

Redehall Preparatory School

Independent School

Inspection report

DCSF Registration Number	936/6537
Unique Reference Number	125426
Inspection number	329110
Inspection dates	25–26 June 2008
Reporting inspector	John Seal HMI

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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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 Children, Schools and Families about the school's suitability for continued registration as an independent school.

Information about the school

Redehall is an independent, co-educational preparatory day school and is situated in the village of Smallfield in Surrey. The school opened in 1980 in the building which was once a village school. There are 117 pupils on roll aged 4-11. The school's self evaluation is generally accurate and has already noted many of the areas for improvement outlined in the report. The nursery provision was last inspected in November 2004 and the school's last inspection was in May 2006. The current headteacher took up post in April 2007 and will be leaving at the end of the summer term 2008. A new headteacher will be commencing duties in September 2008.

Evaluation of the school

Redehall provides a satisfactory quality of education. Curricular provision is satisfactory with some strong features and meets the needs of most pupils. Teaching and assessment are satisfactory overall. Pupils make good progress throughout the school and their behaviour is outstanding. The school provides satisfactory procedures for pupils' welfare, health and safety. The school meets many of the regulations but has not addressed some of the regulations which were not met at the time of the last inspection.

Quality of education

Curriculum provision is satisfactory, although there are some good features. There is a broad and balanced curriculum which provides pupils with the full range of subjects. There is good provision for French, music and physical education (PE) which the pupils enjoy. The provision for the basic skills in English, mathematics and information and communication technology (ICT) has good features but this is not consistent across the school. As a consequence, not all pupils' learning needs are met. In some lessons, all pupils, regardless of their ability are provided with the same activity. This particularly makes learning more difficult for pupils with learning difficulties and/or disabilities. Pupils benefit from a recently opened ICT suite which is beginning to be used creatively in supporting pupils' learning in other subjects although there is limited access to the available software because teaching staff are not always aware of what the school possesses. There were some good examples of pupils developing their skills in control technology during a recent science week.

There is some extra curricular provision including music, speech and drama and sport. The school has begun to organise stimulating and motivating visits which pupils are very keen on. Older pupils particularly have benefited from visits to a French Hypermarket, an outdoor pursuits centre and the Tutankhamun exhibition. The school has also invited interesting visitors including a mobile planetarium, the community police officers, and a local ice hockey team to discuss drug misuse with Year 6.

Teaching and assessment are satisfactory overall. Some teaching is good. Pupils get off to a good start in the Foundation Stage. Although the class is small, and children's skills and abilities vary from year to year, they start school with skills and knowledge which are above average. Their skills for independent learning are developed effectively through well organised lessons providing accessible resources. The teacher plans activities well to suit children's needs based on all the areas of learning in the Foundation Stage. In other year groups, good teaching is typified by well planned lessons which match the different learning needs of all pupils. There are opportunities for pupils to gain hands on experience and they are encouraged to discuss their learning with each other and ask questions. A good example of this was seen when pupils were investigating rocks in a science lesson using lenses and working in pairs discussing their findings. Older pupils recited poems they had written based on their own feelings and reflections. Relationships in all classes are good and many pupils are able to work independently. Where teaching is satisfactory, too much time is spent by teachers giving out materials and equipment which delays the start of the lesson, hinders the development of pupils' independent skills and sometimes causes pupils to become restless and lose interest. Assessment is not thorough enough. Planning doesn't always meet the needs of different pupils and teachers' marking, although regular and conscientious, does not always provide information on how to improve. However, most pupils make good progress because their deep thirst for knowledge and positive attitudes to learning compensate for activities which are not always challenging. In addition, pupils benefit from very keen support from parents and opportunities for individual attention from teachers due to the small class sizes. A result of this good progress is that most pupils attain at least above average results in the national tests at the end of Years 2 and 6 and are usually successful in gaining places at chosen secondary schools.

Spiritual, moral, social and cultural development of the pupils

The provision for pupils' spiritual, moral, social and cultural development is good. Pupils' behaviour is outstanding. They are open and friendly to each other and to staff and other adults. They are keen to take part in everything and enjoy their school life. This is reflected in the above average attendance. Pupils have a well developed sense of right and wrong. There are a few opportunities for pupils to develop an awareness and tolerance of other cultures and beliefs. Although this is not well developed across the school, pupils demonstrate a willingness to treat others with respect and dignity. Pupils are well prepared for their future economic well-being because of their highly developed interpersonal skills and above average

skills in literacy, numeracy and ICT. Pupils make a very positive contribution to the community by learning how to carry out responsibilities including preparing for lunch times, assemblies, house captains, form captains and head girl and boy. Pupils are actively involved in fund raising, including Macmillan Cancer, Marie Curie and 'Sports in Schools'. Most pupils have a good understanding of public institutions in England from visits and visitors, for instance there are regular visits from the local vicar.

