

Redehall Preparatory School

Independent school standard inspection report

DfE registration number	936/6537
Unique Reference Number (URN)	125426
Inspection number	385106
Inspection dates	21–22 September 2011
Reporting inspector	Elisabeth Linley HMI

Purpose and scope of the inspection

This inspection was carried out by Ofsted under Section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.^{1, 2}

Information about the school

Redehall Preparatory is a small coeducational independent day school that is situated in the village of Smallfield, Surrey and provides for pupils aged from three to 11 years. It opened in 1980 and is based in premises that were once the village school. There are 62 pupils on roll. One has a statement of special educational needs. Children have the opportunity to start school from the term after their third birthday; there are currently 10 children in receipt of nursery funded education for three- and four-year-olds. After-school care is provided for pupils who attend the school, from 3.00pm until 6.00pm.

The school was last inspected in June 2008. Since that time, a number of changes have taken place. The headteacher and deputy headteacher left the school and two members of the teaching staff took on these roles from 1 April 2011. A new teacher joined the school in May 2011 to teach the Early Years Foundation Stage and a newly qualified teacher was appointed to teach pupils in Year 3 from September 2011. Another teacher has recently joined the school in a part-time capacity and, from September 2011, is teaching the Year 1 and 2 class for one day a week; the class is taught by the headteacher for the rest of the week. In September 2010, all members of the board of governors resigned and were replaced by a new chair and board of governors.

The school aims to 'ensure our children achieve high academic standards and develop social and behavioural skills that will serve them well in life beyond Redehall'.

Evaluation of the school

The school provides a satisfactory quality of education and is successful in meeting its aims. Although the curriculum is satisfactory, pupils make good progress because of the good quality teaching they receive, which is an improvement since the last inspection. However, provision for the welfare, health and safety of pupils is inadequate. This is because regulations relating to safeguarding that were not met at the time of the school's last inspection are still not met. A welfare requirement is also not met in the school's provision for the Early Years Foundation Stage; as a result,

¹ www.legislation.gov.uk/ukpga/2002/32/contents.

² www.legislation.gov.uk/ukpga/2005/18/contents.

the overall effectiveness of the Early Years Foundation Stage is inadequate. The pastoral care that is provided for all pupils at the school, however, is effective and reflects the commitment of staff to the pupils' well-being and the high satisfaction of parents and carers with their children's education.

Quality of education

The curriculum provided by the school is satisfactory and in the Early Years Foundation Stage, provision is satisfactory which leads to satisfactory outcomes. In Key Stages 1 and 2, the curriculum is planned to ensure that pupils' basic skills are developed well. Commercially produced schemes of work are used to teach the subjects of the National Curriculum, which are enhanced by weekly projects, for example in science, when pupils had fun during 'Rocket week'. Subject specialists are employed to teach French, information and communication technology (ICT), music and sport. Provision for pupils' personal, social and health education is satisfactory and delivered through assemblies and different subjects of the curriculum. Pupils enjoy a varied range of extra-curricular activities to enhance their learning, for example, in speech and drama, street dance, tennis and taekwondo, which the pupils very much enjoy. They also have the opportunity to have individual piano lessons. They enjoy their visits to London museums and a residential trip in Years 5 and 6, and visitors to school, such as theatre companies, are much appreciated. The after-school care also provides good opportunities for pupils to socialise and to complete their homework.

Planning to meet the needs of pupils with special educational needs/and or disabilities is aided by the provision of individual educational plans. These carefully focus on the small steps needed to help pupils with their learning. Discussions with parents and carers who have children with language difficulties confirm that the support provided for their children has been effective and much appreciated. However, the rigour of monitoring provision for pupils with special educational needs has not been effective. As a result, when a pupil has a statement of special educational needs, the school is not assuring that its requirements are consistently met.

Teaching and assessment are good. Pupils benefit from the small numbers in class and, as the staff know their pupils well, pupils' individual needs are supported effectively so that they achieve well. As one pupil wrote in a questionnaire, 'Everyone is good at something and the teachers at Redehall take that into account and respect it.' Teachers use a good range of strategies to engage pupils effectively in their learning. For example, in a Year 5 literacy lesson, pupils had fun learning about connectives before thinking about the best way to write an opener to a story. Effective group support was provided for those pupils who might need a little extra help. In a Year 1 and 2 mathematics lesson, pupils had fun learning about standard and non-standard measurements as they used hand-spans, as well as metre sticks, to measure different things such as belts and ties. However, on occasions, teachers do not ensure that all pupils have a full understanding of the concept being taught before they move on in their teaching. Nonetheless, pupils benefit from the

opportunities to talk with their partners so that they discuss what they know and how they might improve their work.

Pupils' progress is now tracked over time, and assessments that pupils complete, for example, in reading, writing and mathematics, are carefully recorded against National Curriculum levels. In this way, teachers check to make sure that all pupils make the progress of which they are capable. As a result, pupils make good progress and this is celebrated, for example by publication of pupils' poetry in the Young Writers 'Once upon a Rhyme' 2011. It is also exemplified by the achievement of Year 6 pupils who regularly gain entrance to the schools of their choice.

