

School inspection report

23 to 25 September 2025

Edenhurst Preparatory School

Westlands Avenue

Newcastle-under-Lyme

Staffordshire

ST5 2PU

The Independent Schools Inspectorate is appointed by the Department for Education to inspect association independent schools in England. Our inspections report on the extent to which the statutory Independent School Standards and other applicable regulatory requirements are met, collectively referred to in this report as 'the Standards'.

Contents

SUMMARY OF INSPECTION FINDINGS	3
THE EXTENT TO WHICH THE SCHOOL MEETS THE STANDARDS.....	5
AREAS FOR ACTION.....	5
RECOMMENDED NEXT STEPS	5
SECTION 1: LEADERSHIP AND MANAGEMENT, AND GOVERNANCE.....	6
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO LEADERSHIP AND MANAGEMENT, AND GOVERNANCE	7
SECTION 2: QUALITY OF EDUCATION, TRAINING AND RECREATION	8
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO THE QUALITY OF EDUCATION, TRAINING AND RECREATION	9
SECTION 3: PUPILS’ PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING.....	10
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO PUPILS’ PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING	11
SECTION 4: PUPILS’ SOCIAL AND ECONOMIC EDUCATION AND CONTRIBUTION TO SOCIETY.....	12
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO PUPILS’ SOCIAL AND ECONOMIC EDUCATION AND CONTRIBUTION TO SOCIETY	13
SAFEGUARDING	14
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO SAFEGUARDING	14
SCHEDULE OF UNMET STANDARDS	15
<i>Section 1: Leadership and management, and governance.....</i>	<i>15</i>
<i>Section 3: Pupils’ physical and mental health, and emotional wellbeing</i>	<i>15</i>
THE QUALITY OF THE EARLY YEARS FOUNDATION STAGE IN THE REGISTERED EARLY YEARS PROVISION	16
OVERALL EFFECTIVENESS: THE QUALITY AND STANDARDS OF THE EARLY YEARS PROVISION	16
QUALITY OF EDUCATION	17
BEHAVIOUR AND ATTITUDES.....	18
PERSONAL DEVELOPMENT.....	18
LEADERSHIP AND MANAGEMENT	19
SAFEGUARDING	19
RECOMMENDED NEXT STEPS	20
THE EXTENT TO WHICH THE SCHOOL MEETS THE REQUIREMENTS OF THE EARLY YEARS FOUNDATION STAGE	20
SCHOOL DETAILS	21
INFORMATION ABOUT THE SCHOOL.....	22
INSPECTION DETAILS	23

Summary of inspection findings

1. The proprietors do not ensure that leaders fulfil their responsibilities to promote pupils' wellbeing effectively in all areas of provision. As a result, not all of the Standards are met.
2. Leaders do not ensure that the first aid policy is implemented effectively. Procedures relating to the storage and access of pupils' emergency medication are inconsistent across the school, risking potential delays in locating medicines when they are needed.
3. Not all of the washing facilities within the school include supplies of hot and cold water as required. Hot water taps do not consistently deliver water at a temperature that avoids the risk of scalding.
4. Leaders and proprietors share a common vision for the school that is informed by regular visits, meetings, reports and discussions. They have introduced a wide range of school policies and protocols, but not all of them are applied consistently. This is evident in the variance of how teachers award rewards and sanctions and in the thoroughness of maintenance across different parts of the school site. At the beginning of the inspection, not all drinking water taps were labelled effectively. This was rectified during the inspection.
5. Leaders implement a diverse curriculum that extends beyond all required areas to include character education, modern foreign languages (MFL), entrepreneurship and Latin. It is enhanced by a similarly wide programme of clubs and optional activities. Consequently, pupils gain a varied range of experiences which are effective in preparing them for their future lives both within the school and beyond.
6. Leaders identify the learning needs of pupils who have special educational needs and/or disabilities (SEND). However, communication between members of the teaching staff about pupils' particular needs is not always effective. As a result, not all additional support provided to pupils who have SEND is appropriately matched to their specific individual needs.
7. The emphasis placed by leaders and teachers on recognising and celebrating diversity is successful in ensuring a harmonious community in which individuality and character are respected and celebrated. From the earliest years, pupils appreciate the importance of the rule of law and understand the differences between right and wrong.
8. Leaders encourage pupils to play an active role in the development of the school and place effective emphasis on the democratic process to ensure as wide a variety of voices as possible are heard as part of their decision-making. Elections are held not only to select which pupils hold particular posts of responsibility in the school, but also to identify key areas of emphasis in school life such as which specific character traits are to be encouraged, identified and celebrated.
9. Pupils typically behave well and are appropriately supervised throughout the school day. Pupils benefit from a range of activities outside the classroom that promote their physical and mental health.
10. Older pupils experience a range of opportunities to develop their entrepreneurial spirit. In addition to regular lessons in economics, business and finance, they have opportunities to form their own enterprises and raise funds for a wide range of charitable concerns.

