

Eaton House School

Independent School

Inspection Report

DCSF Registration Number	2136045
Unique Reference Number	101160
Inspection number	329553
Inspection dates	25 September 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.

This was a light touch inspection (LTI) which focussed principally on the quality of education provided by the school; its provision for the pupils' spiritual, moral, social and cultural development; the arrangements for safeguarding pupils and the improvements the school has made since its last inspection.

Information about the school

Eaton House is a pre-preparatory boys' school located in the London Borough of Westminster. It is part of the Eaton House group of schools. The school is based in two adjoining regency buildings and opened in 1897. There are currently 224 boys on roll, aged four to eight years. The Kindergarten has currently 71 boys on roll who are four to five years old. The school aims to provide the pupils with '*a happy and stimulating educational experience*'. The school was last inspected in November 2004.

Evaluation of the school

Eaton House provides a good quality of education, including for those children in the Early Years Foundation Stage. Curricular provision is good. The quality of teaching is good throughout the school, meeting the needs of pupils and supporting them in making good progress. The pupils' spiritual, moral, social and cultural development is good, as is their behaviour overall. The quality of pastoral care is good with good procedures for pupils' welfare, health and safety. The school continues to meet all of the regulatory requirements as it did at the time of the last inspection and has suitably addressed two of the three recommended areas for development. Review of subject provision is more systematic now and pupils' hand writing has improved. The premises are suitably adapted to meet the learning requirements of the pupils of all ages. Information for parents, carers and other agencies is clear, accurate and up-to-date. The complaints procedure is clearly written and fair.

Quality of education

The school provides a good, well balanced curriculum that meets the needs of all pupils. The school has secure plans for all subjects, which are well co-ordinated by subject leaders. Pupils with learning difficulties and/or disabilities have comprehensive support especially in Years 1 to 3 where the co-ordination of carefully tailored provision is outstanding. Particular strengths include English, mathematics, science, information and communication technology (ICT), music and physical education (PE). The school has an effective system of 'matrix planning' led by

subject leaders. This ensures all subjects are reviewed, updated and well resourced; and is an improvement from the last inspection. The monitoring of teaching and learning of subjects is not yet fully integrated into the subject reviews. The curriculum is given additional breadth by the teaching of French, chess and swimming for Year 3 pupils. There are good extra-curricular opportunities which include cookery, creative art, karate and a variety of sports. The school makes the most of its prime location in London, by organising visits to places of interest such as the Imperial War Museum and the Golden Hinde. Due to the lack of outdoor facilities, the school enables all pupils to take part in games activities in local parks on a daily basis.

The quality of teaching and assessment is good. Lessons are well planned and have clear learning objectives which enable pupils to understand what they need to do. Teachers provide clear instructions and explanations. In many lessons activities are enhanced with good resources, and teachers' specialist knowledge supports suitably challenging questions. In most cases, these are supportive and help pupils make good progress, but on some occasions, more able pupils are hindered from making as much progress as they are capable of, due to over long introductions to the whole group. Pupils with learning difficulties and/or disabilities are very well supported in lessons by well deployed specialist provision to match their needs; consequently, they make good progress. Good relationships and a sense of humour foster lively, fun and enjoyable lessons. Generally, pupils' behaviour is managed well, but on a few occasions during lessons, teachers do not always challenge older pupils consistently when they become a little boisterous. This leads to a few boys shouting out, not listening or concentrating on their work and in some cases disturbing other pupils. Some boys mentioned that they can be disturbed sometimes by noisier classmates. A similar issue was noted in the last inspection report and has yet to be tackled.

The school has good assessment processes which are based on rigorous and regular testing. This information is well used by teachers but is not systematically or formally analysed across year groups in order to provide an overview across the school of pupils' strengths and areas for improvement, especially in the Kindergarten where there is limited recording. Parents are provided with termly reports, which provide good information about their children's progress. Marking of pupils' work is regular and conscientious with some positive comments or areas where teachers are disappointed. There is limited use of informing pupils how they could improve or what their next learning target could be. The school is aware of this and has begun to explore pupil self-assessment, but this is not yet fully embedded across the school.

