

The Eden School (SDA)

Eversheds Sports Ground, Wyke Gardens, Hanwell, W7 2BB

Inspection dates

19 November 2013

Context of the inspection

This inspection was undertaken at the request of the Department for Education, the registration authority for independent schools, in order to monitor the progress the school has made in implementing its action plan and to consider the quality of education it is providing for its pupils. In February 2013, an unannounced emergency inspection took place to check that the school was still complying with the regulatory requirements for independent schools and the statutory requirements for children in the Early Years Foundation Stage following its move to new premises and the changed status of its ownership. This visit found that 11 of the regulatory requirements for independent schools and three aspects of the statutory requirements for children in the Early Years Foundation Stage were not met. Some concern about the quality of education pupils received was noted in the report. Following this visit, an action plan was submitted by the school which set out how the school planned to address the regulation failures. This was evaluated as satisfactory on 19 September 2013 subject to inspection.

Summary of the progress made in implementing the action plan

Regulations not met

Following the upheaval of the move to the new premises in January 2013, the school is now settled, the nursery has reopened and many improvements have been made. Nonetheless, the school is aware that shortcomings remain in the premises and is working to address them.

The overall quality of education is adequate, with all the requirements met. In considering this, inspectors visited classrooms, observed teaching, and scrutinised pupils' work and curriculum documentation as well as speaking to staff and pupils. The school's curriculum policy provides teachers with guidance on lesson planning but not on how to use the schemes of work. Schemes of work are in place across the school, based on the Early Years Foundation Stage framework, Qualifications and Curriculum Authority (QCA) guidance or examination specifications. However, planning for series of lessons to maximise and accelerate learning over time based on accurate use of assessment information is variable in quality. There is adequate coverage of the required areas of learning, including personal, social, health and citizenship education (PSHCE), across the school. However, the product-making aspect of technological learning is less well developed. Students in Key Stage 4 have some choice of GCSE subjects and provision in the sixth form is tailored to meet individual needs.

Teachers know their pupils well and cater adequately for the differing aptitudes and abilities of individuals, including for those in the mixed-age classes at Key Stages 1 and 2. Individual education plans are in place for pupils with a statement of special educational needs. Most teachers adopt the suggested strategies and provide additional support to meet learning needs and secure progress, including for those learning to speak English as an additional language. Provision for careers education for secondary-aged pupils is

adequate. This includes talks by former pupils, work experience in Years 10 and 11 and interviews with external career advisers. Older pupils said they have arranged their own visits to college open days.

Pupils of all ages receive adequate and sometimes good teaching. Relationships between teachers and pupils and between pupils are strengths of the school. Pupils trust their teachers and most readily engage in debate and activities; however, sometimes teachers do not ensure that all pupils fully participate. Teachers show enthusiasm for the subjects they teach. They have good subject knowledge and ensure they are well prepared when teaching outside of their specialist areas. Teachers check pupils' learning throughout lessons, adapting their teaching to secure progress but this can slow the pace of learning at times, particularly for the most able. In the best lessons, teachers adopt practical approaches, vary strategies and approaches to learning and make good use of group work. The school has a standard lesson planning form. However, this does not include prompts for teachers to consider how different needs, such as age and abilities within a class, will be met. Consequently, teachers do not always ensure that activities match the needs of individuals within lessons and maximise the use of time. This feature is reflected in pupils' books which indicate adequate but not good progress overtime. Resources to support learning are adequate, although pupils commented they would like more computers and equipment for design and technology.

Across all age groups, teachers focus on developing pupils' speaking, listening and reading skills. For example, a Year 11 pupil was reading a Dickens novel with enthusiasm, and Year 7 pupils in a PSHCE lesson presented in turn on their own voting experiences and compared these to elections in England. However, writing is less well developed with too few opportunities for pupils of any age to practise extended or creative writing. The presentation of pupils' work is variable. Pupils' work is marked regularly, with consistent use of the 'what went well' (WWW) and 'even better if' (EBI) marking system but the effectiveness with which teachers use the information gathered to accelerate the pupils' progress is variable.

Assessment in the Early Years Foundation Stage meets statutory requirements. For other age groups, the school uses National Curriculum levels or examination grades for its assessment framework. Most, but not all, pupils have their starting points and targets levels or grades recorded in the front of their books. Most pupils are aware of their targets but are less clear about what they need to do to reach them. Pupils' progress is carefully tracked and measured against their targets. Parents and carers are positive about the school and the progress their children are making. Pupils share this view, with some saying their experiences at Eden are better than those at their previous schools. The quality of teaching is monitored. Less experienced teachers are supported by longer-term colleagues and teachers attend training with colleagues from other 'SDA' schools.

At the time of the previous visit in February 2013, it was found that the school's single central record had not been completed. The school has addressed this issue. However, it was found that the details of one check had not been transferred from the staff file to the record. This was addressed during the visit. While staff files are not well organised, they do show that the school follows its recruitment procedure and that the required checks are carried out. However, the recruitment policy has not been updated to reflect the new disclosure and barring check procedures. The school has reviewed its safeguarding policy but this has numerous shortcomings, including the arrangements for dealing with allegations against staff which do not meet current guidance and how procedures will be

evaluated and improved. Although pupils said they felt safe in school, were taught about staying safe online and that bullying was rare, the school's anti-bullying policy does not meet current guidance on tackling and preventing bullying.