11. An effective safeguarding culture is embedded throughout the school. Staff members understand their responsibilities and are appropriately trained, both at induction and on a regular basis thereafter, so their knowledge and practice remain appropriate and current.

The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance are not met.
- Standards relating to the quality of education, training and recreation are met.
- Standards relating to pupils' physical and mental health and emotional wellbeing are not met.
- Standards relating to pupils' social and economic education and contribution to society are met.
- Standards relating to safeguarding are met.

Areas for action

The proprietor must ensure that persons with leadership and management responsibilities at the school:

- demonstrate good skills and knowledge appropriate to their role so that the independent school Standards are consistently met
- fulfil their responsibilities effectively, so that the independent school Standards are consistently met and
- actively promote the wellbeing of the pupils

so that:

- consistent and effective procedures relating to the storage and access of pupils' emergency medication are implemented across the school
- all washing facilities have an adequate supply of hot and cold water, and
- hot water taps always deliver water at a temperature that avoids the risk of scalding.

Recommended next steps

Leaders should:

- ensure that all additional support provided to pupils who have SEND is matched effectively to their specific individual needs
- ensure that all school policies, such as those relating to behaviour management and the maintenance of the premises, are implemented consistently and with equal effectiveness across the school.

Section 1: Leadership and management, and governance

12. Proprietors do not ensure that leaders have the necessary knowledge and skills or fulfil their responsibilities to promote pupils' wellbeing effectively and make sure that all Standards are met. There is a lack of effective oversight of areas such as storage of, and access to, medication and the provision of appropriate facilities for handwashing.
13. Proprietors develop their understanding of the school through a range of well-organised visits, meetings and conversations structured over the course of the academic year. Proprietors endeavour to verify and confirm the school's self-evaluation process through a range of audits and checklists. Leaders undertake self-evaluation and identify targets and initiatives to drive improvement. Leaders' self-evaluation is informed by rigorous scrutiny of assessment data and consideration of pupils' views and opinions.
14. Leaders in the early years are effective in ensuring that all requirements of the statutory framework for the early years foundation stage (EYFS) are met. Leaders support staff in developing their practice and enriching children's experiences.
15. Leaders do not ensure that all school policies are implemented consistently effectively. Some procedures, particularly those relating to behaviour management and maintenance of the school site, are not habitually followed by all staff. Leaders' and proprietors' monitoring of the school has not identified or addressed this issue.
16. Leaders maintain effective links with external agencies such as other schools within the ownership group, the local authority, nearby churches, hospitals, residential homes, charities and facilities for sporting activities. Leaders make effective use of these links to support pupils and broaden their experience of wider society.
17. Leaders ensure that necessary information is made available to parents of current and prospective pupils through a detailed website. Parents receive termly written reports about their child's progress. Leaders communicate the school's aims and ethos effectively so that these are known by pupils, parents and staff.
18. Leaders, proprietors and teachers have a shared understanding of risks that the school faces, including those that are harder to spot, and implement appropriate measures to attempt to mitigate these. This is achieved through the creation of detailed risk assessments which are regularly reviewed and evaluated so that staff members remain well informed about how particular incidents and dangers are successfully avoided. Specific risk assessments are carried out whenever pupils' needs necessitate particular provision or supervision on or off site. In addition, teachers attend daily meetings at which general reminders are circulated about safety matters.
19. The school meets the requirements of the Equality Act 2010. Leaders implement a comprehensive accessibility plan which outlines measures to improve access to the curriculum and physical activities. Leaders respect diversity within the school community and ensure that no pupils are discriminated against.
20. The school's policy and procedures for the handling and resolution of complaints are appropriate and effective. Detailed records are maintained which summarise the school's investigations of and

responses to concerns that are received. Leaders communicate effectively to staff about the nature of issues raised by complaints.

