

The Eden Independent School

Independent school standard inspection report

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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}

The inspection of registered provision was conducted under Sections 49 and 50 of the Childcare Act 2006.^{3, 4}

Information about the school

The Eden Independent School was opened in 1995 by a group of Seventh-day Adventist educationalists who run the school as a charitable trust. Pupils are admitted from three months to 18 years of age and there are 56 pupils currently on roll. This includes the provision for children in the Eden Day Nursery, located on the same site, which caters for the under-threes. There are currently 14 children on the roll of the nursery. Ten children in the early years age group are entitled to 15 hours a week free education. Eight of the current pupils in the school are placed by their local authorities, and have statements of special educational needs which relate mostly to moderate learning, behavioural and emotional difficulties. Most pupils are from minority ethnic groups, the largest groups being Black British Caribbean and Black British African. In October 2008 the school moved to its current premises in Northolt and is based in what was previously a local authority school for pupils with special educational needs. The previous inspection of the school was a progress monitoring inspection in June 2010, following a full inspection in February 2009. The Eden Day Nursery was last inspected in September 2010.

The school's mission statement supports the development of pupils' mental, physical, emotional and spiritual well-being through a practical and creative education. The school's main aim is to, 'help each child to do their personal best and to enjoy a full and satisfying education at each stage of their development'.

Evaluation of the school

The Eden Independent School provides a good quality of education. The overall effectiveness of the Early Years Foundation Stage provision for children under three years of age is good. As a result of a broad and relevant curriculum, together with good teaching, pupils make good progress at all stages of their learning.

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

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

³ Schools which provide childcare for children from birth until the term in which they reach their third birthday must register this provision separately with Ofsted.

⁴ www.legislation.gov.uk/ukpga/2006/21/contents.

Arrangements for the safeguarding of pupils are robust and effective. Provision for the spiritual and moral development of pupils is a particular strength of the school and, despite the challenges presented by a minority of older pupils, behaviour is good. The school has improved since the last inspection and now meets all but one of the regulations for registration.

Quality of education

The curriculum is good.

Children in Reception and Year 1 have access to a wide range of learning experiences with a good emphasis on the development of language through speaking and listening. Some opportunities are lost in the use of the outdoor area to extend pupils' learning through investigation and play although classroom activities provide good opportunities for both.

Pupils in Key Stages 2 and 3 study all the required areas of learning through a subject-based curriculum which broadly reflects the full range of the National Curriculum. There is an appropriate emphasis on a core of subjects, including English, mathematics, science and information and communication technology. Pupils have access to computers in all classrooms which are often used effectively for individual and small-group research. Wide-ranging themes in personal, social and health education (PSHE), religious education and citizenship enable pupils to develop insights into human situations, diverse cultures and life in the wider community both national and global.

Pupils in Key Stage 4 have access to a broad range of subjects studied to GCSE level. The school is successful in its inclusive policy of admitting and integrating a number of pupils with challenging behaviour. The Wisdom and Knowledge Learning Centre has been set up to extend learning for those who may not be able to maintain concentration in their Key Stage 4 classes. Pupils are responding well to the opportunity to re-engage in full-time education and, despite some lapses in behaviour, demonstrate positive development in their attitudes and learning. Pupils appreciate the vocational courses available, for example performing arts or health and social care. Good provision is made to ensure that pupils understand the options available to them in further education and employment, through careers education and targeted work experience. Innovative and imaginative opportunities are provided for post-16 students to complete vocational qualifications while training as teaching assistants or nursery nurses, supporting teaching staff in their work.

The quality of teaching and assessment is good. Teaching varies from satisfactory to outstanding and results in effective learning in the great majority of lessons. Where teaching is satisfactory, progress is sometimes restricted by a lack of pace, insufficient variety of learning activities, and too much dependence on teachers' talking. Pupils respond well to active learning, such as the lively and fast-paced activities of science lessons, supported with practical experiments and visually interesting resources. Good quality discussion also engages pupils of all ages when teachers probe and deepen understanding through expert questioning in a range of

subjects. Pupils respond with interest, demonstrate good recall of previous learning and are keen to explore deeper meanings when the subject matter is engaging and presented in an interesting way. There is limited access to digital projectors and no interactive whiteboards but these are included in the school's development plans for the next two years.

