

# Reedham Park School Limited

Independent School

Inspection Report

DCSF Registration Number	306/6063
Unique Reference Number	101838
Inspection number	329554
Inspection dates	22 October 2008
Reporting inspector	Sibani Raychaudhuri

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 focused 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

Reedham Park School Limited opened in 1932, as an independent preparatory school for pupils aged four to 11 years. There are currently 113 pupils and young children on roll. There is a total of six classes, including two with mixed-age pupils. The school's aim is to provide a 'challenging, yet supportive environment to stimulate, maintain and develop, a lively, enquiring mind.' The school prepares pupils for entrance examinations to grammar schools and independent secondary schools at age 11. The school provides an Early Years Foundation Stage (EYFS) for four to five year olds, which was inspected together with the main school in 2004.

## Evaluation of the school

Reedham Park School continues to provide a good quality education for pupils aged five to 11 and in the Early Years Foundation Stage. Pupils and young children make good progress because the teaching, assessment and curriculum are effective. The school cares well for its pupils and they feel safe in the school. Pupils' spiritual, moral, social and cultural development is outstanding and the school achieves its aims well by preparing pupils successfully for entrance to grammar schools and independent schools. The school meets all of the regulations, as it did at the time of the last inspection, and has addressed the recommended area for development by producing a three year Disability Discrimination Access (DDA) plan.

## Quality of education

The school provides a good, well balanced curriculum that meets the needs and aspirations of pupils, and of young children in the EYFS. It is appropriate for all pupils, including the small minority of pupils with additional learning needs, who also make good progress. Extensive curriculum policies and a range of guidance documents and termly plans support daily planning and teaching well. The school has effectively developed a scheme of work for its mixed-age classes that covers two years. This ensures that pupils in these groups do not repeat work that they have already learned.

In addition to National Curriculum subjects, pupils have the opportunity to learn French, Latin and art history. The school does not provide for information and communication technology (ICT) in the curriculum, but does provide design and technology (DT). This decision has been made in consultation with parents as pupils acquire skills in ICT at home and have the opportunity to use them in school. The DT provision offers them good opportunity for developing, planning and communicating ideas. Pupils learn to work with tools, equipment and materials and produce good quality products. Particular strengths in the curriculum include literacy, numeracy and the use of these skills in other subjects that help to consolidate pupils' learning. A good range of enrichment activities, including trips to galleries, museums, concerts and theatres contribute very effectively to pupils' cultural and social development.

The quality of teaching and assessment of pupils' progress is good throughout the school and this contributes to the high standards pupils reach. Most lessons are well planned and competently taught, which enable pupils to understand what is expected of them. Teachers have good subject knowledge and are generally enthusiastic about their teaching, which adds much enjoyment to pupils' learning. Most pupils are keen to contribute in lessons. In a poetry lesson in Year 6, a number of pupils volunteered to explain the features of a narrative poem and its style. They did this eloquently. Teaching has improved since the last inspection in providing challenge for the more able and offering all pupils opportunities for practical work and learning independently. As a result, from an early age, pupils learn to think for themselves and write creatively on their own. The pupils in Year 2 wrote instructions for making sandwiches after preparing them in lessons. Although much has improved, teaching and questioning skills are not sufficiently adapted to reach pupils within the full range of abilities. As a result, a few often remain quiet in lessons. Resources are adequate and used well to promote learning.

The school has good assessment procedures which are based on National Curriculum tests as well as regular internal examinations. Teachers know their pupils very well and give them regular feedback on their performance. There are examples of conscientious marking with positive comments and suggestions for areas where pupils could improve but this is not consistent across the school.

Children make a good start in the EYFS and continue to make good progress as they move up the school. Pupils' achievement is at least good at the end of Year 6. The specialist teaching in the upper school is effective in promoting high standards in English, mathematics and science. Pupils achieve exceptionally well in reading because of the school's strong focus on teaching reading through letter-sounds. Their skills in handling numbers are very good. Year on year, almost all pupils reach the standards necessary for entry to grammar schools.

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

This aspect is outstanding for pupils and young children across the school. Children thoroughly enjoy their time in Reception class, as demonstrated by a very high level of participation in activities. Pupils say how much they enjoy coming to school because 'learning is exciting and it feels like our second home.' Attendance is high.

Pupils' behaviour is good because of the school's strong code of conduct; they are polite and courteous. There is a very calm atmosphere in classes and pupils' attitudes to work are good. Pupils from different backgrounds get on well with each other and show respect towards people and their views, creating a harmonious community.

