

Redehall Preparatory School

Redehall Road, Smallfield, Horley, Surrey, RH6 9QA

Inspection dates

13–15 January 2015

Overall effectiveness

Requires improvement

3

Leadership and management	Requires improvement	3
Behaviour and safety of pupils	Good	2
Quality of teaching	Requires improvement	3
Achievement of pupils	Requires improvement	3
Early years provision	Requires improvement	3

Summary of key findings

This is a school that requires improvement

- Pupils do not achieve as well as they could. Teachers' expectations of the standards pupils could reach are not high enough.
- Opportunities provided in the Early Years Foundation Stage are not good enough to promote good achievement.
- The progress pupils make over time is not rapid enough, particularly for the most able.
- Teachers do not always check how much pupils understand in lessons in order to adjust tasks to enable pupils to make more rapid progress.
- Teachers' feedback to pupils does not always encourage them to show improvements in their work.
- Checks on pupils' attainment and progress over time have not been rigorous enough.
- The Board of Trustees does not check on the quality of education well enough.
- Insufficient attention has been given by trustees to check on progress pupils make. They do not have a good understanding of how well pupils achieve.
- Checks on the performance of staff have not been given a high enough priority by trustees.
- The trustees do not have a clear understanding of the strengths and weaknesses in teaching.
- The skills of middle leaders are under developed. They do not have a clear understanding of how to fulfil their responsibilities.

The school has the following strengths

- The headteacher has a clear vision, is focused on addressing weaknesses in teaching and has implemented a substantial number of improvements since her appointment.
- Pupils feel safe. They have a good understanding of how to keep themselves safe.
- Parents agree pupils feel safe in school.
- Behaviour is good. Pupils have good attitudes to learning. They are polite, courteous and well mannered. They appreciate the recent improvements at the school.
- Pupils take responsibility for their behaviour. They are supportive of one another. Older pupils support younger pupils well.

Compliance with regulatory requirements

- The school meets all The Education (Independent School Standards) Regulations 2014.

Information about this inspection

- This inspection was carried out with one day’s notice.
- Inspectors observed 11 lessons or part lessons. Inspectors also carried out short visits to some lessons. Two lessons were observed jointly with the headteacher.
- During visits to classrooms, inspectors observed pupils’ learning, their work in books and spoke to some pupils about their learning.
- Observations of school assembly, lunchtime, playtime, pupils’ arrival and departure and the before- and after-school club were carried out.
- Inspectors held discussions with the headteacher and members of the leadership team, middle leaders, pupils and the Chair of the Board of Trustees.
- Responses from 34 parents to the online Parent View questionnaire were considered. Inspectors also spoke to parents and families informally at the beginning and end of the school day.
- Inspectors looked at range of documentation including the school’s policies, safeguarding arrangements and curriculum information to check the school’s compliance with the independent school standards and to evaluate the school’s work. In particular, inspectors checked the unmet standard found at the previous monitoring visit. The standard unmet at the previous inspection is now met.

Inspection team

Ann Henderson, Lead inspector	Her Majesty’s Inspector
Alison Bradley	Her Majesty’s Inspector

Full report

Information about this school

- Redehall Preparatory School is an independent day school for boys and girls aged three to 11 years. It is situated in a Victorian church school building which was originally the site of the local primary school. It was opened by teachers and parents in 1980 following the relocation of the previous school.
- The school is a smaller-than-average-sized primary school. There are 85 pupils on roll.
- Children in the Early Years Foundation Stage are admitted into the Nursery class on a full-time or part-time basis. The school accepts government childcare funding for three- and four-year olds. There is one Reception class.
- Class sizes are small. All classes are in single year age groups.
- The proportion of disabled pupils and those with special educational needs is below that found nationally.
- No pupils are in the care of the local authority.
- The school runs a breakfast club and a homework after-school club which is managed by the trustees.
- Redehall's vision is 'Engaging Lives, Inspiring Learning'.
- The headteacher took up her post in September 2014.
- The school was inspected under section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005 in September 2011. A progress monitoring inspection was carried out in February 2012.