The great strength of teaching in the majority of lessons is the way in which attention is given to the learning needs of each individual pupil in the small classes. The majority of teachers understand the different stages of learning reached by their pupils and ensure that all are challenged with individual activities which extend their understanding and skills appropriately.

Pupils throughout the school make good progress in their learning. The high expectations of staff in the Early Years Foundation Stage are reflected in the good progress seen in the children's assessment profiles.

The school has good arrangements for the continuous assessment of pupils' progress. All pupils are working towards minimum expected targets using National Curriculum levels and GCSE grades, based on their attainment on entry to the school or at the end of Key Stage 2. At the time of the latest assessment point at the end of the autumn term, virtually all pupils were already working at or exceeding their challenging end-of-year target grades confirming pupils' good progress. Pupils with identified special educational needs demonstrate the same extent of progress towards their targets as their peers. Key Stage 4 pupils, including those with special educational needs, are mostly on target to achieve five or more higher grade GCSEs, demonstrating good progress from their starting points. The school's data show that previous pupils who have left the school at the end of Key Stage 4 or following sixth form studies have a consistent record of success in further and higher education, or in pursuing successful careers.

Spiritual, moral, social and cultural development of pupils

The spiritual, moral, social and cultural development of pupils is good. In their questionnaire responses almost all pupils stated that they enjoy attending school and this is evident in their contribution to all aspects of school life. Attendance is good. Although a number of pupils are aware of some inappropriate behaviour in school, behaviour in classes and around the school is good. Pupils who join the school following disrupted educational experiences and failure elsewhere, demonstrate good progress over time in managing their behaviour and responding to the expectations of the school. Pupils show respect for adults and respond positively to instructions and encouragement. Children in the Early Years Foundation Stage make good progress in their personal development and respond well to the good staff role models. As a result their behaviour is good.

The outstanding quality of pupils' spiritual development is demonstrated in the enthusiastic singing, reverence in prayer and willingness to take part in the full range of activities in the daily assemblies. The assembly is at the heart of the school community and some success is being demonstrated in engaging previously

disaffected pupils who may have been reluctant to commit fully to the values of the school. The staff and the majority of senior pupils are good role models for younger pupils and demonstrate commitment and energy in fulfilling their responsibilities. Black history month and the annual 'Motherland' stage production provide pupils with extensive opportunities to value and respect their own and other cultures. A number of themes in PSHE and religious education celebrate and consider aspects of cultural diversity and pupils contribute to charitable collections for medical causes and for disadvantaged children at home and abroad. Pupils engage with interest in consideration of ethical and moral issues in their PSHE and religious education lessons, often bringing a religious perspective which reflects the values and ethos of the school.

Welfare, health and safety of pupils

Arrangements for the welfare, health and safety of pupils are good. All required policies, including those for behaviour, anti-bullying and first aid, are in place and implemented effectively. The staff know their pupils well and personal care is a high priority for all pupils. The school places a strong emphasis on healthy lifestyles and pupils talk confidently, for instance, about healthy eating and personal fitness. The health and safety policy pays due regard to national guidance. A premises risk assessment is reviewed regularly and remedial action taken promptly if required. Arrangements for the continuous supervision of pupils are thorough and the school presents a safe environment for pupils of all ages. A comprehensive recruitment policy is implemented consistently and senior staff have attended training in safe recruitment. Staff are appropriately trained at the required levels in child protection, first aid and fire safety. Regular checks are completed and recorded on all aspects of fire safety. The requirements of the Equality Act 2010 are met through a suitable accessibility plan.

Suitability of staff, supply staff and proprietors

All the required checks on the suitability of staff and proprietors are completed diligently and recorded in an appropriate single central register.

Premises and accommodation at the school

The premises and accommodation provide a safe and suitable environment for effective learning. Classrooms are of a good size for the teaching groups of all ages and provision for the early years children is supplemented by accessible, appropriate outdoor facilities. The school hall is at the heart of the school and is well used for daily assemblies, physical education, performing arts and after-school activities. While the premises are safe and provide extensive facilities for the full curriculum, they are, in places, not maintained to a satisfactory standard of repair and decoration.