The extent to which the school meets Standards relating to leadership and management, and governance

- 21. Standards are not met consistently with regard to the effective implementation of a suitable first aid policy, the provision of hot water in pupils' washing facilities, and the temperature of hot water.
- 22. As a result, Standards relating to governance, leadership and management are not met.
- 23. Not all the relevant Standards are met. A schedule of unmet Standards is included in the report.**

Section 2: Quality of education, training and recreation

24. Leaders review the curriculum regularly to ensure that it remains relevant and is an effective catalyst for pupils' curiosity. The curriculum includes regular lessons in character education for all year groups, and lessons in economics, business and finance for Years 5 and 6. These are taught alongside the full range of other national curriculum (NC) subjects. Schemes of work are planned effectively to promote the development of pupils' speaking, listening, literacy, numeracy and technological skills. Additionally, leaders enhance the curriculum with French for pupils throughout the school, accompanied by Latin and Spanish for those in the older year groups.
25. Leaders encourage teachers to develop their classroom practice, such as by experimenting with various questioning, instruction and modelling techniques, to make lessons run more efficiently and effectively. Similarly, leaders identify targets for school-wide developments, enabling teachers to draw on a repertoire of appropriate methods.
26. Teachers of the early years provide a range of daily opportunities for children to practise their skills in communication and language. Practitioners introduce new subject-specific words and use repetition effectively in their conversations and teaching so that children gradually become familiar with their meaning. In this way, children develop into confident communicators who are keen to apply their newly learnt vocabulary. They apply their phonic understanding effectively when reading simple texts and attempting early writing, laying secure foundations for future literacy development.
27. Teachers plan lessons carefully, supported by their thorough subject knowledge and understanding of the age ranges that they teach. They take pupils' prior achievements into account so that lessons are appropriately challenging for each individual. Activities run at an effective pace and pupils' learning is reinforced effectively through teachers' judicious use of a range of resources. Pupils listen carefully, apply themselves to what is asked of them and implement the techniques they have been taught so that they make good progress.
28. Leaders identify those pupils who have SEND and arrange for them to be provided with additional structured teaching which endeavours to meet their needs. However, staff do not always communicate with each other effectively about the support that particular pupils who have SEND find beneficial in lessons and, as a result, appropriately tailored help is not provided consistently in all subjects.
29. The school currently caters for a very small number of pupils who speak English as an additional language (EAL). Effective tracking, monitoring and individual support, whenever necessary, ensures that these pupils develop their comprehension and language skills and are able to access the curriculum effectively.
30. Teachers carry out a range of formal and informal assessments throughout the school year. Leaders monitor pupils' achievements in core curriculum areas, such as English and mathematics, to check that they are progressing well. Leaders record assessment results in detailed tracking grids for each class and analyse these alongside teachers' judgements about pupils' achievement. Taken together, these measures provide a suitably detailed analysis of where pupils are experiencing success so that appropriate next steps in learning can be identified.
31. Leaders arrange a diverse programme of clubs and optional activities which enables pupils to broaden their experiences, interests and skills. Pupils hone their abilities in areas such as kayaking,

paddleboarding, sailing, chess, football, meditation, knitting, drama, singing and participation in musical ensembles.

The extent to which the school meets Standards relating to the quality of education, training and recreation

32. All the relevant Standards are met.

Section 3: Pupils' physical and mental health and emotional wellbeing

33. Leaders do not ensure that first aid arrangements are effective. Teachers' typical practice in classrooms sometimes contradicts the procedures in the first aid policy and in individual pupils' care plans. In particular, procedures for the storage and retrieval of pupils' emergency medication are inconsistent, which leads to the risk of potential delays in locating medicines when needed.
34. Water supply arrangements are unsuitable. The washing facilities adjacent to toilets used by Years 3 to 6 are not equipped with a hot water supply, and where hot water is supplied to sinks it is not always limited to a temperature that does not pose a risk of scalding.
35. Staff supervise pupils appropriately throughout the school day and achieve effective oversight of pupils both during lessons and at breaktimes. Appropriate staff-to-child ratios are maintained throughout the early years and the effective deployment of staff continues throughout the main school.
36. In the early years, staff promote positive behaviour by using praise, gentle reminders of expectations and consistent routines, helping children to understand expectations and develop self-regulation skills. As a result, children in the early years show respect for one another, take turns and listen attentively.
37. The management of older pupils' behaviour is inconsistent, for example, in the frequency and manner in which teachers use rewards and sanctions to reinforce acceptable conduct. As a result, pupils' actions and habits are partly dependent on what they perceive to be the expectations and practices of individual members of staff.
38. The personal, social, health and economic education (PSHE) programme encourages pupils to reflect upon and discuss concepts including equity, emotions, relationships and consent. Thoughts and conclusions are recorded by pupils in a variety of ways, including through large 'floor books', which staff utilise to enable opinions to be shared, considered, revisited and reviewed. As a result, pupils are better equipped to make informed choices and decisions for themselves with regard to their physical and mental health.
39. Lessons in religious studies (RS) successfully introduce pupils to a range of different spiritual and religious views and beliefs. Pupils also begin to explore non-material concepts such as sacrifice, the nature of justice and what constitutes peace.
40. Teachers engage pupils in regular individualised discussions that encourage them to reflect on their successes and areas for development, how they learn best and how this is linked to their happiness in school. These are effective in promoting pupils' self-knowledge. Regular celebration assemblies, which include the presentation of rewards for good work and conduct, reinforce the positive messages about self-esteem that characterise teachers' daily feedback to pupils in lessons.
41. The physical education (PE) programme develops pupils' understanding of how diet and exercise can contribute to physical and mental wellbeing. Regular practice in a wide range of sports that includes swimming, football, cricket and tennis helps pupils to develop the skills and techniques that they put into action during a range of competitive matches, including fixtures against nearby schools. Pupils