Pupils' spiritual development is outstanding. They learn to reflect in art, music and poetry. In assemblies, they experience delight in singing. They have a sense of empathy for people who are less fortunate than themselves. For example, they support Marie Curie Daffodil Appeal and Emily Ash Trust for families and children with leukaemia. Pupils' cultural development is also outstanding, promoted through subjects such as French, Latin, music, art, drama, history, geography and religious education.

Pupils work hard and there is a great sense of purpose in school. They know that they need to work hard to achieve the goal of going to their school of choice. The school prepares them very well for this challenge by developing the key academic and social skills they will need in the future and for their economic well being. Pupils learn about democratic processes, such as representing majority decisions in selecting Head Boy and Head Girl.

## Safeguarding pupils' welfare, health and safety

The welfare, health and safety of pupils and young children are good. The school takes all reasonable steps to ensure that pupils and young children remain safe whilst at school. The school has all the required written policies and has made suitable risk assessments. They feel very safe and well supported by staff. Pupils say that bullying is rare and when it happens it is dealt with promptly. Regular physical education and sports, and careful attention to healthy eating and drinking contribute effectively to pupils' healthy lifestyles. They understand well how to avoid unnecessary risks both in school and in the world outside.

Procedures for recruiting staff and safeguarding everyone meet the current regulations. A single central record of checks on staff is appropriately in place. Staff receive relevant training in child protection and first aid procedures and their knowledge is regularly updated. The school meets its duties under the Disability Discrimination Act 2002.

## Effectiveness of the Early Years Foundation Stage

The leadership of the EYFS is good. The staff promote an inclusive environment well by displaying multicultural images and valuing what children and parents say. Parents are overwhelmingly positive about the progress their children make in the Reception class, particularly in reading. They feel well informed of their children's progress. The leaders have correctly identified the strengths and areas for development in the EYFS and improvement is adequately supported by staff training.

Children's personal development is outstanding because staff form very effective relationships with them and manage them sensitively. Consequently, children feel encouraged to express their views and develop an excellent attitude to learning. They work very well to the very high expectations staff have of them, whether on their own, in pairs or in small groups. They behave well in and out of lessons and they work and play harmoniously together. Children learn to adopt healthy lifestyles because they are encouraged to eat a balanced diet and take regular exercise. They show they know how to stay safe by obeying simple rules and using equipment carefully.

The curriculum is very broad and includes the six areas of learning of the EYFS. Children choose their activities as they arrive in the morning and at break times. The staff lead the other sessions. The school does not make sufficient use of the outdoor areas to promote all areas of the curriculum. Staff are very skilful at teaching children how to read. Their good teaching practice is based on careful individual assessments that enable them to plan each child's next reading step. Assessment activities related to the other areas of learning are carried out satisfactorily. Parents receive two annual reports on their children's progress and have one formal meeting with the staff. The staff often comment in the reports on what each child can do but do not always indicate the child's next step of learning.

Children acquire excellent reading and speaking skills, and develop very good writing and mathematical skills. They enjoy regular physical exercise, a wide range of creative activities including drama, singing, art and design and technology. These skills, coupled with the good organisational skills taught by the staff, prepare them very well for the next stage of their education. Children make at least good progress in relation to their varying starting points. By the end of Reception, most of them exceed the levels expected for their age.

## 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:

- adapt teaching and questioning skills more closely to match the needs of pupils within the full range of abilities
- improve the consistency in marking across the school so that pupils know how to improve work

- make provision for ICT
- extend the use of outdoor play areas for Reception class with links to the six areas of learning.

# 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	Reedham Park School Limited		
DCSF number	306/6063		
Unique reference number	101838		
Type of school	Preparatory		
Status	Independent		
Date school opened	1932		
Age range of pupils	4-11		
Gender of pupils	Mixed		
Number on roll (full-time pupils)	Boys: 45	Girls: 51	Total: 96
Number on roll (part-time pupils)	Boys: 7	Girls: 10	Total: 17
Annual fees (day pupils)	£2850.00		
Address of school	71A Old Lodge Lane Purley Surrey CR8 4DN		
Telephone number	0208 660 6357		
Fax number	0208 660 6357		
Email address	reedhampark.school@btinternet.com		
Head teacher	Ms L Shaw		
Proprietor	Miss Elizabeth Fry		
Reporting inspector	Sibani Raychaudhuri		
Dates of inspection	22 October 2008		