Provision of information

The school prospectus provides parents and carers with clear and accurate information about the school's aims, curriculum and organisation. It makes clear that

all the required policies are available on request. Termly information about pupils' progress is sent home to parents and carers, including comprehensive end-of-year reports on progress and targets for each subject. The school supplies annual information about income and expenditure to placing authorities.

Manner in which complaints are to be handled

The school has clear and fair arrangements, which meet regulatory requirements, for the management of any complaints.

Registered provision for children aged from birth to three years

The overall effectiveness of the registered provision for children under three years of age is good.

There is a strong focus on the development of children's language and on their personal development. Provision and outcomes are good. The quality of teaching is good with a wide range of appropriate activities, including teacher-led tasks and opportunities for children to develop their independence. Lessons are well planned and there are effective procedures in place to assess children's learning. Some opportunities are lost in the use of the outdoor area to extend pupils' learning through investigation and play, although there is good provision in class to ensure good development in these skills.

The staff have high expectations of what the children can achieve and planned activities are purposeful and motivating. Children achieve well against the early learning goals and make good progress from their various starting points. They learn to share and cooperate effectively, and good opportunities are provided to learn through the diversity of cultures represented by the children and staff.

The quality of leadership and management of the provision is good. All statutory responsibilities for health and safety and for children's well-being are given a high priority and staff have received appropriate training in first aid, safeguarding and risk assessment. The staff ensure that an early start is made in learning about healthy lifestyles and keeping safe. The children are adequately supervised both indoors and outside and there are good procedures in place to ensure that parents and carers are kept well informed about their children's progress and personal development.

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.⁵

The school does not meet all requirements in respect of the premises of and accommodation at schools (standards in part 5) and must:

⁵ www.legislation.gov.uk/ukxi/2010/1997/contents/made.

- ensure there is a satisfactory standard and adequate maintenance of decoration (paragraph 23(p)).

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

What the school could do to improve further

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

- Ensure that all teaching is of good or better quality.
- Improve the use of the outdoor environment in the Early Years Foundation Stage.

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 registered provision for children aged from birth to three years

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	Seventh Day Adventist		
Date school opened	1995		
Age range of pupils	3 months to 18 years		
Gender of pupils	Mixed		
Number on roll (full-time pupils)	Boys: 29	Girls: 21	Total: 50
Number on roll (part-time pupils)	Boys: 4	Girls: 2	Total: 6
Number of children aged 0–3 in registered childcare provision	Boys: 7	Girls: 7	Total: 14
Number of pupils with a statement of special educational needs	Boys: 6	Girls: 2	Total: 8
Number of pupils who are looked after	Boys: 0	Girls: 2	Total: 2
Annual fees (day pupils)	£3,300–£6,600		
Annual fees (childcare)	£7,000–£8,800		
Address of school	Eastcote Lane North Northolt Middlesex UB5 4HW		
Telephone number	020 842 37455		
Email address	info@theedenschool.com		
Headteacher	Laura Osei		
Proprietor	The Eden School Ltd		

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 January 2012

Dear Pupils

Inspection of The Eden Independent School, Northolt, UB5 4HW

Thank you for your welcome when I visited your school. I enjoyed my visit, including the opportunity to speak with a number of you. The inspection judged that The Eden Independent School provides a good quality of education for all of you from the nursery to the sixth form. I was particularly pleased to see:

- your questionnaires show that you enjoy school and recognise that the staff care about you
- the way in which you show respect to the staff and work effectively together
- the way in which most of you concentrate on your work and make sure that you work hard to achieve your targets
- the quality of your singing and contributions to assemblies
- the good progress you are making with your work and the number of examinations for which older pupils are preparing
- the contribution which sixth formers are making to the life of the school alongside your studies.

Some of you were concerned about behaviour in the school. I judged that behaviour overall is good, although there are a small number of pupils who are taking time to respond to the standards expected. To bring about further improvement I have asked the staff to improve the standard of repair and decoration in parts of the school. I have also asked them to consider ensuring that teaching is of good quality and better use is made of the outdoor area in the Early Years Foundation Stage.

You can help to get the best out of Eden by making sure your behaviour is always cooperative and mature, and by the older pupils setting a consistently good example to the younger children.

With all best wishes for the future,

Yours sincerely
David Young
Lead inspector