learn about the importance of exercise to maintain health and willingly engage in initiatives such as the 'Monday mile' and 'fitness Friday', which facilitate regular physical activity throughout the school week. The variety of additional pursuits that pupils undertake, which includes yoga and skiing, is successful in encouraging them to identify their passions. Some pupils progress to represent their locality or the national or international community in their sports of choice.

42. Health and safety arrangements are effective overall. However, there are inconsistencies in the effectiveness of maintenance across the school site. At the beginning of the inspection, the label on one drinking fountain had not been replaced after falling away, and the taps on a nearby sink were labelled in a confusing manner that could suggest that the hot water is suitable for drinking. This was rectified by the end of the inspection.
43. Fire safety is well managed, with clearly marked exits, unobstructed escape routes, methodically serviced fire safety equipment and regular fire evacuation drills. Fire alarms are appropriately located and maintained.
44. Leaders maintain admission and attendance registers in line with current statutory guidance. They monitor and promote high levels of attendance, taking appropriate action when a pupil's absence gives cause for concern and communicating with parents effectively to minimise such occasions. Leaders notify the local authority as required when pupils leave or join the school at non-standard transition points.

The extent to which the school meets Standards relating to pupils' physical and mental health and emotional wellbeing

45. Standards are not met consistently with regard to the effective implementation of a suitable first aid policy, the provision of hot water in pupils' washing facilities, and the temperature of hot water.
46. As a result, Standards relating to pupils' physical and mental health and emotional wellbeing are not met.
- 47. Not all the relevant Standards are met. A schedule of unmet Standards is included in the report.**

Section 4: Pupils' social and economic education and contribution to society

48. Leaders are successful in promoting a culture of mutual respect between pupils in a school community that continuously celebrates the diversity of its members. Leaders place ongoing emphasis on pupils learning about and respecting rights through a whole-school focus on the United Nations Convention on the Rights of the Child. Leaders ensure that each class celebrates the particular festivals that have significance to individuals present in that group.
49. Pupils in all year groups receive weekly lessons in character education which develop their social understanding. These lessons explore themes of service, determination and reflection, and the importance of treating people with respect. Teachers introduce pupils to age-appropriate stories and scenarios that centre around notions of character. Pupils then explore these through teachers' pertinent questioning, which encourages reflection about what the right thing to do might be in a variety of different contexts.
50. Pupils benefit from a range of appropriate positions of responsibility which enable them to play distinctive roles within the school community and develop their leadership skills. These include head pupil, house and sports captains, champions of creative arts and the community, and members and chairs of school and eco-councils.
51. Teachers organise activities that enable pupils to extend their sense of responsibility towards others into the world beyond school. These include community singing in a hospital and care home, joining in with council litter-picking activities in the school's vicinity, participating in a nearby church remembrance service prior to joining commemorations at the town cenotaph and donating Christmas gifts for distribution to those who may otherwise not receive any. The school encourages pupils to undertake regular fundraising activities in aid of good causes such as local cancer charities, charities for children who have disabilities and the nearby foodbank.
52. Pupils learn about the role of parliament in British society and how the democratic process enables everyone to express a choice during general elections. Leaders involve members of the school community in many aspects of their decision-making, and pupils recognise the agency they are given in the development of the school. A programme of hustings culminates in elections to identify the head pupil and members of the school and eco-councils. Similarly, some of the school's key priorities, such as the current 'superpower' focus of character education, are selected by pupils' votes.
53. Staff in the early years enable children to begin to understand their responsibilities towards others and develop an awareness of right and wrong. From activities such as learning about 'kind hands', to taking part in team games and structured play, children are taught to appreciate the importance of simple rules and how they help keep everyone safe and promote positive behaviour. A combination of imaginary play, targeted interactions and extra-curricular activities is successful in increasing children's skills in empathy, co-operation and conflict resolution.
54. Older pupils develop their understanding of the rule of law through investigations into the nature of rules and how a law is made. This is enhanced by a programme of visits from local police community support officers who deliver talks on topics such as safety in the community and appropriate