What does the school need to do to improve further?

- Raise pupils' achievement in all year groups, including in the early years and particularly for the most able, by:
 - ensuring all assessments of pupils' work are accurate and checking the accuracy regularly, including with external partners
 - making sure that the feedback teachers provide to pupils enables them to know how to improve their work and setting aside time for pupils to show improvements in their learning
 - questioning pupils carefully during their learning in lessons in order to adjust tasks and challenge pupils' thinking.
- Increase the effectiveness of leadership and management by:
 - making sure the trustees focus on monitoring the quality of education provided for pupils
 - ensuring that trustees check regularly on the achievement of pupils and the quality of teaching
 - sharpening the focus of the trustees on checking that the targets set for teachers are achieved
 - enabling middle leaders to understand their roles and responsibilities to support the drive for improvement.

Inspection judgements

The leadership and management

require improvement

- The trustees have not focused sharply enough on checking the quality of education provided, the achievement of pupils or the quality of teaching. They do not have a strong enough understanding of how the performance of teachers is managed. This is why leadership and management require improvement.
- The headteacher has successfully shared her vision for improvements at the school. She quickly identified the most important areas for improvement and is sharply focusing on addressing weaknesses in provision, teaching and achievement. However, at this early stage in her headship, there is limited evidence of the impact of this work.
- The headteacher has begun to address weaknesses in the assessment of pupils' learning. Systems for checking the attainment and tracking the progress of pupils are new. The accuracy of this information is more secure. However, the impact of this new system is limited at present.
- A new school improvement plan has been devised that effectively identifies the most important areas for the school to tackle in order to raise pupils' achievement. The plan has appropriate timescales to enable actions to be implemented and responsibilities are clearly set out.
- Since September, a new curriculum has been developed which provides pupils with a broad and balanced range of subjects which motivates and excites them. The curriculum is tailored to the specific needs of the school community, making effective links between subjects to create interest for pupils. For example Year 2 pupils learn about 'Pride in place', finding out about what makes them proud of where they live. Trips to places of interest such as the Science Museum, The Royal Observatory, Preston Manor and a Living History Day at Christ's Hospital serve to broaden pupils' learning experiences.
- School leaders are clear that all pupils are provided with an equal opportunity to achieve. There is no place for discrimination of any sort at Redehall. The school's values promote good relationships and positive behaviour. The curriculum supports pupils' personal development well.
- Pupils learn about rights and responsibilities, democracy and justice, and identities and diversities through the personal, social and health education programme. Opportunities to understand the diversity of British society and develop tolerance for others are evident through the planned curriculum. This makes a positive contribution to pupils' spiritual, moral, social and cultural development.
- Since September 2014, a new staff structure has been implemented. A number of new staff have been appointed. Senior leaders work effectively together to implement changes to the curriculum and assessment. At present, middle leaders are new to their roles and responsibilities and so far the impact of their work is limited.
- Staff training and development have been a high priority. All staff have received the appropriate level of training to understand their responsibilities for child protection. Sufficient numbers of senior staff have been trained at a higher level in child protection. All staff are trained to carry out first aid during the school day.
- The school premises have recently been refurbished. School buildings are kept in an orderly condition.
- Safeguarding arrangements meet statutory requirements. Risk assessments are in place for a range of activities including off-site visits. Staff are deployed effectively to ensure pupils are well cared for.
- Parents are unanimous that the school keeps their child safe. The arrangements for pupils' arrival at school are a testament to this. They are effective overall. Parents are acutely aware that the 'drop-off' and 'pick-up' arrangements have been designed to ensure the safety of pupils at the start and the end of the school day. They are aware of their own responsibilities too. Almost all parents would recommend the school to other parents.
- **The governance of the school:**

The Chair of the Board of Trustees has ensured that unmet regulations identified at the last inspection have been addressed. Trustees have focused on the financial, marketing and viability of the school. They have ensured that all safeguarding procedures are in place. Regular safeguarding checks are effective. The welfare, health and safety of staff and pupils are secure. However, trustees have not paid sufficient attention to the quality of education provided at the school. As a result, they have a limited understanding of standards achieved by pupils. Trustees do not have a clear understanding of the strengths and weaknesses in teaching. They have not focused robustly enough on the management of staff performance.

