

# Reedham Park School Limited

71A Old Lodge Lane, Purley, Surrey, CR8 4DN

**Inspection dates** 11–13 November 2014

|                                |             |          |
|--------------------------------|-------------|----------|
| <b>Overall effectiveness</b>   | <b>Good</b> | <b>2</b> |
| Leadership and management      | Good        | 2        |
| Behaviour and safety of pupils | Good        | 2        |
| Quality of teaching            | Good        | 2        |
| Achievement of pupils          | Good        | 2        |
| Early years provision          | Good        | 2        |

## Summary of key findings

### This is a good school because

- Leaders and managers set high expectations which are supported by teachers and parents and carers, and are met by the pupils.
- A strong ethos pervades the school and is shown in pupils' courteous behaviour, helping one another and working hard. This helps pupils to make the good progress they do.
- School leaders provide a broad and balanced curriculum, as well as effective guidance for teachers. This enables teachers to support pupils well so that their achievement is good, including in English and mathematics.
- Pupils behave very well in lessons and around the school. Because of this they learn well and to stay safe in school.
- Leaders and managers have maintained the quality of education from the previous inspection. As then, all the independent school standards are met.
- Children in the early years achieve well. This positive start to their lives in the school is a result of good leadership and management of the early years setting, supporting good teaching and the use of suitable facilities and equipment.

### It is not yet an outstanding school because

- Some teaching does not sufficiently challenge the most able pupils and, as a result, some pupils are not making the very rapid progress of which they are capable.
- Teachers' questions do not always develop pupils' thinking skills.
- The early years outdoor space is not used as well as it could be to support learning.
- Pupils are not sufficiently made aware of the differences that exist between people and the prejudices that can result from this.
- The proprietor does not systematically check all the school's policies and procedures to ensure they are fully effective.
- Arrangements to extend the analysis of assessment data and to develop a middle tier of leadership are not in place.

### Compliance with regulatory requirements

- The school meets schedule 1 of The Education (Independent School Standards) (England) Regulations 2010, as amended by The Education (Independent School Standards) (England) (Amendment) Regulations 2012 ('the independent school standards') and associated requirements.

## Information about this inspection

- This inspection was carried out with a day's notice. The inspectors observed 20 lessons. One lesson was jointly observed with the headteacher.
- The inspectors looked at pupils' work and spoke to pupils about it. They held meetings with the proprietor, the headteacher, staff members and pupils. They also met a number of parents and carers and discussed the school with them.
- They looked at documentation including policy statements, schemes of work, teachers' planning and records of pupils' progress and of staff training.
- The inspectors considered the response of 45 parents and carers who had completed Ofsted's Parent View on-line questionnaire. Twelve questionnaire responses from staff were taken into account.

## Inspection team

John Gush, Lead inspector

Additional Inspector

David Webster

Additional Inspector

## Full report

### Information about this school

- Reedham Park School Limited opened in 1932 in its current location in Purley, in the London Borough of Croydon. It is an independent preparatory school for girls and boys aged four to 11 years.
- There are currently 123 pupils and young children on roll.
- Early years education is provided for 18 four- to five-year-olds. They attend part time, in the mornings only.
- The school prepares pupils for entrance examinations to grammar schools and independent secondary schools at age 11.
- No pupils have disabilities or statements of special educational needs. None are in the care of their local authority. A few use a language other than English at home, but all are confident users of English at school.
- A very small use is made of alternative provision, as some pupils attend the Croydon Literacy Centre.
- The last full inspection was in October 2008, and an emergency inspection took place in February 2010.
- The school's aim is to provide a 'challenging, yet supportive environment to stimulate, maintain and develop, a lively, enquiring mind'.

### What does the school need to do to improve further?

- Improve the quality and impact of leadership and management by:
  - extending the use of the outdoor space for the early years children to provide even better opportunities to develop their knowledge and skills
  - introducing a more systematic and rigorous approach to monitoring and school development to raise further the quality of teaching and pupils' achievements
  - sharpening the school's checking procedures so that the proprietor can ensure that they are fully effective.
- Improve the quality of teaching in order to raise pupils' achievement further by:
  - ensuring teachers' questioning is more probing in checking pupils' understanding, so helping pupils' even better development of their thinking skills
  - ensuring that the most able pupils are consistently challenged.
- Improve the range of issues covered in pupils' personal, social, health and citizenship education so that they gain additional awareness of the causes of discrimination against people who are different, and the reasons why they may be bullied.