Spiritual, moral, social and cultural development of pupils

The pupils' spiritual, moral, social and cultural development is good. In the Early Years Foundation Stage, children's personal development is also good. Pupils are caring and courteous; their behaviour is good and their enjoyment of school is reflected in their regular attendance. Pupils talk with enthusiasm about their roles on the school council and the opportunity to be a house captain. They like to earn house points and to have the chance of being awarded the house-point trophy which they keep for a week. Pupils are keen to help other pupils in their school, for example at lunch or at play time. They also help others by fund raising, for instance on Red Nose day.

Pupils learn about institutions in England through the curriculum and through visits to places of cultural interest, such as Hever Castle; however, this aspect of the school's work is not routinely planned. Pupils develop a clear understanding of other faiths and a respect for others' cultures through music, religious education lessons and assemblies. Assemblies are also used well to promote pupils' understanding and tolerance of others' differences, as well as their good social and personal skills. During the inspection, Year 5 pupils did particularly well as they shared their targets for the new school year with their parents and carers, pupils and staff, and explained effectively how everyone can be 'a winner'. Very good relationships are evident throughout school and this in turn helps to boost pupils' self-esteem and confidence. Pupils work together well and, given the good progress they make, they are well prepared for their future economic well-being.

Welfare, health and safety of pupils

The provision for the welfare, health and safety of pupils is inadequate. This is because the school's policy for safeguarding and its implementation do not meet with requirements. For example, not all staff, including the child protection officer, have attended the relevant child protection training or multi-agency training as required. All staff have now been booked to attend this training in the coming months. Other areas that require attention are in relation to the completion of a fire-risk assessment that is monitored regularly, and the need to ensure that all staff receive appropriate training and information on fire safety. In addition, the school does not meet one of

the welfare requirements for the Early Years Foundation Stage. Directors, leaders and managers have not monitored the school's work effectively in these and other respects.

All pupils are well supervised throughout the day and in the after-school care club; pupils confirm that they feel safe in school. Pastoral care is good and pupils comment positively about the family atmosphere in school, which is something that is also appreciated by parents and carers. The school's policies to promote anti-bullying and good behaviour are clear; pupils report that they get on well together, as exemplified by their good behaviour in school. The school develops pupils' awareness of staying safe and healthy through the curriculum. It also offers healthy lunches, and snacks in the Early Years Foundation Stage, while there is a strong focus on keeping fit through planned opportunities for sporting activities. The school has planned well to increase accessibility to meet the requirements of the Equality Act 2010 and will be drawing up a further plan to review the possibility of further improving access.

Suitability of staff, supply staff and proprietors

The school has implemented appropriate checks for the appointment of staff to ensure that they are suitable to work with children and the checks are recorded in a single central register as required. This is an improvement since the last inspection.

Premises and accommodation at the school

The school's premises are adequate for the pupils' needs and provide a suitable environment that enables pupils to work and play. The school provides a hall, library and purpose-built ICT suite. The Early Years Foundation Stage unit is sited in outbuildings with an attached outdoor area. There is an adequate hard-surface play area within the school grounds and the school has access to a local school's field for sporting activities. At the time of the last inspection, the school did not provide suitable facilities for pupils who became ill when at school. This regulation is now met as the school now provides a medical room for pupils as required.

Provision of information

The school provides helpful information for parents and carers, particularly through the school's website, where it is made clear that all policies relating to the school's work are available for them upon request. However, the school has yet to make available to parents and carers the outcomes of pupils' assessments, and results of public examinations taken in the previous academic year.

Manner in which complaints are to be handled

The school's procedures for handling complaints meet all the regulations.

Effectiveness of the Early Years Foundation Stage

The overall effectiveness, and leadership and management of the Early Years Foundation Stage are inadequate. This is because a statutory risk assessment of the premises for the Early Years Foundation Stage that must be completed and reviewed annually, or more frequently when the need arises, has not been completed. In addition, the school has not ensured that staff in the Early Years Foundation Stage have completed child protection training. Although this limits the staff's understanding of safeguarding practice and procedures, they are caring towards the children and work hard to ensure their day-to-day safety while at school.

When children join the Early Years Foundation Stage, most have skills and abilities that are above expectations for their age. Children settle happily into school life and are happy to remain at school and to join the after-school care provision, where they are well looked after. Children are comfortable about making choices when at school and are happy to talk to visitors and others about what they are doing. They learn to share resources and play with imagination; they are cooperative and helpful and develop good social skills. Children are well supported in their learning by the effective relationships that are established by the staff with parents and carers. As a result, by the time the children join Year 1, they are working securely within the early learning goals that are set for children of this age. This represents satisfactory outcomes given their starting points.