The visit of February 2013 found that the school had undertaken some adaptations to the new premises, conducted appropriate health and safety and fire risk assessments and taken some steps to minimise risks to pupils. However, these were not enough to meet all the health and safety requirements. The school has made considerable progress in adapting and improving the premises, continuing to take advice from the local authority and the fire service. Improvements include the conversion of three rooms to specialist classrooms for teaching science, humanities and media studies, new central heating and new fire doors in the kitchen area. However, parts of these areas are unfinished, such as the flooring in the science room, and other potential health and safety hazards remain throughout the school. The school has started to obtain quotations to put in place facilities for older pupils to shower after physical education. While this is a positive step, until completed the requirement is not met. The standards for the provision of suitable toilet and washing facilities are no longer met. The separate male and female toilets in the main part of the school are not for the sole use of pupils, as required. The cubicle doors do not have usable locks and the doors of two are difficult to open and close. However, there are suitable toilets for the youngest children in the nursery part of the school.

In February 2013, it was found that although the school has a range of procedures to promote health and safety, its policies did not yet fully reflect the school and its premises. This is still the case for the health and safety policy and the first aid policy is a general one that does not cover current requirements or accurately match the premises, for example in giving the precise location of first aid boxes or guidance on when to call an ambulance. While first aid materials are now adequately provided in the kitchen area, the school does not have records of first aid box inventory checks. The school has provided new and appropriate accommodation for the examination and/or care of injured or unwell pupils, with an adjacent shower, hand basin and toilet facilities. Due to incomplete replacement of the flooring, it is not currently in use and, until operational, this and the standard for first aid remain unmet. New partitions have been put in place to provide clear designation for three high school and two Key Stage 2 teaching areas in the large hall and side area. These provide some acoustic protection but noise from adjacent teaching areas is distracting and at times has a negative impact on pupils' learning.

It was found in the February 2013 visit that the attendance registers were not appropriately maintained. Class attendance registers are now consistently kept across the school, with senior managers undertaking routine checks to ensure they are completed correctly. While the school keeps records of all behaviour incidents, which are regularly reviewed by senior leaders, it has yet to establish and keep formal written records of sanctions imposed for serious misbehaviour in line with requirements.

The last visit found that the outdoor space was not a secure area for the Reception children to play in. This has been rectified with temporary fencing. No further work has been carried out on the outdoor area but pupils are set to work with external consultants to plan the development of the large grass area.

Compliance with regulatory requirements

The school requires improvement and must take action to meet The Education

(Independent School Standards) (England) Regulations 2010 ('the Regulations'), and associated requirements

Ensure that arrangements are made to safeguard and promote the welfare and safety of pupils.	Paragraph 7
Ensure there is an effective anti-bullying strategy in place and it is being implemented.	Paragraph 10
Ensure that the health and safety procedures and policies properly reflect the current premises and full range of activities undertaken.	Paragraph 11
Ensure that the first-aid policy is updated adequately to fully reflect the current premises and that it is implemented properly.	Paragraph 14
Ensure that a record is kept of sanctions imposed for serious misbehaviour.	Paragraph 16
Ensure that suitable toilet and washing facilities are provided for the sole use of pupils.	Paragraph 23A(1)(a)
Ensure that separate toilet facilities for boys and girls aged 8 years or over are provided.	Paragraph 23A(1)(b)
Ensure that there is appropriate changing accommodation and showers for pupils aged 11 years or over at the start of the school year who receive physical education.	Paragraph 23A(1)(c)
Ensure there is accommodation for the medical examination and treatment of pupils.	Paragraph 23B(1)(a)
Ensure that there is appropriate accommodation for the short-term care of sick and injured pupils, which includes a washing facility and nearby toilet facility.	Paragraph 23B(1)(b)
Ensure that the school's accommodation and facilities are maintained to a sufficient standard to ensure the health and safety and welfare of pupils as far as is reasonably practical.	Paragraph 23C
Ensure that the proprietor has provided accommodation and facilities such that the acoustic conditions and sound insulation of each room or other space are suitable having regard to the nature of the activities which normally take place in them.	Paragraph 23D

Inspection team

Angela Corbett, Lead inspector

Her Majesty's Inspector

Michele Messaoudi

Additional Inspector

Information about this school

- The Eden School is a Seventh Day Adventist independent school originally opened in 1995 for up to 60 children aged from three months to 18 years. It moved to its current premises in Hanwell, in the London Borough of Ealing, in January 2013.
- There are 52 pupils currently on roll aged from two to 17 years; many have joined within the last 10 months. Nine pupils are of Nursery and Reception age, with one in receipt of government funding. There are 26 secondary-aged pupils which includes one part-time student in the sixth form.
- Most pupils are from minority ethnic groups, the largest groups being Black British Caribbean and Black British African.
- Seven pupils have a statement of special educational needs, which relate mostly to moderate learning difficulties. They are placed and are funded by their local authorities. All but two of the pupils are in Years 10 and 11.
- The previous inspection, in January 2012, judged that the school provided a good quality of education.
- The school provides before- and after-school care each day. The nursery school was closed at the time of the February emergency visit but reopened in April 2013. The Eden Day Nursery Plus Pre-School and Out of School Provision, which is registered on the Early Years Register, and both the compulsory and voluntary parts of the Child Care Register, were inspected in September 2013 when the provision was judged to be satisfactory.

School details

Unique reference number	101964
Inspection number	433234
DfE registration number	307/6084
This inspection was conducted at the request of the registration authority for independent schools. It was carried out under section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005.	
Type of school	Seventh Day Adventist
School status	Independent School
Age range of pupils	3 months–18 years
Gender of pupils	Mixed
Number of pupils on the school roll	50
Number of part time pupils	1
Proprietor	The Eden School (SDA) Limited
Chair	Glenroy Anderson
Headteacher	Laura Osei
Date of previous school inspection	19–20 January 2012
Annual fees (day pupils)	£9,108–£15,000
Telephone number	020 8579 6153
Email address	info@theedenschool.com

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