## Inspection judgements

### The leadership and management are good

- School leaders foster an ethos of courteous behaviour across the school, with pupils helping one another and working hard. Staff work well together under the headteacher's leadership. Parents and carers, some of whom were pupils at the school, value and support the school's approach. The proprietor is in regular contact with the headteacher and provides effective support. The shared purpose amongst all associated with the school enables pupils to make good progress.
- Pupils take part in a broad and balanced curriculum, including all the National Curriculum subjects as well as religious education and personal, social and health and citizenship education. These provide a good introduction to fundamental British values, in particular tolerance and mutual respect for each other's faiths, beliefs and cultural traditions. In this way pupils are well prepared for life in modern Britain.
- School leaders have developed a good range of procedures, suitably backed up by policy statements, to keep pupils safe and secure in school. The headteacher is the designated safeguarding lead. All staff are trained in child protection. The headteacher has recently received the required advanced level training in child protection, as have the staff member, who deputises in this role, and the proprietor. Child protection procedures are effectively used and concerns about child protection issues are appropriately followed up, recorded and reported.
- Senior staff are trained in safe recruitment. All the required checks to make sure that staff members are suitable to work with children are carried out and the single register of checks is well maintained. The suitability of staff working with the pupils who attend the local literacy support centre has also been checked.
- Suitable policies are effectively implemented to ensure the health and safety of pupils, their safety from the risk of fire and the availability of first aid. However, these and other policy statements are not systematically reviewed and checked. As a result, some opportunities to make improvements could be missed.
- The headteacher visits classes regularly to observe teaching and works with teachers to make sure pupils have the best chances to learn well. Some teachers are extending their professional qualifications and building up their teaching skills. Others, however, say that they would like more training opportunities than the school provides.
- The proprietor and headteacher know the school's strengths and areas for development well. They have identified the need for a more systematic and rigorous approach to monitoring and school development to raise further the quality of teaching and pupils' achievements. This includes the analysis of assessment data to show the progress of different groups of pupils, and the development of a middle tier of leadership.
- **The governance of the school:**
  - The proprietor and board have strong commitment to the school and promote its continued success well.
  - They have suitable knowledge of the school's procedures to make sure pupils are safe and achieve well. However, the way they ensure the effective running of the school requires some improvement because not all policies and procedures are checked on a systematic basis.

### The behaviour and safety of pupils are good

#### Behaviour

- The behaviour of pupils and early years children is good. They are eager to learn and this helps them to make good progress.
- Pupils are courteous to one another as they move around the school. During play times, pupils get on well and play together irrespective of age, gender or ethnicity. They all adhere to the uniform policy and they keep the school premises neat and tidy.
- In lessons pupils are interested in the subject matter being taught and try hard to improve their knowledge and skills. They are active in the smooth running of the school day, for example as monitors and prefects. In these roles, older pupils learn to be responsible and to help staff take care of younger ones.
- Pupils' attendance is substantially better than the national average and pupils are consistently punctual to lessons.

- Pupils say that bullying is rare. They know about different types of bullying, how to avoid it and what to do if it occurs. They say that if they feel bullied the school will help. However, the way the school promotes an anti-bullying culture requires improvement because there is insufficient emphasis on bullying related to the differences between people.
- The school promotes the spiritual, moral, social and cultural development of pupils well. As a result, pupils are self-assured learners who can express thoughts and opinions with clarity. Assemblies and lessons in religious education and personal, social, health and citizenship education help pupils gain an understanding of their own and other cultures. These activities promote tolerance and understanding between different sections of the community. However, pupils are not sufficiently made aware of the differences that exist between people and the prejudices that can result from this.
- Pupils are active fundraisers, supporting local and international causes. Many opportunities are taken in history, English and other lessons to promote pupils' knowledge and understanding of British values, including the rule of law and democratic principles. These are regularly practised in the votes that are held for the many positions of responsibility pupils can hold.
- The school has a clearly stated policy that requires all staff members to ensure partisan political views are never promoted.

### Safety

- The school's work to keep pupils safe and secure is good. Pupils say they feel safe in school. Their parents and carers agree.
- A suitable policy to promote good behaviour is effectively implemented.
- Pupils learn how to stay safe and avoid danger, both in school and when they are out and about in their local community. They speak knowledgeably and thoughtfully about what they know and how they should act. Bad language is not heard in school and pupils know why it should be avoided.
- When pupils go on educational trips and visits, effective arrangements are made and implemented to keep them safe.
- Security arrangements at the school site are effective and have benefited from recent improvements.

### The quality of teaching is good

- Teachers plan lessons well. They make clear their high expectations for very good behaviour, careful listening and work that is neat and very well presented in pupils' books.
- Teachers use a range of assessments to check on pupils' progress. These include regular tests and graded exercises. As a result they ensure that all pupils, including the most able and those who require additional support, make good progress.
- In almost all lessons, pupils have good opportunities to gain new knowledge and to improve their skills. Teachers question pupils to remind them of what they already know and to extend their awareness and understanding. On a few occasions, teachers' questions do not develop pupils' thinking skills as well as they could.
- Teaching assistants are used in most lessons. They provide effective help for those pupils who need additional support, as well as enabling the lesson to run smoothly. This assistance, as well as specific intervention, such as attending the local literacy support centre, enables these pupils to become more confident in their learning and make good progress.
- Regular opportunities for speaking, reading and writing ensure that all pupils, including those who use a language other than English at home, communicate well and effectively.
- Teachers set regular homework. This helps pupils to reinforce their learning and to develop good work habits.
- Pupils' books are marked regularly. Pupils say that the comments in their books and feedback they receive in class usually help them to understand what they need to do to improve their work.