Provision is satisfactory. The staff plan for a broad range of activities, both indoors and outside, that provide children with appropriate opportunities for teacher-directed and child-initiated learning. The ongoing assessment of children's development is recorded on a weekly basis and this helps staff plan appropriate activities for the next steps in the children's learning.

The staff are planning to work on recommendations for development received from the local authority, for example, in relation to planning. However, leaders and managers have yet to ensure that appropriate staff development opportunities in the Early Years Foundation Stage are in place, and to develop procedures for an up-to-date self-evaluation of the school's provision to be completed.

Compliance with regulatory requirements

The proprietor has ensured that the school meets The Education (Independent School Standards) (England) Regulations 2010, schedule 1 ('the Regulations'), with the exception of those listed below.³

The school does not meet all requirements in respect of the quality of education provided (standards in part 1) and must:

- where a pupil has a statement of special educational needs, ensure that the education provided fulfils its requirements 2 (2)(e).

³ www.legislation.gov.uk/uksi/2010/1997/contents/made.

The school does not meet all requirements in respect of provision for welfare, health and safety of pupils (standards in part 3) and must:

- ensure that the policy to safeguard and promote pupils' welfare meets requirements and is implemented effectively so that all staff, including the child protection officer, have received the required child protection and multi-agency training (7)
- ensure that the school complies with the Regulatory Reform (Fire Safety) Order 2005 so that a fire risk assessment is carried out and monitored regularly and staff receive appropriate fire safety awareness information and training (13).

The school does not meet all requirements in respect of the provision of information (standards in part 6) and must:

- ensure that particulars of academic performance during the preceding school year, including the results of any public examinations, are made available to parents of pupils and parents of pupils and on request (24(1)(b)).

In order to comply with the welfare requirements of the Early Years Foundation Stage, the school must:

- ensure that a risk assessment of the premises is completed annually, or more frequently when the need arises, and is recorded as required.

What the school could do to improve further

While not required by regulations, the school might wish to consider the following points for development:

- improve the rigour with which directors, leaders and managers monitor and record the work of the school in all respects.

Inspection judgements

outstanding	good	satisfactory	inadequate
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The quality of education

Overall quality of education			✓	
How well the curriculum and other activities meet the range of needs and interests of pupils			✓	
How effective teaching and assessment are in meeting the full range of pupils' needs		✓		
How well pupils make progress in their learning		✓		

Pupils' spiritual, moral, social and cultural development

Quality of provision for pupils' spiritual, moral, social and cultural development		✓		
The behaviour of pupils		✓		

Welfare, health and safety of pupils

The overall welfare, health and safety of pupils				✓
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The quality of the Early Years Foundation Stage provision

Outcomes for children in the Early Years Foundation Stage			✓	
The quality of provision in the Early Years Foundation Stage			✓	
The effectiveness of leadership and management of the Early Years Foundation Stage				✓
Overall effectiveness of the Early Years Foundation Stage				✓

School details

School status	Independent		
Type of school	Preparatory		
Date school opened	1980		
Age range of pupils	3–11		
Gender of pupils	Mixed		
Number on roll (full-time pupils)	Boys: 27	Girls: 32	Total: 59
Number on roll (part-time pupils)	Boys: 2	Girls: 1	Total: 3
Number of pupils with a statement of special educational needs	Boys: 1	Girls: 0	Total: 1
Number of pupils who are looked after	Boys: 0	Girls: 0	Total: 0
Annual fees (day pupils)	£4,860		
Address of school	Redehall Road Smallfield Horley Surrey RH6 9QA		
Telephone number	01342 842987		
Email address	head@redehall.surrey.sch.uk		
Headteacher	Mrs M Bateup		
Proprietor	Redehall Prep Foundation Limited		

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



23 September 2011

Dear Pupils

Inspection of Redehall Preparatory School, Horley RH6 9QA

Thank you for making the inspection team so welcome when we visited your school. We enjoyed having the opportunity to talk to you. You told us that you enjoy going to school and particularly like its family atmosphere. Your parents and carers agree, and most are very pleased with the education you receive. We found out that:

- children settle quickly and happily into the Early Years Foundation Stage
- you like the responsibilities you are given, and your behaviour is good
- your school provides an appropriate curriculum for you, with different clubs for you to join; you particularly like the street dance and taekwondo clubs
- your parents and carers say they appreciate the support you receive if you have difficulties with your learning; your school is going to make sure that this is just right for all of you who might need special help
- you make good progress and this is because of the good teaching that your school provides; the directors are going to make sure that information about your achievements and examination results from the previous school year are available for your parents and carers if they would like it
- the staff who work with you are conscientious and work hard to keep you safe; the directors of your school are going to make sure that all the staff attend important training that helps them do this really well
- the directors are also going to make sure that the premises that children in the Early Years Foundation Stage use are just right for their needs.

We wish you well for the future.

Yours sincerely

Elisabeth Linley
Her Majesty's Inspector