

The Eden SDA School

Gunnersbury Grounds, Park Place, Acton, Ealing W3 8JY

Inspection dates

14–16 November 2017

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Requires improvement
Early years provision	Requires improvement
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a school that requires improvement

- Since the last monitoring inspection, school leaders and trustees have not ensured that the school continues to meet all the Independent School Standards. During this inspection, they successfully addressed the several shortcomings that inspectors found.
- Attendance is too low and punctuality at the start of the day is poor.
- Overall teaching is not good enough. Too often, teachers' expectations of what pupils, including those who have special educational needs (SEN) and/or disabilities, can achieve are not sufficiently high.
- Rates of pupils' progress across the year groups and subjects are variable. Not enough pupils make consistently good progress.
- The teaching of phonics and writing in the early years is not strong enough to ensure that children leave Reception ready for entry into Year 1.
- The early years outdoor area is not developed as well as the indoors. This limits children's learning and experiences.

The school has the following strengths

- Trustees and leaders communicate a strong vision for a holistic education, based on Seventh Day Adventist and British values.
- All Year 11 pupils who leave the school continue with their education pursuing courses that prepare them for their chosen future careers.
- The provision for two-year-old children is effective.
- Pupils generally display a positive attitude to learning.
- The curriculum and extensive enrichment opportunities make a sound contribution to pupils' personal development and welfare.

Compliance with regulatory requirements

- The school meets the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements.

Full report

What does the school need to do to improve further?

- Improve the effectiveness of leadership and management by:
 - trustees and school leaders keeping abreast with the latest Department for Education (DfE) guidance and regularly monitoring the implementation of the Independent School Standards and other requirements.
- Improve the quality of teaching, learning and assessment by:
 - teachers using assessment information to plan learning that is challenging enough to make sure that pupils make at least consistently good progress across the year group and subjects
 - continuing to train teachers in understanding how best to meet the needs of pupils who have SEN and/or disabilities.
- Work with parents to make sure that their children attend school regularly and punctually.
- Improve the early years provision by:
 - driving forward the effective teaching of phonics to improve children's reading abilities and increasing opportunities for children to practise their writing skills
 - developing the outdoor area so that it matches the quality of the indoor environment in supporting all aspects of children's learning.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Since the last monitoring inspection in September 2016, leaders and trustees have not checked ongoing compliance with the Independent School Standards. Inspectors found several unmet standards at the start of the inspection, including some fire-safety issues and outdated safeguarding training. Leaders set about addressing these deficiencies during the inspection. By the time that inspectors left, the school had met all the standards.
- Although there is a strong collegiate culture of teachers and leaders observing each other's lessons and giving developmental feedback, leaders have not secured consistently good teaching across the school and subjects. Leaders recognise that they need to do more to improve the quality of teaching and pupils' outcomes. They have recently arranged a training course for all members of staff on understanding how to meet the range of needs for pupils with SEN and/or disabilities. This includes for those experiencing behavioural difficulties. It is too early to judge the impact of this ongoing training programme.
- Leaders are strongly committed to inclusion. The school admits mid-phase a number of pupils who have had poor experiences of school. Often, they have been excluded owing to emotional difficulties and very challenging behaviours. Members of staff work effectively to support and nurture these pupils. As a result, they mostly learn to deal with their emotional issues and change their behaviours enabling them to successfully engage in learning.
- The curriculum, in both the primary and secondary phases, offers pupils a wide range of learning opportunities. In key stage 3 for instance, pupils have taster courses in three modern foreign languages. There is also a strong emphasis, in line with the school's ethos, on bible studies and all lessons start with a 'prayer for success'. The key stage 4 curriculum offers pupils academic and vocational courses that support their future career aspirations.
- Leaders make sure that they enhance learning by arranging many visits. In the primary phase, for instance, pupils visited a robots exhibition as part of their computer programming studies. They also spent a day in the Houses of Parliament when learning about democracy.
- The annual production of the play 'Motherland' during the study of Black History Month, involved all pupils, members of staff and some parents. This gives pupils opportunities to learn skills such as art, music, dance, drama and stage management. It also makes a good contribution in developing their self-confidence in performing to a live audience.
- Leaders and teachers encourage debate on a raft of topical issues such as vegetarianism. Pupils confirm that they have lots of discussion about lifestyle choices. Leaders are clear that although they teach biblical views, all people have the right to make their own choices, all are God's children and all people should therefore respect each other. As a result, pupils have a good understanding and respect for all people, including those with protected characteristics.

- The current proprietor is The Eden SDA School Ltd. It appears that the DfE has not been notified of this change.
- Although the school is registered by the DfE to educate pupils in the age range of 3 to 18, it currently has a provision for two-year-olds.

