting has a very strong relationship with parents. Annual surveys, daily diaries and informal conversations allow parents many opportunities to express their views, which are listened to and acted upon. Children's choices are incorporated into planning for the inside areas. In their responses to the pre-inspection questionnaire and in interview, the parents expressed overwhelming support and appreciation for all aspects of the setting.

Leaders and managers are effective in overseeing the educational plans, staff practice and children's records to ensure that the curriculum is suitably covered and offers a stimulating breadth of experiences. The flexibility in planning and delivery across the setting enables children's specific needs and interests to be successfully provided for, leading to engaging learning experiences. Highly appropriate educational programmes with suitable emphasis placed on the personal, social and emotional development, communication and language, and physical development, for children under two, ensure that children receive an excellent start to their education and are well prepared for the next stage of their learning journey.

Staff actively promote equality and diversity, and this results in an inclusive setting. British values are actively promoted. The values of sharing, kindness and awareness of the needs of others are fostered from the very start. Rigorous safeguarding procedures including the prevention of radicalisation and extremism are afforded high priority at all times.

Quality of teaching, learning and assessment

The quality of teaching, learning and assessment is outstanding

Staff have consistently high expectations of what babies and children under two can achieve. This was apparent in the 'rhythm time' session when toddlers played a variety of percussion instruments, kept a beat and confidently participated in all activities with huge enjoyment and confidence. This addition to the curriculum enhances all areas of learning for the children. Carefully tailored individual programmes which are based on regular assessments meet the wide range of development characteristic of this age group. All staff have a thorough knowledge of the EYFS framework and how young children learn, and they foster a positive culture and a real commitment to learning. Each child is encouraged to be an active learner. Regular assessments and pertinent observations track progress well, and parents contribute to this process to ensure that all children are known extremely well and achieve highly. Next steps in learning are consistently planned for and are conveyed to parents to ensure that home and school are working together to allow each child to fulfil their potential. The supportive environment, the strong partnership with parents, and dedicated staff ensure that stimulating learning environments are created which are fully conducive to learning. Opportunities are limited for high levels of independence, challenge and risk-taking for the youngest children throughout the day, particularly in the outside learning area.

Parents receive many opportunities and much information to allow them to be fully involved in their children's learning and development. Reports are detailed and helpful, covering progress in personal, social and emotional development, communication and language, and physical development. Equality of opportunity and recognition of diversity are promoted at every possible opportunity, especially when festivals such as Chinese New Year, Holi and Diwali are celebrated. Teaching equips children with the knowledge, skills and understanding necessary to prepare them most effectively for the next stage of their learning.

Personal development, behaviour and welfare

The personal development, behaviour and welfare of the children is outstanding.

Children are very keen to learn. They are set achievable goals and each child's successes are enthusiastically celebrated. Children demonstrate great confidence in their surroundings and, use their increasing mobility and sense of curiosity to access activities, as was observed in babies crawling or walking to try to catch a stream of bubbles. All children enjoy their learning. The highly appropriate balance of adult-led and child-initiated activities promotes independent choices as they select the toys they would like to play with. Toddlers play imaginatively as they make cups of tea for visitors and feed their babies. The number-focused activity of transforming a cylinder into the hungry caterpillar with the children feeding it the correct number of fruit items was highly imaginative and successful.

Staff know all the children very well and the seamless transfer to the next room is a strong feature of the setting. Detailed handover meetings ensure that staff pass on essential information, and a settling in period enables children to quickly bond with their next chosen key person. Relationships between staff and children are strong, ensuring emotional security. Close bonds and real affection are evident. Attendance is prompt and regular, and any absences are quickly followed up.

The children's behaviour is excellent, as a result of consistency of approach and the way staff act as very good role models for the standards of behaviour expected. Children are taught how to keep themselves safe, as was observed when babies were negotiating the slopes outside and toddlers were encouraged to blow on their baked beans at teatime to ensure that they were not too hot to eat. The under-twos do not have access to social media but the setting is vigilant in its approach to online safety, mobile phones and cameras. From the earliest point possible, children are encouraged to begin managing their own personal hygiene and suitable emphasis is placed on healthy eating and regular exercise. The personal development of the children is outstanding. They are encouraged to respect one another and they successfully begin the preparation to enable them to contribute to wider society.

Outcomes for children

The outcomes for children are outstanding.

All children progress very well from their individual starting points. Each child's next steps are matched to appropriate developmental stages and carefully planned for by the key person. High standards are continually achieved due to the outstanding levels of care and highly appropriate learning opportunities. This results in most children reaching and some exceeding levels of development typical for their age.

Babies explore their environment with determination and excitement, particularly the outside area. They throw and kick balls, smile and express delight when finding something new as was observed when they discovered fir cones, with the texture fascinating them. Toddlers are inquisitive and happy as they self-select their own activities. They listen attentively to stories and enjoy books on their own. Toddlers begin to join in with action songs and rhymes, and begin to share and take turns. All children develop the key skills needed for the next stage of learning extremely well.

Compliance with statutory requirements

The school's registered provision for childcare meets the requirements of the Childcare Act 2006 and no action is required.

Recommendation for further improvement

The school is advised to make the following improvement to its provision for children in the early years.

- Ensure that the outside classroom provides opportunities to develop high levels of independence, risk-taking and challenge for the youngest children throughout the day.

ABOUT THE INSPECTION

The inspectors conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with teachers, senior members of staff and with the chair of governors. Inspectors visited 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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| Mrs Diane Gardiner | Reporting inspector |
| Mr Richard White | Compliance team inspector (Bursar, IAPS school) |
| Miss Patricia Griffin | Co-ordinating inspector for early years (Former head, IAPS school) |
| Mrs Philippa-Anne Slater | Team inspector for early years (Head of pre-prep IAPS school) |