

Glenhurst School

Independent School

Inspection report

DCSF Registration Number	850/6025
Unique Reference Number	116556
URN for registered childcare	EY233222
Inspection number	330431
Inspection dates	5 November 2008
Reporting inspector	John Seal HMI

This inspection of the school was carried out under section 162A of the Education Act 2002, as amended. The inspection of childcare was conducted under Section 49(2) of the Childcare Act 2006.

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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, the purpose of which is to advise the Secretary of State for Children, Schools and Families about the school's suitability for continued registration as an independent school.

The inspection of registered provision¹ was conducted under Section 49(2) of the Childcare Act 2006.

Information about the school

Glenhurst School, which opened in 1958, is a small preparatory school based in a detached house situated in the town of Havant, south Hampshire. There are 13 boys and 7 girls on roll aged five to seven years and in the nursery and pre-school there are 51 children, 23 of whom have funded nursery places. The school was last inspected in November 2005. Its aims are to provide *'a well-rounded education in a healthy and happy environment, to suit the needs of the individual child.'*

Evaluation of the school

Glenhurst School provides a good quality of education, including the provision for children in the Early Years Foundation Stage (EYFS). Pupils make good progress because of the good curricular provision, good teaching and assessment. Provision for their welfare, health and safety is good. Pupils' spiritual, moral, social and cultural development is good. The behaviour of pupils is good. The school continues to meet all the regulatory requirements as it did at the time of the last inspection. The school has made great strides in successfully addressing the areas for improvement identified in the last report.

Quality of education

The curriculum is good, with both breadth and balance. It is enriched by a range of well planned and interesting visits and activities that contribute well to pupils' positive attitudes to learning. The provision of regular swimming lessons is a strength. Music and creative arts are good and topics that integrate a wide variety of different subjects are well planned. Planning for other areas of the curriculum is inconsistent. Different activities and learning objectives are not always incorporated to meet the learning needs of all pupils. The school's strong emphasis upon the key

¹ 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.

skills of writing, number and the use of information, communication technology (ICT) means that pupils are well prepared for later stages of their education. The school runs a variety of clubs which include drama, chess, French, computers and piano. There is a good range of learning resources although these are not always organised for independent access by the pupils.

The quality of teaching and assessment is good. There are good plans to support lessons which follow the National Curriculum guidance. Teachers give good explanations and instructions and ask pupils challenging and probing questions. The quality of most lessons is good. This is because the small numbers of pupils in each class enable the teachers to give individuals a high proportion of their time to explain and expand on areas that cause difficulty or require challenge. As a result, pupils make good progress. Good use of resources supports pupils' learning and there is good access to laptop computers, which develops pupils' ICT skills well. However, a few lessons are satisfactory. Where this is the case, teachers spend too long on explanations to the whole class, giving out materials and setting work which does not match pupils' learning needs. Consequently, pupils' progress and development of independent skills slows down.

The school has good assessment systems. There are termly 'assessment weeks' where teachers accurately assess pupils' achievements and progress. The school has chosen to use National Curriculum levels of achievement and maintains folders that have examples of pupils' most recent work. Parents receive detailed annual reports in the summer term which provide information on all subjects taught. Marking of pupils' work is up-to-date and regular with positive comments but does not always identify areas where they could improve. The school is effective in its support for the few pupils who have learning difficulties and/or disabilities. It has good links with local support agencies and provides well adapted, good quality support for each child. As a result, pupils make good progress.

Spiritual, moral, social and cultural development of the pupils

The provision for pupils' spiritual, moral, social and cultural development is good. The spiritual and moral development of pupils is good. This is because of the good curriculum, teaching and the effective promotion of the school's values within assemblies and meetings. Pupils' development for their future economic-wellbeing is good because of the good progress they make in their literacy and numeracy skills. Social and emotional development is less advanced, as reflected in pupils' lack of confidence and ability to express their feelings and ideas. The school develops good cultural awareness in pupils through a well planned programme for exploring different religious festivals and their meaning. Pupils' behaviour is good, and although they enjoy school, at times they can be somewhat passive. Pupils' positive contribution is good with most accepting responsibility for their own actions and showing consideration for others. This is seen when they perform musical and dramatic events in the local community. There are no exclusions. Despite the school's best efforts, attendance is satisfactory. This is because of a few families who

take holidays during term time. Pupils demonstrate a growing awareness of public institutions, helped by visits from public services. The school has developed good links with outside agencies, including local schools and religious groups.