Welfare, health and safety of the pupils

Provision for pupils' welfare, health and safety is satisfactory. Children are looked after well and most of the regulations are met. Secure child protection procedures are in place for the staff. The school has sound procedures to assure children's safety in emergencies. However, although all staff have recently attended emergency first aid training, there is no designated first aider with a certificate from an approved provider. Fire drills are regularly undertaken and risk assessments are always carried out before visits. Pupils feel very safe in school and feel comfortable in approaching staff if they are worried. Although pupils are encouraged to use the outdoor environment and be physically active during PE lessons, they have expressed concern, which is shared by many parents, about the limited space in order to run about and play ball games. Pupils are aware of how to live a healthy life and the lunches from an outside caterer are nutritious. The school has a suitable policy and three year plan for improving facilities for adults and children with disabilities and this is an improvement from the last inspection. The school's safeguarding procedures are adequate although staff have not received recent training in the latest safeguarding information. Not all the regulations with regard to first aid and safeguarding are met in this section which was also the case at the time of the last inspection.

Suitability of the proprietor and staff

The school has adequate systems in place to ensure suitability of staff to work with children. The school keeps a single central register of staff as required. Not all the regulations are met in this section. The trustees have not undergone the required checks on their suitability nor are the checks recorded on the central register.

School's premises and accommodation

The main building has undergone extensive refurbishment and extension since the last inspection. This has provided the school with some modern classrooms and a purpose built ICT suite. There are suitable out buildings for the Foundation Stage children and older Key Stage 2 pupils. There is adequate outdoor provision, but there are several areas which are unkempt and therefore not always suitable for children to use. Several parents have concerns about safety in the school's car park and inspectors agree with them. Pupils get out of vehicles in the playground while other vehicles are moving and there is a high risk of an accident occurring. The

school has no appropriate facilities for pupils who are ill which was the same at the time of the last inspection.

Provision of information for parents, carers and others

The school provides suitable up-to-date information for parents, prospective parents and others in the prospectus and website but the school does not meet all the regulations in this section. The information does not include contact details for the proprietor, nor does it make clear how parents may access the complaints procedure and details of the number of complaints registered under the formal procedure. There are appropriate written reports to parents about their children's progress although many parents asked for more information regarding progress throughout the year. A very high proportion of parents returned the questionnaire. Many stated how happy their children were and enjoyed their time at school. A significant majority expressed a wish for a better understanding on how to communicate with the trustees in order to further their understanding about the school.

Procedures for handling complaints

There is an adequate policy and procedures are in place although many parents stated they were unaware of these.

Compliance with regulatory requirements

The school meets all of the Education (Independent School Standards) (England) Regulations 2003 as amended January 2005, with the exception of those listed below.

The school does not meet all requirements in respect of provision for pupils' welfare, health and safety (standard 3) and must:

- prepare and implement written policies to safeguard and promote the welfare of children who are pupils at the school in compliance with DCSF guidance Safeguarding children and safer recruitment in education (2007) (paragraph 3(2)(b))
- have and implement a satisfactory written policy on first aid (paragraph 3(6)).

The school does not meet all requirements in respect of suitability of proprietor and staff (standard 4) and must:

- ensure the chairperson checks the other members of the proprietorial body to confirm their identity, right to work in the UK, enhanced CRB check, or where appropriate confirmation that he/she does not contravene section 142 of the Education Act 2002(a) (paragraph 4B(4) and (5))

- ensure the register for each member of the trustees shows whether a check was made of: his/her identity; right to work in the United Kingdom; and whether an enhanced CRB check was carried out and certificate obtained, or where appropriate, confirmation that he/she is not barred from working in school under section 142 of the Education Act 2002. Also show the date on which any check was completed or certificate obtained (paragraph 4C(6 and 7)).

The school does not meet all requirements in respect of the premises and accommodation (standard 5) and must:

- provide appropriate facilities for pupils who are ill, in accordance with the Education (School Premises) Regulations 1999 (paragraph 5(l)).

The school does not meet all requirements in respect of the provision of information for parents, carers and others (standard 6) and must:

- provide details of the proprietor's full name, address for correspondence during both term time and holidays and a telephone number on which he may be contacted at all times, or, where the proprietor is a body of persons, the address and telephone number of its registered or principal office (paragraph 6(2)(b))
- provide particulars of the name and address for correspondence of the Chair of trustees (paragraph 6(2)(c))
- ensure that the following information is available, and make it clear that parents of pupils and of prospective pupils may request it:
 - particulars of policies relating to bullying, child protection, health and safety, the promotion of good behaviour and sanctions adopted in the event of pupils misbehaving (paragraph 6(2)(h))
 - details of the complaints procedure adopted by the school, together with details of the number of complaints registered under the formal procedure during the preceding school year (paragraph 6(2)(j))
 - the number of staff employed at the school, including temporary staff, and a summary of their qualifications (paragraph 6(2)(k)).

School details

Name of school	Redehall Preparatory School		
DCSF number	936/6537		
Unique reference number	125426		
Type of school	Preparatory		
Status	Independent		
Date school opened	1980		
Age range of pupils	3-11		
Gender of pupils	Mixed		
Number on roll (full-time pupils)	Boys: 58	Girls: 59	Total: 117
Number on roll (part-time pupils)	Boys: 1	Girls: 1	Total: 2
Annual fees (day pupils)	£3150		
Address of school	Redehall Road Smallfield Horley Surrey RH6 9QA		
Telephone number	01342842987		
Email address	head@redehall.surrey.sch.uk; enquiries@redehall.surrey.sch.uk		
Headteacher	Mrs Gail Foster		
Proprietor	Redehall Prep Foundation Limited		
Reporting inspector	John Seal HMI		
Dates of inspection	25–26 June 2008		