conduct on public transport. As a result, pupils become aware of the behaviour expected of them as current and future members of society.

55. Leaders maintain links with local and national institutions which they use effectively to give pupils a sense of pride in where they live, who they are and the significance of their heritage. Pupils engage in activities such as investigating the history of the local pottery industry, visiting the local council offices to meet the local member of parliament and interviewing a member of the House of Lords.
56. The school provides pupils in Years 5 and 6 with regular lessons in economics, business and finance. These lessons build on pupils' earlier learning about money and coinage and develop their understanding of concepts such as investment, profit, loss, interest and taxation.
57. Teachers encourage pupils to begin to consider their possible future careers and arrange for visiting practitioners such as doctors, dentists, architects and vets to deliver talks to pupils about their jobs.
58. Leaders ensure that a balanced perspective is presented to pupils on political issues. This is achieved through clear directives to staff in the employee handbook, and rigorous vetting of visiting speakers, including advance scrutiny of assembly presentations and plans.

The extent to which the school meets Standards relating to pupils' social and economic education and contribution to society

- 59. All the relevant Standards are met.**

Safeguarding

60. Leaders review the school's thorough and detailed safeguarding policy whenever necessary and implement changes effectively. As a result, safeguarding procedures at the school remain up to date, and in line with current statutory guidance.
61. Leaders provide staff with thorough training in safeguarding procedures during induction to the school and through regular refresher sessions. Leaders check staff attendance at training sessions and their understanding of training delivered. This training, which includes matters such as the school's whistleblowing policy and the national 'Prevent' duty to safeguard against the dangers of extremism and radicalisation, results in a confident and competent team of staff who are consistently well informed about what they must do when handling matters of concern.
62. Leaders with designated safeguarding responsibilities are appropriately trained at a higher level to enable them carry out their role. They respond to safeguarding concerns appropriately, including through effective liaison with relevant external agencies whenever necessary.
63. Staff report concerns about pupils promptly and effectively to the school safeguarding team, both in electronic form through a well-organised and appropriate information management system, and also in person. Staff are aware of their responsibility to escalate matters when necessary, including in the event that they have concerns about the behaviour of an adult working with pupils.
64. The school follows appropriate safer recruitment procedures. All necessary checks are completed before adults commence working at the school and are recorded diligently in an appropriate single central record of appointments (SCR).
65. The proprietors maintain effective oversight of safeguarding through regular discussions with staff and rigorous scrutiny of detailed reports which include appropriate accounts of the school's responses to safeguarding concerns. The proprietors scrutinise the SCR to ensure the suitability of safer recruitment procedures.
66. The school teaches pupils how to keep themselves safe, including when they are online. Older pupils show mature insights into detecting misinformation in the media, and are prepared to 'stop, tell, shut' a laptop computer if they ever encounter anything that makes them feel uncomfortable or they perceive to be inappropriate. Older pupils confidently explain their understanding of appropriate online conduct, including how they decide which pieces of information are suitable to be shared with others and which steps they take when generating secure passwords. A suitable internet filtering and monitoring system is in place. The safeguarding team take swift, effective action when alerted to any potential breaches or concerns about internet usage.

The extent to which the school meets Standards relating to safeguarding

- 67. All the relevant Standards are met.**

Schedule of unmet Standards

Section 1: Leadership and management, and governance

The following Standards in this section of the Framework are not met.

Paragraph number	Standard
ISSR ¹ Part 8, paragraph 34(1)	The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school –
34(1)(a)	demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently
34(1)(b)	fulfil their responsibilities effectively so that the independent school standards are met consistently; and
34(1)(c)	actively promote the wellbeing of pupils.

Section 3: Pupils' physical and mental health, and emotional wellbeing

The following Standards in this section of the Framework are not met.