Welfare, health and safety of the pupils

The school makes good provision for the welfare, health and safety of its pupils. It has a friendly and caring atmosphere in which all pupils thrive, including the children in the EYFS. Arrangements for the safeguarding of pupils are robust and regularly reviewed. Risk assessments and policies are in place. Most staff are trained in First Aid. Fire drills and alarm checks are regular. Pupils are well supervised in school and on visits. The school has a healthy eating policy but pupils cannot always express what this means with confidence. Pupils say that they feel safe and that staff deal with any infrequent and low level bullying effectively. The school works well with parents to promote the welfare of all pupils. The school has a suitable plan to support adults and children with disabilities.

Suitability of the proprietor and staff

There are secure systems in place to establish that the staff are suitable to work with children including a single central register showing that the required checks are carried out.

School's premises and accommodation

The school building is in good condition, safe and meets all regulations. The classrooms are well adapted to meet the needs of pupils and there are specialist rooms for art and music. The new purpose-built nursery provides a good, safe and secure environment. The school grounds are interesting with sufficient space for pupils to play and learn. There are appropriate facilities for pupils who are ill.

Provision of information for parents, carers and others

The school works hard to keep parents up-to-date with information regarding their children, going as far as emailing parents who are on active service abroad. Regular updates for parents, prospective parents and others are available in the prospectus, regular newsletters, formal and informal meetings and the easily accessible website. There are clear and detailed written reports to parents about what children have achieved during the year.

Procedures for handling complaints

There is a good policy and set of procedures in place to handle complaints fairly and promptly.

Effectiveness of the Early Years Foundation Stage

Provision for children in the EYFS is good. The settling in procedures are good and include opportunities for parents and children to visit the school. Close partnerships with parents and external agencies help to meet the needs of children who have moderate learning or behaviour difficulties. Children's personal, social and emotional skills are promoted well. They have positive relationships with adults and other children. The learning indoor environment is good and builds firm foundations for children's learning. The outdoor space is currently not used sufficiently creatively to give children first hand practical experiences in all six areas of learning. The school has appropriately identified this is an area for further development. In relation to their starting points, children make good progress and achieve standards that are above expectations in all areas of learning by the end of Reception. This is because of good teaching. The staff have a secure understanding of how young children learn. Focused activities improve children's knowledge of letter sounds. For example, the children used their phonic skills to give words that have 'th' sounds. Children are taught phonic skills and number work in teacher-directed groups. However, there are limited opportunities for children to choose activities themselves to acquire independent habits.

Assessments are rigorous and used effectively to plan the next steps in children's learning. However systems for tracking children's progress are not consistent across the EYFS. Children's welfare is given a high priority and as a result they feel secure and are confident learners. The provision is well led and managed. The recently appointed EYFS manager is enthusiastic and has correctly identified the areas needing improvements.

Compliance with regulatory requirements

The school meets all of the Education (Independent School Standards) (England) Regulations 2003 as amended ("the Regulations").

What the school could do to improve further

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

- improve pupils' independent learning skills across the school
- ensure pupils have sufficient learning targets to support even better progress
- ensure that consistent systems for tracking children's progress are in use across the EYFS
- make better use of the outdoor area to enrich the curriculum in the EYFS.

Inspection Judgement Recording Form

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 Early Years Foundation Stage provision

How effectively are children in the Early Years Foundation Stage helped to learn and develop?		✓		
How well do children achieve in the Early Years Foundation Stage relative to their starting points and capabilities?		✓		
How good are the personal development and well-being of children in the Early Years Foundation Stage?		✓		
What is the quality of welfare, health and safety of children in the Early Years Foundation Stage?		✓		
How effectively is the provision in the Early Years Foundation Stage led and managed?		✓		
What is the overall effectiveness of the Early Years Foundation Stage including, where relevant, the quality of childcare?		✓		

School details

Name of school	Glenhurst School		
DCSF number	850/6025		
Unique reference number	116556		
EY URN	EY233222		
Type of school	Day preparatory		
Status	Independent		
Date school opened	1958		
Age range of pupils	2-7 years		
Gender of pupils	mixed		
Number on roll (full-time pupils)	Boys: 13	Girls: 7	Total: 20
Number on roll (part-time pupils)	Boys: 17	Girls: 18	Total: 35
Number of pupils aged 0-3 in registered childcare provision	Boys: 7	Girls: 9	Total: 16
Number of pupils with a statement of special educational need	Boys: 0	Girls: 1	Total: 1
Annual fees (day pupils)	£ 4,140		
Address of school	16 Beechworth Road Havant Hampshire PO9 1AX		
Telephone number	0239248 4054		
Email address	office@glenhurstschool.co.uk		
Headteacher	Mrs E Haines		
Proprietor	Mrs E Haines		
Reporting inspector	John Seal HMI		
Dates of inspection	5 November 2008		