The behaviour and safety of pupils**are good****Behaviour**

- The behaviour of pupils is good. Pupils are extremely polite, considerate and caring to those around them. Older pupils support younger pupils well and keep a careful eye on them during lunchtimes and playtimes.
- In lessons, pupils are keen to learn and eager to please their teachers. They listen carefully and pay attention to instructions. They are well prepared and make sure they have the correct equipment. This contributes well to the calm and purposeful learning environment in classrooms and around the school.
- Pupils have a well-developed understanding of right and wrong. They are able to explain why laws are important. They know that if rules are broken, or if they do something wrong, they need to say sorry.
- Pupils enjoy school. This is evident from the high attendance rates. However, some pupils arrive after the start of the school day, which not only delays their own learning but can also interrupt the learning of others.

Safety

- The school's work to keep pupils safe and secure is good. Pupils have a good understanding of how to keep safe on the roads and in traffic. This is especially the case when they walk to the sport field and when they arrive at school.
- Pupils are adamant that there is no room for bullying at Redehall. They have a good understanding of different types of bullying, including racism and bullying when using the internet and mobile phones. They also know that adults are there to help them when something goes wrong, or when things are not as they should be.

The quality of teaching**requires improvement**

- Teaching requires improvement because pupils are not making enough progress. Not all pupils make the progress of which they are capable. This is especially the case for the most able pupils in the class. Teachers' expectations are not high enough. Teachers do not provide sufficient challenge to enable the most able pupils to make rapid progress.
- Recent improvements in the assessment of pupils' work enable teachers to have a better understanding of the levels of ability of pupils in their class because assessments are more accurate now. However, the insecurity of previous assessments hampered the ability of teachers to plan activities to match the learning needs of pupils. As a result, pupils' progress over time is variable.
- A new marking policy has been devised which focuses on helping pupils to know how to improve their work. The implementation of this policy is currently inconsistent. Teachers do not always make comments which enable pupils to know what they need to do to improve their work. Pupils are therefore not always making the necessary improvements or demonstrating their ability to improve their learning.
- Classrooms are well organised, bright and provide a supportive environment which is conducive to good learning. Pupils organise their equipment well and are in the main ready to learn. Teachers provide regular and frequent praise which motivates and engages pupils well.
- Teachers' subject knowledge is good. Teachers explain new learning well. Pupils understand what is expected of them. However, teachers do not always question pupils well enough to check their understanding during the lesson or adjust tasks to provide greater challenge, particularly for the most able.
- Where teaching is stronger, teachers plan activities that are closely matched to the learning needs of pupils. Resources are used effectively and teachers check pupils' learning during the lesson regularly. This was evident in the Year 3 class, where the teacher had organised a stimulating task for pupils. Pupils used real money to calculate the total, check the correct amount and record the sum using accurate currency symbols. The class teacher had carefully planned the lesson to provide additional challenge for the most able pupils and provided effective support for pupils with more limited understanding of money.
- Senior leaders have recently introduced a systematic way of developing pupils' handwriting skills. Pupils are now using joined handwriting at an earlier stage. This is supporting their presentation skills. Their work is generally well set out. But some teachers do not always expect high enough standards of presentation in some pupils' work.
- Teachers and parents work well together to support pupils' learning. Home/school communication books ensure parents and teachers have a good understanding of pupils' needs. Pupils habitually complete homework which enables them to practise their literacy and numeracy skills at home.
- All pupils are expected to read frequently at home. Pupils enjoy reading and have a wide array of reading

material to broaden their understanding. Parents and teachers check pupils' reading skills regularly. The recently introduced phonic (the sounds letters make) programme is supporting pupils to tackle unfamiliar words and develop fluency in reading.

