



ISI Independent
Schools
Inspectorate

Regulatory Compliance Inspection Report

Edenhurst Preparatory School

October 2021

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School's Details

School	Edenhurst Preparatory School			
DfE number	860/6018			
Early Years registration number	EY312370			
Address	Edenhurst Preparatory School Westlands Avenue Newcastle Staffordshire ST5 2PU			
Telephone number	01782 619348			
Email address	office@edenhurst.co.uk			
Headmaster	Mr Michael Hibbert			
Proprietor	Bellevue Education International Limited			
Age range	0 to 11			
Number of pupils on roll	207			
	EYFS	111	Prep	96
Inspection dates	13 to 15 October 2021			

1. Background Information

About the school

- 1.1 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, which includes the registered Early Years Foundation Stage (EYFS) setting; pre-prep which consists of Reception and Years 1 and 2; and prep for pupils in Years 3 to 6.
- 1.2 Founded in 1961, the school has been owned and governed by Bellevue Education International Limited since 2011. Since the previous inspection the school has appointed a new headmaster.
- 1.3 During the period March to June 2020, the whole school remained open only for children of key workers. During this period of closure the school provided remote learning materials for all pupils.
- 1.4 In the interests of infection control during the COVID-19 (coronavirus) pandemic, inspection evidence was gathered partly remotely and partly on-site to reduce contact within the school setting.
- 1.5 In line with the direction given by the Department for Education (DfE) at the time, no evaluation has been made of the nature or effectiveness of any provision made during the period March to August 2020, including its impact on pupils' learning, achievement or personal development. Any concerns relating to pupils' welfare during this period which directly relate to measures implemented by the school have been considered.
- 1.6 During the lockdown period of January to March 2021, all pupils other than the children of key workers or vulnerable pupils received remote learning provision at home.
- 1.7 Since 2020, EYFS profiles have not been externally moderated.

What the school seeks to do

- 1.8 The school aims to provide a caring family environment in which pupils can be nurtured to achieve their potential by staff who know them well and strive to inspire learning with enthusiasm. The objective is that, at each stage, pupils will be supported in their personal needs and encouraged to develop positive attitudes to their learning, suitable skills, and self-confidence for the next phase of their lives.

About the pupils

- 1.9 Pupils come from professional and business backgrounds, mostly from families living within a 15-mile radius of the school. Data provided by the school indicate the ability of pupils is above average compared to those taking the same tests nationally. The school has identified 17 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia and dyscalculia, 10 of whom receive additional specialist help. One pupil in the school has an education, health and care (EHC) plan. English is an additional language (EAL) for 9 pupils, for whom extra English support is offered as required. Data used by the school have identified 15 pupils as being more able in the school's population, and the curriculum is modified for them and for other pupils because of their special talents in music, drama or sport.

2. Regulatory Compliance Inspection

Preface

The Independent Schools Inspectorate (ISI) is approved by the Secretary of State to inspect schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and report on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Inspections of schools with early years settings not requiring registration also report whether the school complies with key provisions of the Early Years Foundation Stage statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, inspections report on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. Inspections also comment on the progress made to meet any compliance action points set out in the school's most recent statutory inspection.

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

This is a COMPLIANCE ONLY inspection and as such reports only on the school's compliance with the standards. The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated and the school is required to take the actions specified.

Inspections do not include matters that are outside of the regulatory framework described above, such as: an exhaustive health and safety audit; compliance with data protection requirements; an in-depth examination of the structural condition of the school, its services or other physical features; contractual arrangements with parents; an investigation of the financial viability of the school or its accounting procedures.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to specifically in published reports in this document but will have been considered by the team in reaching its judgements.

Links to the standards and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#), [Early Years Foundation Stage Statutory Framework](#).

COVID-19: Inspection judgements do not cover the period March to August 2020 inclusive.

Key findings

- 2.1 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

- 2.2 The school's own framework for assessment confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.4 Pupils receive relationships education and the school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.5 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

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

PART 3 – Welfare, health and safety of pupils

- 2.8 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.
- 2.9 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

- 2.10 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required.
- 2.11 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

- 2.12 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are

appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play.

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

PART 6 – Provision of information

2.14 A range of information is published, provided or made available to parents, inspectors and the Department for Education. This includes details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any with education, health and care plans or English as an additional language. It also includes particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website.

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

PART 7 – Manner in which complaints are handled

2.16 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful.

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

PART 8 – Quality of leadership in and management of schools

2.18 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.