### The achievement of pupils is good

- Pupils make good progress at the school. When they leave, pupils transfer to the secondary school of their choice. For most, this is to a local grammar school or to a selective independent school.
- School records show that in the past three years all pupils have made at least the expected progress at Key Stages 1 and 2, and that many have made more than expected progress, including in English and mathematics.

- The school's records show that boys and girls make the same good progress in English and mathematics; so, too, do pupils who speak English as an additional language. Pupils with additional needs make good progress from their starting points.
- In some lessons the most able pupils are not challenged or stretched enough. Because of this, some chances are missed for pupils to make even better progress than they do.
- In mathematics, pupils learn arithmetic rules in a systematic way that is consistently reinforced throughout their time in the school. This provides them with a strong foundation to extend and develop their knowledge and understanding of mathematics.
- A distinctive cursive handwriting is strongly promoted in all classes in the school. Pupils develop very good levels of speed and legibility which are increasingly evident as they move up the school. This enhances their confidence as written communicators and extends their chances to flourish as they move into secondary education.
- Pupils across the range of ability read widely and often. Good communication with parents and carers ensures that pupils have chances to extend their reading at home. Those with weaker reading skills make good use of phonics (the sounds that letters make) to tackle unfamiliar words. More-able pupils read with fluency and good use of expression to enhance the meaning of the text.
- A native speaker teaches French throughout the school and this enables pupils to develop excellent pronunciation. Latin in Year 6 builds up pupils' knowledge of grammar as well as their awareness of classical culture. Pupils have regular music lessons, take part in award winning choirs and very much enjoy art and design and technology lessons. In information and communication technology lessons they have the opportunity to design and publish a school newsletter. All these activities contribute to pupils' spiritual, moral, social and cultural development and, in particular, enable pupils to develop a strong aesthetic sense. An effective sports and physical education programme enables pupils to enjoy physical exercise and to develop their health and fitness. Educational trips, as well as a good range of visitors to the school, enrich pupils' experiences and motivate pupils well to extend their learning.

### The early years provision

is good

- Leaders of the early years in the school have a strong vision and set a clear direction for the setting. They have established an effective team. They are committed to professional development and all staff in the setting are valued and encouraged to improve their practice. Strengths and areas of improvement are well understood and action is taken to remedy any identified weaknesses.
- Children make at least typical, and mostly good, progress from their starting points.
- The children enjoy a good range of interesting and challenging activities in all the required areas of learning.
- Teaching in the early years is good. Teachers have high expectations and provide well planned and purposeful activities which engage and interest the children. Teachers and assistants provide good models for language use and they encourage confidence and independence well in all the areas of learning.
- The teaching of phonics is well established in the early years setting. This is valuable in helping children to develop early literacy skills.
- Children are happy, settled and thoroughly enjoy their learning. They get on well together and work cooperatively. They feel safe and treat each other with respect. They respond well to adults and understand the reasons for their instructions.
- The setting's outdoor provision provides ample space, but is not used well enough as an outdoor learning environment. Because of this, some opportunities are missed to improve children's knowledge and skills in all areas of learning.
- Parents and carers are involved in their children's learning through the daily reading diary, regular reporting and parents' evenings. They are encouraged to share information with the early years staff about their children's learning. This helps teachers and assistants make sure that the learning activities provided are suitable for all children.
- The setting provides good care for children's physical, social and emotional needs. Staff have a good understanding of the school's safeguarding and child protection procedures.

## What inspection judgements mean

| School  |                      |
|---------|----------------------|
| Grade   | Judgement            |
| Grade 1 | Outstanding          |
| Grade 2 | Good                 |
| Grade 3 | Requires improvement |
| Grade 4 | Inadequate           |

Detailed grade characteristics can be viewed in the *Non-association independent school inspection handbook* which is published on the Ofsted website: [www.ofsted.gov.uk/resources/140053](http://www.ofsted.gov.uk/resources/140053)

## School details

|                                |          |
|--------------------------------|----------|
| <b>Unique reference number</b> | 101838   |
| <b>Inspection number</b>       | 443493   |
| <b>DfE registration number</b> | 306/6063 |

This inspection was carried out under section 162A of the Education Act 2002, as inserted 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.

|  |  |
|--|--|
| <b>Type of school</b>                      | Day preparatory school   |
| <b>School status</b>                       | Independent school   |
| <b>Age range of pupils</b>                 | 4–11 years   |
| <b>Gender of pupils</b>                    | Mixed  |
| <b>Number of pupils on the school roll</b> | 123  |
| <b>Number of part time pupils</b>          | 18   |
| <b>Proprietor</b>                          | Reedham Park School Ltd  |
| <b>Chair</b>                               | Ms Elizabeth Fry   |
| <b>Headteacher</b>                         | Ms Louise Shaw   |
| <b>Date of previous school inspection</b>  | 22 October 2008  |
| <b>Annual fees (day pupils)</b>            | £3,540–£4,110  |
| <b>Telephone number</b>                    | 0208 6606357   |
| <b>Fax number</b>                          | 0208 6606357   |
| <b>Email address</b>                       | <a href="mailto:reedhampark.school@btinternet.com">reedhampark.school@btinternet.com</a> |



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