The achievement of pupils

requires improvement

- Children start school with skills and abilities that are broadly in line with those expected for their age. By the time they leave, at the end of Year 6, attainment is broadly average. This means that too few pupils are reaching higher levels. Not enough pupils are making good or better progress. This is why achievement requires improvement.
- Recently compiled pupil performance information shows that there were inaccuracies in the data in previous years. In the past no external partners checked whether the levels of attainment recorded were correct. It is therefore extremely difficult for leaders and teachers to measure pupils' progress using previous data. This year there is a more robust system of assessing pupils' levels of attainment. Current evaluations, carried out by teachers, of pupils' achievement are now accurate. Inspectors checked the accuracy of current assessments by observations of pupils' performance in lessons and in their work over time.
- The new system to track the progress of pupils is helping senior leaders and teachers to measure more precisely the progress pupils are making. Progress is variable. Not enough pupils of higher ability are making rapid progress.
- The progress of disabled pupils and those with special education needs is similar to other pupils. Additional support is provided for some pupils to enable them to access learning and make expected progress.
- The most able pupils are also making similar progress to other pupils. Not enough of these pupils are making rapid progress.

The early years provision

requires improvement

- Children join the Nursery with skills that are typical for their age. In the early years, as in the pre-prep and prep school, children are not making the progress of which they are capable. The proportion of children who are well prepared for learning in Year 1 at the end of Reception is similar to that found nationally. Not enough children are making good progress. Adults' expectations are not high enough to enable children to achieve more highly. This is why the early years provision requires improvement.
- Most children settle quickly; but, for the few that find leaving their parent more difficult, the caring approach of staff helps them to adjust to the new routine fairly quickly. Within a matter of weeks they are enjoying the new routines and are eager to come to school. However, too many children arrive during or after the register is taken. This means they are missing out on the early routines of the day and some children miss vital learning time.
- From the beginning of early years, children are encouraged to act respectfully. They play together well and take turns and share activities amicably. Their behaviour is good. In some instances, children's developing self-help skills are being hampered because adults and some older pupils are too quick to come to their aid, instead of encouraging them to try for themselves with routine daily activities, such as cutting food and fastening coats.
- Adults plan interesting activities to cover all areas of learning. Children enjoy a mix of activities, some led by adults and some they initiate themselves. There are opportunities for children to play outdoors, but access from the Reception class to flow freely between the classroom and the outdoor area is more limited.
- Some planned activities do not take into account children's prior learning. This results in lack of challenge for some children, particularly those who are the most able. This was evident during a phonics session, where a few children had already acquired the knowledge and skills to blend simple sounds, but the session remained focused on individual groups of sounds rather than encouraging children to build words.
- From an early age, children know how to keep themselves safe. They understand the importance of the daily register and know this is checked during the regular fire drills.
- Leadership in the early year requires improvement. Information technology systems are used to record observations of children's achievements, but these are at an early stage of implementation. Assessments are broadly accurate, but some on-entry assessments are over cautious. Links with other schools to check the accuracy of assessment have been established. At the end of the last academic year, early years data was externally checked for accuracy. The findings of this moderation showed that some assessments

were over-generous.

- Parents are encouraged to contribute to the regular assessment made in the early years. Milestones and next steps are shared with parents of Nursery children.
- A suitable number of staff have been trained to administer paediatric first aid. All the Early Years Foundation Stage requirements are met.

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.gov.uk/government/publications/non-association-independent-school-inspection-handbook.

School details

Unique reference number	125426
Inspection number	454254
DfE registration number	936/6537
Type of school	Preparatory
School status	Independent school
Age range of pupils	3–11
Gender of pupils	Boys and Girls
Number of pupils on the school roll	88
Number of part time pupils	14
Proprietor	Redehall Foundation Ltd
Chair	Alison Bannon
Headteacher	Joanne Wright
Date of previous school inspection	21–22 September 2011
Annual fees (day pupils)	Nursery and Reception - £4860 Prep and pre-prep - £5100
Telephone number	01342 842987
Email address	head@redehall.surrey.sch.uk

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