2.19 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

- 2.20 The overall effectiveness of the early years provision is outstanding.
- 2.21 Leaders and practitioners meticulously plan to ensure the curriculum meets the needs and developmental stages of the children in the setting, including those with SEND. Practitioners are highly skilled at delivering activities and ensuring children of all needs and developmental stages engage, interact, learn and make excellent progress relative to their starting points.
- 2.22 Children are extremely well prepared for the next stage of their education. Transitions are managed carefully to ensure children move seamlessly from one room to the next. Thorough procedures are in place to pass information on and offer parents the chance to meet new staff.
- 2.23 All children are extremely happy and feel safe and secure. Dedicated staff form warm and caring relationships with all children in the room and new children settle rapidly as a result. Children move confidently between staff and the level of care is consistently high.
- 2.24 Requirements for children's safeguarding and welfare have been fully met. Staff are keenly aware of their responsibilities to protect children and keep them safe. Leaders ensure staff follow the robust procedures in place to always ensure the safety of children in their care. Staff and leaders communicate most effectively to confirm that any changes to children's routines are clearly understood and secure. Risk assessments are completed daily for indoor rooms and outside areas and staff are diligent when opening doors near children.
- 2.25 Leaders and practitioners evaluate practice in the setting regularly to ensure they continue to develop the children's education and seek improvement. They respond positively to implement statutory changes effectively when required. Staff are fully committed to giving children the best start in their learning.
- 2.26 The recommendation from the previous inspection has been met.

Quality of education

- 2.27 The quality of education is outstanding.
- 2.28 Leaders ensure that the setting's curriculum intentions are highly ambitious and challenging for the children in its care and these are fully embedded across the provision. Practitioners are highly successful in planning and providing activities based around children's needs and interests, including those children with SEND, whilst ensuring that planning builds progressively and securely on what children know and can do.
- 2.29 All staff have high expectations of what each child can achieve and a strong understanding of what skills they are developing for their future learning. Staff carefully listen to and question children to support and extend their learning, and through high-quality interactions consistently fulfil the curriculum intentions.
- 2.30 Practitioners understand the importance of meaningful and quality assessments and use these most effectively to identify and provide challenging and engaging activities to enable children to make excellent progress. Assessment procedures are appropriately reviewed to ensure they are relevant and meet the needs of the curriculum.
- 2.31 The curriculum is highly effective in developing what the children know, can remember and do. Children show deep levels of engagement and concentration in activities and in their play, and show curiosity when staff initiate activities.

2.32 Staff expertly provide interactions that develop children's confidence and prompts them to communicate extremely well. Children consistently hear and repeat words and phrases modelled to them and successfully increase their vocabulary. The setting provides rich learning opportunities to develop early literacy skills and children demonstrate a real love of stories. They listen most attentively to stories, nursery rhymes and songs promoted by enthusiastic and highly skilled staff who enable the children to secure substantial foundations for future learning.

Behaviour and attitudes

2.33 Behaviour and attitudes are outstanding.

2.34 Leaders and practitioners have extremely high expectations of children's behaviour. Staff promote and model manners and respect for each other at every opportunity which encourages young children to behave well. Children are extremely well supported in managing their own feelings and behaviour by staff who consistently praise and encourage them. From a very young age children can share with others and demonstrate high levels of self-control. They are calm and attentive when listening to staff and each other and respond articulately with words or effective gestures when spoken to.

2.35 Children show great eagerness to join in activities, play by themselves or try something new. Young children were seen using their hands with great success when playing with paint. Children showed high levels of curiosity and focus when exploring sounds they could make on musical instruments. The setting introduces children to the 'learning friends' which are part of a whole school approach to successfully develop perseverance and resilience as children embrace new activities and challenges. Children are highly confident to explore their surroundings. Resources are readily accessible and children move freely around the room to see what they can find whilst developing their independence.

2.36 All children are encouraged and supported by staff to think for themselves. Opportunities to make choices are integrated into the routines of the day wherever possible, for example offering children pictures at singing time so they can choose a song and asking younger babies if they want toast for breakfast or water to drink. Older children were seen making successful links in their thinking as they tried to fit vegetables inside different pans and use a plastic bottle to fill a watering can. Staff allow children the time to work things out for themselves and adopt intelligent and highly effective strategies when supporting the children as they achieve successfully what they set out to do.

2.37 The setting promotes children's attendance and supports parents by providing a flexible drop-off and following up absences. Staff ensure there is a careful balance of activities and opportunities available to all children allowing them to develop positive attitudes to support their future learning.