Paragraph number	Standard
ISSR Part 3, paragraph 13	The standard in this paragraph is met if the proprietor ensures that first aid is administered in a timely and competent manner by the drawing up and effective implementation of a written first aid policy.
ISSR Part 5, paragraph 25	The standard in this paragraph is met if the proprietor ensures that the school premises and the accommodation and facilities provided therein are maintained to a standard such that, so far as is reasonably practicable, the health, safety and welfare of pupils are ensured.
ISSR Part 5, paragraph 28(1)	The standard in this paragraph is met if the proprietor ensures that –
28(1)(b)	toilets and urinals have an adequate supply of cold water and washing facilities have an adequate supply of hot and cold water;
28(1)(d)	the temperature of hot water at the point of use does not pose a scalding risk to users.

¹ The Education (Independent School Standards) Regulations 2014 ('ISSR')

The quality of the early years foundation stage in the registered early years provision

Edenhurst Nursery in the Westlands

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

68. The overall effectiveness of the early years provision is good. Leaders demonstrate a clear vision for the setting and are committed to delivering a good quality of care and education for children. Regular, effective communication helps maintain positive relationships with parents, fostering trust and collaboration around the children's personal and developmental needs. Policies and procedures are well implemented under leaders' close supervision, ensuring high standards of practice throughout the setting.
69. Leaders and managers effectively oversee how staff promote children's personal, social and emotional development. Children develop strong relationships with their key person and spend quality time with them, which helps them to feel safe, secure and happy.
70. Leaders are ambitious for all children. They continuously review and evaluate the effectiveness of the environment, curriculum and teaching. They make appropriate adjustments to increase children's access to learning. Staff receive regular professional development opportunities to broaden their skills and knowledge.
71. Leaders and staff identify and implement a clear progression of skills in the curriculum as children move through the setting, ensuring that learning builds effectively on what children know and can do. At times, staff do not consistently consider how the organisation of large group activities impacts on some older children's concentration skills and on their engagement and the consolidation of their learning.
72. Leaders and staff set clear and high expectations for children's behaviour. Children are supported to understand and manage their feelings appropriately. Children develop resilience when faced with challenges. This nurturing approach ensures that children feel safe and promotes their confidence, self-esteem and sense of self-worth.
73. Overall, children are encouraged to develop independence through a variety of activities that promote choice, decision-making and self-management. They are supported to take responsibility for tasks such as tidying resources and managing personal care routines. However, for some older children, opportunities to practise independence and carry out every day self-care are not consistently embedded, and as a result their opportunities to manage these skills on their own are not maximised.
74. The leadership team demonstrates a strong commitment to staff wellbeing and is acutely aware of the pressures that staff may encounter in their roles. Regular supervision and daily interactions provide staff with opportunities to raise any concerns they may have. Leaders and managers actively promote professional development. This results in staff demonstrating high levels of knowledge and confidence in their roles and responsibilities. Current priorities include further enhancing staff skills to build upon their already high-quality practice.

75. Effective safeguarding procedures are in place, with leaders and staff creating a safe and nurturing environment. Staff consistently maintain high standards of care and safety through their daily practice and interactions. Leaders ensure through their oversight that safeguarding is a central priority for all staff.

Quality of education

76. The quality of education is good. Leaders maintain effective oversight of children's learning and progress. For instance, they observe in rooms and frequently check staff members' planning. Staff provide additional support to help children to develop their knowledge and skills. Parents also provide valuable information about their child's needs and interests, which staff use to inform their planning.
77. Staff rigorously ensure that the curriculum aims are clear for both indoor and outdoor activities, focusing on developing children's skills and knowledge. For example, during physical education (PE) lessons, staff provide clear explanations and demonstrations so that children understand the instructions and can refine their techniques, develop co-ordination, and improve their physical fitness and agility.
78. Overall, staff support children's communication and language effectively. They use repetition, props and expressive gestures to help babies and young children develop early communication skills, enabling them to experiment with sounds, express preferences and make simple choices with growing confidence. Older children are engaged well through conversation, open-ended questioning and attentive listening. Story sessions are delivered with expression, encouraging children to recall, predict and build comprehension. At times, however, some children find it difficult to sustain focus during large group activities and a few become restless. This is because staff do not consistently adapt the delivery of sessions to meet the varying needs and interests of all children.
79. Staff support children to develop their mathematical skills well. They plan practical activities that enable children to explore different mathematical concepts, such as counting and comparing size and capacity. Children eagerly count and use numbers during their everyday activities and demonstrate a good knowledge of measurement. For instance, when building a tower, young children know that the more bricks they add the taller the tower will become. During imaginative play, children demonstrate strong social skills, problem-solving and teamwork, supported sensitively by staff. For example, older children engaged in a role play based around a doctor's surgery, during which they learned how to apply bandages and use a stethoscope, developing both their understanding of the world and their skills of co-operative play. In addition, these activities allow children to take on roles, create stories and use language in meaningful contexts, which supports their creativity and communication skills.
80. Literacy and writing skills are nurtured from the earliest stages, with babies exploring textured books to develop an awareness of print and language. As children grow, they engage in hands-on mark-making activities, such as using paintbrushes to create shapes and letters in sand. Pattern cards and guided support help develop children's spatial awareness, positional language and the foundational skills needed for handwriting. This helps ensure a smooth progression from early reading experiences to confident writing.
81. Children develop curiosity about the wider world, learn respect for different traditions and beliefs, and develop a strong sense of belonging within the community. Cultural awareness is developed

