



# Eveline Day School

Independent School

Inspection report

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DfES Registration Number	212/6383
Unique Reference Number	101080
Inspection number	296807
Inspection dates	15–16 February 2007
Reporting inspector	Jill Bainton

This inspection of the school was carried out under section 162A of the Education Act 2002 (as amended by schedule 8 of the Education Act 2005).

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Age group 3-11	Published 12 March 2007	Reference no. 296807
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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 by schedule 8 of the Education Act 2005, in order to advise the Secretary of State for Education and Skills about the school's suitability for continued registration as an independent school.

## Information about the school

Eveline Day School is an independent day school for boys and girls aged three to eleven years. It was opened in 1992 by the headteacher's parents. It is located in a large Victorian house situated close to stations in Tooting Bec. There are 64 pupils currently on roll. The school is open for 51 weeks of the year from 7.30am to 6.30pm to provide a service for working parents. The annual school fees include full day care, three meals each day and after-school and holiday provision, or parents can choose to send their children for the term time only. The holiday care, and the before- and after-school care, are not yet registered with Ofsted's Early Years Division.

The school aims to: *'provide an outstanding education in a happy, friendly environment.'*

## Evaluation of the school

Eveline Day School is successful in meeting its aims. It provides a good quality of education. The pupils are very well cared for in a friendly, family environment and are highly valued as individuals. Teaching is good and this enables pupils to make good progress. Much of the success of the school is due to the dynamic and caring leadership of the head teacher. Academic attainment is high and the pupils take pride in their work and achievements. The school meets all the regulations for registration.

## Quality of education

The curriculum is good and is well matched to the needs of the pupils. It is planned effectively and offers a broad range of subjects with a careful balance of time given to each. The curriculum provides opportunities for all pupils to make good or better progress as they move through the school.

In Key Stages 1 and 2, all subjects of the National Curriculum and religious education (RE) are taught. The curriculum guidance for the Foundation Stage is used well to plan a wide range of appropriate learning activities for younger pupils. The curriculum is well planned and effectively implemented. There is good provision for basic skills and pupils acquire very good speaking and

listening skills. They become confident, articulate and mature. Specialist staff in French, information and communication technology (ICT), music and physical education teach pupils from Reception age onwards. Personal, social and health education is taught throughout the school, together with citizenship for the older pupils. There is a very wide range of after-school and holiday clubs, which includes music, dance, drama and sports. An extensive programme of out-of-school visits further enhances the curriculum and the older pupils are eagerly looking forward to their residential trip.

The quality of teaching is good with some outstanding features. Staff are very well informed and generally plan their lessons well. They bring an enthusiasm and commitment to their teaching and set a very good example to the pupils. The pupils respond positively to their kindness and politeness and the school is an orderly community where the day runs like clockwork.

Lessons mostly start with their purpose being explained and the objectives written on the board and shared with the pupils. Lessons generally proceed at a brisk pace with teachers setting high expectations for both work and behaviour. Pupils respond well to this, behave outstandingly well, concentrate and enjoy their learning. The pupils' work is well presented with a high standard of handwriting. Teachers provide effective challenge for most pupils and encourage them to think for themselves. This encouragement of independent learning skills prepares pupils very well for the next stage of their education. Teachers' planning usually outlines the development of the lesson and the resources which are required. These resources, which are good, are effectively used with pupils having many opportunities for practical, investigative learning, especially in the Foundation Stage. Here the outdoor environment is effectively used as part of the classroom and this extends the pupils' experiences.

Teachers' very good knowledge of their pupils ensures they support them individually, explaining concepts well. They use questioning effectively, focusing on supporting and encouraging pupils to think for themselves rather than giving them the answers. The written planning does not always include how teachers are going to support the most and least able and ensure that they meet their individual needs. The school's policy for special educational needs has regard to the national Code of Practice. There is a good system in place for identifying and assessing the needs of pupils. This information is not always included in the written planning, although staff meet the needs of the pupils well during lessons.

Plenaries at the end of the lessons help pupils to review their understanding. Homework is used effectively to reinforce pupils' learning. ICT is used well to support and extend learning. The teaching assistants are very effective and well deployed.

The teachers know their pupils very well and keep clear records of their attainment. The Foundation Stage profile is used effectively to record younger pupils' progress towards the early learning goals with most achieving them at an early stage. In addition, each pupil has their own scrapbook which is a unique record of their life at the school, containing examples of creative work, photographs and illustrations. Assessment of pupils' work is carried out regularly and teachers give good oral feedback during lessons. The feedback which is given in books, although correcting matters of punctuation, spelling and presentation, does not always give sufficient guidance on how the work could be improved. The school takes part in annual national assessment arrangements for pupils in Years 2 and 6. Attainment in these assessments is generally well above the national average. This prepares pupils very well for the next stage of their education and gives them a secure base for achieving future economic well being.