Personal development

2.38 The personal development of children is outstanding.

2.39 Leaders, managers and staff collectively deliver high levels of care to the children which supports every child's emotional security. The setting is highly effective in meeting the EYFS statutory requirements for children's safeguarding, welfare, learning and development. Policies and procedures are extremely robust and consistently implemented. Children arrive happily at the start of the day and clearly feel safe and secure as they are left. Staff adeptly recognise children's individual needs and promote the development of each child's character through the experiences the setting provides, recognising their uniqueness. For example, staff planned a series of activities based on water when some children had started swimming lessons. Older children in the setting benefit from excursions that broaden their experience and extend their learning.

2.40 Staff are highly skilled at extending children's learning and developing language skills by asking timely questions, modelling language and discussing experiences, for example play in the sandpit led to staff asking children if they had been to the beach and what had they seen.

- 2.41 There is an extremely effective key person system in place. Children form strong relationships with caring staff who provide them with high-quality support and who enthuse and stimulate their interests. Staff show extremely positive interest in the children, they take time to understand the children's personalities and ensure they cater for their needs. At sleep times several children were observed being comforted by staff and gently rocked or stroked to sleep. Staff send daily diaries home to ensure parents are informed of their child's routines and needs.
- 2.42 Communication between staff within the rooms is excellent and this enables all children to receive consistency in routines and high levels of care at all times. Staff share updates and relevant information and engage in professional dialogue about children's current learning, ensuring that there are continued opportunities for children to develop their interests.
- 2.43 Children are positively encouraged to be independent and staff support children to take appropriate risks as they play, thereby developing their confidence. The recommendation of the previous inspection that the outside classroom should provide opportunities for the youngest children to develop high levels of independence, risk-taking and challenge throughout the day has been met. Children can climb, crawl, explore, make music and use their senses in a safe and well supervised outdoor space. At the same time the setting ensures that children are encouraged to recognise potential risks in different situations such as when playing with technology. Young babies were seen exploring open spaces and crawling into them, and older children in the setting showed determination in sitting on bikes with a little help.
- 2.44 Staff are extremely attentive and empathetic to children's needs and embrace opportunities to develop their emotional literacy by giving them language for their feelings. Staff are excellent role models for the children and model how to make healthy choices in relation to food, rest, screen time and physical exercise. Excellent hygiene practices are promoted and staff support children to wash their hands before they eat and help them find tissues for runny noses.
- 2.45 From a very young age children are encouraged to show respect for all. The setting celebrates a range of festivals and events throughout the year which helps the children to develop a positive appreciation and understanding of diversity and differing needs within modern Britain.

Leadership and management

- 2.46 Leadership and management are outstanding.
- 2.47 Leaders have a clear and highly ambitious vision for the setting and are continually looking at self-improvement, ensuring they are advancing to meet the needs of the children. This is supported by highly effective governance which ensures senior leaders and managers provide high-quality care and education and excellent resources. Leaders provide extremely high-quality care and education for all children because of shared values, policies and practice.
- 2.48 Leaders promote continual professional development with great success. Leaders provide opportunities for training and allocate appropriate time for staff to complete planning and assessments. This contributes positively towards staff well-being and to the extremely high levels of care and education provided. Staff have recently received up-to-date curriculum training online and training has also been undertaken to support children with SEND. Staff are encouraged to follow their interests to constantly improve their knowledge which impacts positively on their teaching of the curriculum. Room leaders have opportunities to share best practice but these opportunities are not yet fully extended across all staff.
- 2.49 A well established and highly effective supervision programme is in place and staff commented that they feel well supported and have someone they can go to if they have a concern or issue. Regular staff meetings and room meetings offer opportunities for professional discussion and to further learning about effective practice.

- 2.50 Leaders ensure that there is extremely effective communication with parents. In addition to meeting staff daily, parents receive weekly updates about the forthcoming topic and activities and can also follow updates on the school's social media platform. Almost all parents responding to the pre-inspection questionnaire and in speaking to inspectors were complimentary over the level of care provided for their children and the communication they receive about their children's day and overall learning and development.
- 2.51 Robust procedures are in place to ensure that staff are provided with appropriate training that is up to date and that the setting engages appropriately with external agencies. Leaders are fully aware of all statutory regulations and ensure that they are met.

Compliance with statutory requirements

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

Recommendation for further improvement

In the context of the outstanding provision and outcomes, the setting might wish to:

- create opportunities that enable all staff to share best practice across rooms and age groups.

3. Inspection Evidence

- 3.1 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 the facilities for the youngest pupils, together with the learning support and educational resource areas. The responses of parents, staff and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

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