through celebrations such as Diwali and Chinese New Year, supported by parental involvement. Children explore traditional stories, music, food, cultural dress and creative activities, such as making Diwali lamps, which fosters curiosity, respect for different traditions and a sense of belonging within a diverse community.

82. Staff provide time for children to take part in uninterrupted play and exploration, enabling children to engage fully and develop confidence as independent learners. Opportunities for focused investigation are provided as older children explore recycled materials, sorting them into groups based on different properties, such as cardboard, metal and plastic. Children discuss and compare materials, developing their understanding of texture, weight and other physical characteristics, while practising observation, reasoning and language skills. This helps children to develop their curiosity and a positive attitude to learning about the world around them.

Behaviour and attitudes

83. Behaviour and attitudes are good. Staff support children effectively to manage their own behaviour. For example, they encourage children to use their own voice to solve problems. Children learn to recognise right from wrong. Staff show children how to respond positively to their peers and how to share as they choose what they want to play with.
84. Staff use clear and consistent instructions to support children to make good choices. For example, children willingly follow instructions, join in with activities, listen and respond well to staff who guide them in their learning. Children engage in respectful communication with one another, demonstrating emerging skills in turn-taking and conversation. Children display positive attitudes to learning.
85. Relationships between staff and children are warm and caring. Staff maintain high expectations for children's behaviour. Children are encouraged to express their emotions and have opportunities to socialise with each other and learn how to interact respectfully with kind hands and words. Children demonstrate increasing confidence in selecting activities and participate in both child-led and adult-led tasks, which gradually prepare them for the transition through the setting and into Reception.

Personal development

86. The personal development of children is good. Leaders and staff build positive partnerships with parents. Leaders and staff ensure that parents understand the importance of arriving on time. This helps ensure that children start the day in a settled way and encourages children's regular attendance. Staff and parents understand the importance of routines, and this helps promote positive habits for the future.
87. Staff encourage children to make healthy choices. For instance, children engage in planting flowers and caring for them, fostering an understanding of growth and responsibility. Mealtimes are well organised, with children offered healthy, balanced meals. Staff follow clear procedures to meet children's dietary needs and supervise them closely to support their use of utensils and good mealtime routines.
88. In general, staff promote children's independence. For example, children learn the sequence of handwashing before meals. Young children learn to manage their personal care, wiping their noses and using the bathroom, while the oldest tidy away resources. There is scope to provide older

children with further opportunities to consistently practise their independence and self-help skills, such as pouring their own drinks or putting on their own shoes when they are getting ready for outdoor play.

89. Children are supported in learning to navigate their environment safely, with staff encouraging them to take appropriate risks under close supervision. Whether climbing stairs, using slides or exploring steps and low-level equipment, children are guided to approach these tasks with care and confidence. Staff provide clear instructions and encouragement, motivating children to develop confidence in their physical abilities. These practices enable children to understand how to manage risks effectively while promoting exploration and resilience from an early age.