## Spiritual, moral, social and cultural development of the pupils

Eveline Day School makes outstanding provision for the spiritual, moral, social and cultural development of its pupils. It is a friendly, welcoming place where some pupils spend long days but it is evident both from their demeanour and their strongly voiced opinions that they are happy and enjoy being at school. Pupils are very well cared for from a young age; The older pupils are given posts of responsibility as head of the four school houses or head of school. They take their responsibilities very seriously and particularly enjoy their weekly 'buddy' session with a younger pupil when they help them with their reading. The school holds an annual 'Friendship Day' when each house gets together, with the older pupils taking a leading role, and spends the day in sport and creative activities. Such a day was due to take place during the school inspection and it was decided to postpone it for a short time. The pupils were disappointed, with one reporting: *'I always want it to happen again soon.'*

The older pupils, when asked to describe their school, used phrases such as *'this is the best school... we have lots of fun... you learn lots.'* Pupils are very polite and well mannered, with mealtimes friendly, social occasions where staff and pupils eat the wholesome food together. Pupils are encouraged to eat healthily and take regular exercise. Their behaviour is outstanding. They know and follow the school's 'Golden Rules' and are kind and thoughtful towards each other.

The school makes good use of the local environment, using both sports and library facilities. The pupils are aware of others less fortunate than themselves and regularly raise money for charity. Regular RE lessons and assemblies give pupils time for spiritual reflection. The school makes the most of the varied cultural and religious backgrounds of both the staff and pupils. During the

inspection the whole school celebrated Chinese New Year. They made masks and dragons and acted out traditional stories, while the youngest pupils enjoyed eating Chinese noodles with chopsticks.

## Welfare, health and safety of the pupils

The school makes good provision for the welfare, health and safety of the pupils. There is a range of well thought-out policies, which are fully implemented. These include policies for behaviour management, health and safety of pupils on visits outside school, anti-bullying and child protection. The school is vigilant in ensuring that all staff are fully trained and up-to-date in child protection issues in line with the current guidance. Pupils report that there is no problem with bullying at the school and one said: *'This school deals well with bullying.'* when asked how he would like to describe the school.

The school ensures that the premises are a safe place for both staff and pupils to work and learn. There are rigorous procedures in place to ensure that appropriate fire, First Aid, food hygiene and building maintenance checks are fully maintained. The school fulfils its duties with regard to the Disability Discrimination Act 2002.

## Suitability of the proprietor and staff

The school rigorously undertakes the full range of checks to ensure the suitability of staff to work with children.

## School's premises and accommodation

The school is located in a large semi-detached Victorian house, which was adapted for educational use many years ago. It has been upgraded and redecorated and provides an attractive learning environment with every corner in use. There is a small, fully equipped, up-to-date ICT suite and a large classroom which is used as a hall for assemblies. The classrooms are suitable for the number of pupils and are attractively decorated with examples of pupils' work, celebrating achievement. There is a well-planned outdoor play area at the rear of the premises, which has both grass and hard surfaces.

## Provision of information for parents, carers and others

The school provides a good range of information for parents and prospective parents. There is an attractive, informative prospectus, which, combined with the excellent website, gives a wide range of information. The school provides parents with three detailed written reports each year and the parents have the opportunity to attend two consultation evenings. The headteacher makes herself available to speak to parents at any convenient time. All parents

responded to the pre-inspection questionnaire and expressed a very high degree of satisfaction with the school. They feel that they are very well informed about the progress their children are making. The parents' association is active in fund raising and organising social events.

## Procedures for handling complaints

The school has a set of procedures which meets the regulations and parents have recently been given a copy.

## Compliance with regulatory requirements

The school meets all of the Education (Independent School Standards) (England) Regulations 2003 as amended January 2005.

## What the school must do to comply with the Children's Act 1989: Part XA (as introduced by the Care Standards Act 2000)

- The school must register provision for holiday care, and before- and after-school care, separately with Ofsted's Early Years Division.

## What the school could do to improve further

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

- provide more specific written feedback to pupils in their books about how to improve their work
- include more detail in the written planning identifying how the needs of all pupils are to be met.

## School details

Name of school	Eveline Day School
DfES number	212/6383
Unique reference number	101080
Type of school	Preparatory
Status	Independent
Date school opened	1992
Age range of pupils	3-11 years
Gender of pupils	Mixed
Number on roll	Boys: 30      Girls: 34      Total: 64
Annual fees	£ 9,491 - £11,336
Address of school	14 Trinity Crescent Tooting Bec London SW17 7AE
Telephone number	0208 672 4673
Fax number	0208 682 0253
Email address	<a href="mailto:Eveline@evelinedayschool.com">Eveline@evelinedayschool.com</a>
Headteacher	Mrs E Drut
Proprietors	Director: A.C.Jessiman. Principal: Maria Keaveney-Jessiman
Reporting inspector	Jill Bainton
Dates of inspection	15–16 February 2007