Governance

- Trustees do not consistently check that the school meets the Independent School Standards and other requirements.
- Trustees, some of whom have an educational background, visit the school regularly. They observe lessons, scrutinise work and assessment information, and talk to members of staff and pupils. This, together with the headteacher's and other leaders' reports helps trustees to know about the quality of teaching and pupils' outcomes.
- The trustees support staff professional development. They encourage members of staff to attend various training sessions organised by the Seventh Day Adventists Conference, for instance.

Safeguarding

- The arrangements for safeguarding are effective.
- Members of staff are aware of the possible safeguarding issues to which their pupils may be vulnerable. In this small school, members of staff know all the pupils well. They are alert to any behavioural changes and readily raise and report any concerns that may arise.
- Leaders work closely with local authority safeguarding boards, other external agencies and parents to make sure that pupils are safe.
- The curriculum helps pupils to understand how to keep safe and avoid putting themselves in dangerous situations. Leaders arrange workshops for pupils, for example, on the dangers of knife-crime, gun-violence and anti-social behaviour.
- The safeguarding policy reflects the latest statutory guidance and is available on the school's website.

Quality of teaching, learning and assessment

Requires improvement

- Overall, the quality of teaching is not yet good enough to make sure that pupils make consistently good progress across the year groups and subjects.
- Teachers' expectations of what pupils can achieve are not consistently high enough. As a result, assessment information is not used effectively to prepare learning across the subjects that challenges pupils to make overall good progress. This means that in a number of subjects, some pupils, including those who have SEN and/or disabilities, as well as the most able, do not reach the standards of which they are capable.
- In the primary phase, for instance, some teaching provides limited opportunities for pupils to develop progressively good skills, particularly in reading and writing. In the secondary phase, some pupils join mid-phase with low prior standards. Teaching and support does

not consistently help these pupils catch up quickly enough to reach the standards expected for their age.

- When teaching is effective, teachers prepare work that challenges pupils to stretch themselves and learn successfully. There is a strong belief that all can achieve well. Teachers give clear explanations and use questioning effectively to check pupils' understanding and to deepen their thinking. Teachers have high expectations for collaborative working and there is a strong rapport between pupils and adults. As a result, pupils learn well and make good progress.
- Pupils in the primary school say that teachers make learning fun. All pupils agree that teachers care for them and gladly agree to give them extra help at breaks and after school if they miss work.
- Homework is effectively used to consolidate pupils' learning. Pupils are also given the opportunity to research a range of topics and to produce longer-term projects that broaden their knowledge and develop a range of skills.
- Leaders have begun to refine their assessment systems so that teachers will be able to plan work that is more sharply focused to meet the needs of pupils.

Personal development, behaviour and welfare

Requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- As pupils move through the school, they learn to grow in self-confidence and believe that, with effort, they can succeed in life, including in their studies. This is because they benefit from good-quality pastoral care and guidance.
- Leaders effectively promote pupils' physical and mental health. In addition to weekly sports activities and swimming lessons all members of the school community enjoy the annual biking trip in Cambridgeshire. Leaders make sure that pupils have access to a counsellor and to a sensory room. This helps pupils deal with their emotional and behavioural difficulties and supports their mental health.
- Daily worship is a joyous spiritual occasion that lifts up pupils' spirits and helps them to get in the right frame of mind for learning.
- Pupils are aware of the various forms of bullying. These rarely occur at the school. They are confident in discussing any concerns they have with an adult in the full knowledge that they will be heard and helped.
- Pupils develop a strong sense of responsibility to contribute to the community. They raise funds for local, national and international charities. Pupils also have opportunities to volunteer for an extended period in the summer to support poor people in Malawi.
- Pupils benefit from good career guidance. This helps them make suitable choices for GCSE and post-16 courses. Pupils undertake a range of activities to help them make their choices for the future during career week. Recently, pupils met with representatives from a range of careers such as airline pilots, doctors and one of the Queen's chefs.

Behaviour

- The behaviour of pupils requires improvement.
- Overall attendance is below average. Although some of the pupils who join the school mid-phase attend more regularly than they did at their previous schools, a comparison of attendance rates for the 2016 autumn term with the current term shows a decline.
- Too many pupils arrive late to school. This inhibits a calm and smooth start to the school day and pupils' learning.
- A number of pupils who join the school mid-phase had unsuccessful experiences of education owing to their poor behaviours. With the strong pastoral care and mentoring, these pupils mostly learn to improve their behaviour. They learn to appreciate that it is important to work collaboratively and to settle down to learning so that they can enjoy success in the future.
- Pupils wear their uniform with pride. They look after the environment well, helping to keep it neat and tidy through daily 'manual labour' sessions. Behaviour during lunchtimes and when moving around the school is good.