Leadership and management

90. Leadership and management are good. Leaders have an accurate understanding of the Nursery's strengths and areas for further development. They take proactive steps to support staff in developing their knowledge and practice. This has improved staff confidence in planning programmes of learning that focus on what children need to learn next. This work is not yet fully embedded, and some inconsistencies in the quality of teaching remain. For example, during group activities, older children who find it difficult to sustain concentration are not always fully supported. On occasion, staff do not provide consistent opportunities for these children to take on tasks independently and develop self-management skills.
91. Leaders support staff, including those new to their role, through regular appraisals and supervision meetings. At these meetings, staff have opportunities to discuss concerns and areas for development. The manager has recently helped staff to implement new approaches to planning and the organisation of the learning environment.
92. There is an effective partnership between the Nursery and home. Staff take time to learn about children's needs and interests before they join the Nursery and provide familiar activities when they first attend. This supports both parents and children to feel reassured from the outset. Leaders foster positive engagement with parents, who benefit from comprehensive information about their child's progress, shared through daily updates and online platforms.

Safeguarding

93. Safeguarding is effective. Leaders ensure there are robust systems in place to safeguard children across the setting. Regular review of safeguarding procedures, for example reviewing the arrangements for collecting children and evaluating risk assessments, support this. Leaders communicate their expectations clearly and staff understand their responsibilities to safeguard children at all times.
94. Staff are well trained in all areas of safeguarding. They know how to spot the signs that a child may be at risk of harm and how to report any concerns they may have. Staff are knowledgeable about their responsibilities under the 'Prevent' duty. Training is updated regularly to reflect changes to statutory guidance and staff complete safeguarding training before beginning work with children. Safer recruitment procedures ensure all staff are appropriately vetted before they begin working in the setting.

95. Leaders work collaboratively and effectively with local agencies to help ensure that children and families receive the support they need.

Recommended next steps

Leaders should:

- review the arrangements for large group activities, to ensure that all children are able to focus and concentrate during the sessions
- encourage older children to attempt tasks independently, with sensitive guidance where needed, to promote autonomy in daily activities.

The extent to which the school meets the requirements of the early years foundation stage

96. The school's registered provision for childcare meets the requirements of the Childcare Act 2006.

School details

School	Edenhurst Preparatory School
Department for Education number	860/6018
Registered early years number	EY312370
Address	Edenhurst Preparatory School Westlands Avenue Newcastle-under-Lyme Staffordshire ST5 2PU
Phone number	01782 619348
Email address	office@edenhurst.co.uk
Website	www.edenhurst.co.uk
Proprietor	Bellevue Education International Limited
Chair	Mr Mark Malley
Headteacher	Mrs Emma Christine Mousley
Age range	3 months to 11 years
Number of pupils	114
Number of children in the early years registered setting	62
Date of previous inspection	13 to 15 October 2021

Information about the school

97. Edenhurst Preparatory School is an independent co-educational day school consisting of the Nursery, for children aged from three months to four years of age, the pre-prep, which consists of Reception and Years 1 and 2, and the prep, for pupils in Years 3 to 6. Founded in 1961, the school has been owned and governed by Bellevue Education International Limited since 2011. The current headteacher took up her post in September 2022.
98. There are six children in the early years comprising one Reception class. There is also a separate early years setting which is registered with Ofsted and which provides for children under four years of age.
99. The school has identified six pupils as having special educational needs and/or disabilities (SEND). No pupils have an education, health and care plan (EHC plan).
100. The school has identified a very small proportion of pupils as speaking English as an additional language (EAL).
101. The school states that its aims are to inspire and support pupils throughout their learning journey, building solid foundations to future success so that they become equipped with the necessary skills and attributes to thrive in a rapidly changing world.

Inspection details

Inspection dates

23 to 25 September 2025

102. A team of four inspectors visited the school for two and a half days.
103. Inspection activities included:
- observation of lessons, some in conjunction with school leaders
 - observation of registration periods
 - observation of a sample of extra-curricular activities that occurred during the inspection
 - discussions with a representative of the proprietors
 - discussions with the headteacher, school leaders, managers and other members of staff
 - discussions with pupils
 - visits to some of the facilities for physical education
 - scrutiny of samples of pupils' work
 - scrutiny of a range of policies, documentation and records provided by the school.
104. The inspection team considered the views of pupils, members of staff and parents who responded to ISI's pre-inspection surveys.

How are association independent schools in England inspected?

- The Department for Education is the regulator for independent schools in England.
- ISI is approved by the Secretary of State for Education to inspect independent schools in England, which are members of associations in membership of the Independent Schools Council.
- ISI inspections report to the Department for Education on the extent to which the statutory Independent School Standards, the EYFS statutory framework requirements, the National Minimum Standards for boarding schools and any other relevant standards are met.
- For more information, please visit **www.isi.net**.

Independent Schools Inspectorate

CAP House, 9-12 Long Lane, London, EC1A 9HA

For more information, please visit isi.net