Spiritual, moral, social and cultural development of the pupils

The provision for all pupils' spiritual, moral, social and cultural development is good. Attendance is good. The pupils enjoy their school life and are enthusiastic about their learning. Much of their work is well presented with at least suitable standards of handwriting. This is an improvement since the last inspection. Pupils are keen to learn, have fun with their teachers and are interested in their lessons. Pupils'

behaviour is usually good but older pupils can sometimes become a little excitable. As a result, the noisy atmosphere can disrupt others' concentration.

Pupils' development of skills and knowledge for their future economic well-being is good. Consequently, many pupils' literacy, numeracy and ICT skills are above average. The school has devised a programme to develop pupils' knowledge and understanding of public institutions which includes visitors, sometimes parents, to talk to pupils about their jobs and what they do. For example, the local police and doctors talk about their work. Pupils contribute well to the community, collecting money for the local hospital and the choir performs at the local nursing home for the elderly. Within the school, pupils have responsibilities such as monitors and the head boy. Although the school introduces pupils to some religious festivals during the school year, there is no cohesive programme which will enable a better understanding and respect for different cultures and beliefs.

Safeguarding pupils' welfare, health and safety

The welfare, health and safety of pupils are good. The school provides a safe and caring environment. All policies and procedures are in place including child protection and the single central register. There are good relationships between adults and pupils. Bullying is rare and dealt with when it occurs. There have been no exclusions. There are regular opportunities for physical activities at local parks to compensate for lack of a play area. Healthy meals are provided on site from the kitchen although some pupils bring biscuits to school for snacks. Risk assessments are carried out effectively to ensure pupils' health and safety both in the school and on all school trips and visits to the parks. The school has a policy which meets the requirements of the Disability Discrimination Act.

Effectiveness of the Early Years Foundation Stage

Provision for children in the early years is good. Children settle quickly into school life because parents' knowledge of their child is used well to create a profile of them, although no formal baseline assessment is made on entry. Children's achievements are good as a result of staff helping them to develop their basic skills and in all the six required areas of learning. Teachers have high expectations of children and regularly remind them how to do activities. This is seen when staff demonstrate how to form letters on the interactive white boards showing children how to create the shape accurately. Children enjoy learning many different skills because interesting projects are planned for them and practical activities are used well. Children's personal development is good. They learn to cooperate and work together effectively due to staff guidance and good levels of care. Children do not have regular opportunities to explore ideas for themselves in depth because time is not allocated specifically to this aspect of learning. Welfare, health and safety requirements are met. Although four members of staff have had training in first aid at work and all staff have a basic training in this aspect, no one on the staff has a qualification on first aid for children in the early years. The school has appropriate plans to address this recent requirement.

This stage of education is well led and managed because self-evaluation is used thoughtfully to improve learning opportunities for children. Careful assessments are made on children's work and show that their achievements are good. However, the levels that children start school with, and achieve by the end of Kindergarten have only recently started to be recorded. These are not yet analysed effectively and so it is difficult for the coordinator of the early years to evaluate children's progress thoroughly.

Compliance with regulatory requirements

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

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:

- Formalise the monitoring of teaching and learning across the school.
- Analyse assessment information more systematically across all year groups in order to provide an overview across the school of pupils' strengths and areas for improvement.

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	Eaton House School
DCSF number	2136045
Unique reference number	101160
Type of school	Pre-prep
Status	Independent
Date school opened	1897
Age range of pupils	4-8
Gender of pupils	Male
Number on roll (full-time pupils)	Boys: 224
Annual fees (day pupils)	£10350
Address of school	3-5 Eaton Gate Eaton Square London SW1W 9BA
Telephone number	0207 730 9343
Fax number	0207 730 1530
Email address	lwatts@eatonhouseschools.com
Headteacher	Ms L Watts
Proprietor	Mrs D B Harper
Reporting inspector	John Seal HMI
Dates of inspection	25 September 2008