Outcomes for pupils

Requires improvement

- Pupils enter the school, many mid-phase, with variable prior academic standards. There are only a few pupils in each year group.
- Inspection evidence and the school's own checking information, confirms that, overall, pupils' rates of progress across subjects and year groups are not consistent. Not enough is good over time.
- Poor punctuality and attendance acts as an impediment to some pupils' achievement.
- Some pupils, including some of the most able, do not consistently reach the standards across the subjects of which they are capable. This is because teachers do not routinely set them work that is hard enough.
- Similarly, pupils who have SEN and/or disabilities make variable progress across the subjects and year groups. Although, they are given some quality extra support, some do not make good overall progress. This is because some teachers' expectations of what they can achieve are too low. Leaders have made it a priority this year to train teachers and other adults on how to improve their pedagogical skills to meet the range of needs of pupils who have SEN and/or disabilities. It is too soon to judge the impact of this work.
- Over the last two years, the few Year 11 leavers have achieved suitable qualifications enabling them to continue into further education. All are in education, employment or training.

Early years provision

Requires improvement

- The few children in the nursery and Reception enter with varying starting points in terms of the range of skills expected for their age. Over time, although children make good progress in most areas of learning, progress in reading and writing is slower and requires improvement.

- Leaders have not ensured a systematic approach to the teaching of phonics. As a result, when children leave Reception, their standards of reading and writing are not secure enough. Over time, therefore, children are not consistently well prepared for their learning in Year 1.
- Adults use a range of effective resources indoors to plan activities that stimulate children's interest and curiosity, and support learning in most areas well. This is less effective, however, in reading and writing. The outdoor provision is at the early stages of development and is generally less effective than the indoors in promoting successful learning.
- Teachers and other adults know and make each child feel valued. They create a caring and nurturing environment that helps children feel safe and secure. As a result, pupils settle quickly into the early years and grow in confidence. They learn to share, work together and conduct themselves sensibly.
- Much attention is paid to children's personal development. They participate in a range of whole-school events such as musical productions, visiting the theatre and interacting with visitors such as doctors, chefs and pilots. In line with the school's ethos, children are encouraged to pray and reflect before having a snack and their meals.
- Members of staff work closely with parents so that they too contribute to and are actively involved in their children's learning and development. Parents very much appreciate this partnership.
- The early years leader has identified the weaknesses in the teaching of phonics over time and has made a start in driving forward improvements. It is too early, at this stage, to measure the impact of this work.
- The provision for the small number of two-year-old children is effective. They share the same early years facilities as the Nursery and Reception children. Leaders and teachers understand how two-year-olds learn and develop. For example, they provide children with suitable rest time. They help children to socialise and share and to take responsibility for their actions by apologising for any wrongdoings.

School details

Unique reference number	101964
DfE registration number	313/6003
Inspection number	10026278

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, 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.

Type of school	Seventh Day Adventist
School category	Independent school
Age range of pupils	3 to 18
Gender of pupils	Mixed
Number of pupils on the school roll	45
Number of part-time pupils	1
Proprietor	The Eden SDA School Ltd
Chair	Berton Samuel
Headteacher	Laura Osei
Annual fees (day pupils)	£4,200 to £6,000
Telephone number	020 8896 1042
Website	www.theedenschool.com
Email address	info@theedenschool.com
Date of previous inspection	19 January 2012

Information about this school

- The Eden School is a Seventh Day Adventist independent school established in 1995.
- This was the school's fourth standard inspection. Since the last standard inspection in January 2012, the school has been subject to two emergency inspections and three monitoring inspections.
- There are 10 pupils on the special educational needs and disability register with five pupils who have a statement of special educational needs or an education, health and care plan.

- The school does not use any alternative provision.
- The current proprietor is The Eden SDA School Ltd. Previously there was a sole proprietor. It appears that the DfE has not been notified of this change in proprietor.
- The school is registered by the DfE to educate pupils in the age range of 3-18. However, the school currently has a provision for two-year-olds.

Information about this inspection

- The inspection was carried out with one day's notice.
- Inspectors observed learning in 10 lessons.
- Samples of pupils' work were scrutinised. The school's information about pupils' progress was also checked.
- The inspectors spoke to the headteacher, leaders and teachers. A meeting was held with one trustee who is also the education director for the South England Conference of the Seventh Day Adventist Church. There was also a formal discussion with two groups of pupils and various informal discussions with pupils during breaktimes and in lessons.
- Inspectors listened to primary pupils reading.
- The inspectors took account of the 11 responses to the questionnaire for staff. They could not take account of the responses to Ofsted's online questionnaire for parents (Parent View), as there were insufficient responses. They did, however, take into account two written comments, a call made by a parent to Ofsted and conversations with two parents.
- Documentation, policies and all aspects of the school's work were checked for compliance with the independent school standards.
- This report is unable to include information on the progress and behaviour of the extremely small number of sixth-form students, as this would identify them individually.

Inspection team

David Radomsky, lead inspector

Ofsted Inspector

Rosemarie McCarthy

Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Parent View

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2017