

Eveline Day School

Independent school

Inspection report

DCSF registration number	212/6383
Unique reference number	101080
Inspection number	341957
Inspection dates	15 October 2009
Reporting inspector	Nigel Cromey-Hawke

Age group: 3–11

Published: November 2009

Reference no: 090071

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Purpose and scope of the inspection

This inspection was carried out by Ofsted under section 162A of the Education Act 2002¹, as amended by schedule 8 of the Education Act 2005², 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.

This was a light touch inspection 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

Eveline Day School is an independent day school for boys and girls aged from three to 11 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, London. There are 81 pupils currently on roll, 14 of whom attend part-time in the Early Years setting throughout the year. The Early Years Foundation Stage caters for 36 children, who all receive Nursery Education Funding, and is provided in two Reception classes. A large proportion of children enter the school's Early Years Foundation Stage from the proprietors' separate but local nursery provision. 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 school aims to 'provide an outstanding education in a happy, friendly environment'. It was last inspected on 15 February 2007.

Evaluation of the school

Eveline Day School is successful in meeting its aims and provides a good quality of education. Some aspects of its care are outstanding and provision in the Early Years Foundation Stage is good. The pupils are very well cared for, with good safeguarding arrangements within a friendly, family environment. They are highly valued as individuals, and their spiritual, moral, social and cultural development is outstanding. The vast majority of parents and carers are highly supportive of the school and one typically commented that 'The school is a fantastic place for children to learn – a calm, caring and encouraging environment.' Teaching and the curriculum are good and this enables pupils to make good progress. The school meets all the

¹ www.opsi.gov.uk/acts/acts2002/ukpga_20020032_en_14#pt10-ch1-pb4-l1g162

² www.opsi.gov.uk/ACTS/acts2005/ukpga_20050018_en_15#sch8

requirements for registration and has maintained its high quality of provision since the last inspection.

Quality of education

Children get a good start to their education in the Early Years Foundation Stage and make good progress, helped by the good teaching, curriculum and care they receive. The quality of the curriculum in the main school is also good, as at the last inspection. It is supported by a clear statement of aims and includes all subjects of the National Curriculum. Pupils are organised in mixed-age classes for Years 5/6 and Years 2/3 and in single-age classes for Years 1 and 4. There is a strong focus upon the core subjects of English, mathematics and science and good use is made of information and communication technology (ICT) to help develop important life skills. Speaking and listening skills, in particular, are very well developed and pupils become confident, articulate and mature learners. Specialist staff teach French and there is good music provision through visiting teachers for piano, violin and trumpet. The curriculum makes good use of the cultural diversity of its intake, helping pupils to broaden their understanding of the world. The limitations of the site for sporting activities have to some extent been overcome by the use of local facilities and expertise, including residential opportunities for outdoor learning. There is a good range of after-school clubs, and holiday provision has a good focus upon visits to promote pupils' cultural development. The curriculum does not always stretch the more able in some classes but the provision for those with special educational needs and/or disabilities is good.

The quality of teaching and assessment remains good, as at the last inspection, including in the Early Years Foundation Stage. Lessons generally proceed at a brisk pace, with teachers setting high expectations for both work and behaviour. Pupils respond well to this, demonstrating very positive attitudes to learning. There is a high standard of written work by older pupils. Teachers provide effective challenge for most pupils, although in some satisfactory lessons where this was not evident, behaviour became a little restless and progress slowed as a result. The school makes good use of a wide range of resources within its teaching, including interactive whiteboards that are sometimes used by pupils to demonstrate their learning. Assessment of pupils' progress takes place regularly but it is not always apparent how this is used to shape the teaching. Marking is variable, with some that is good or better but also some that is satisfactory and provides little in the way of guidance as to the level at which pupils are working or what they need to do to improve further. Target setting is under development throughout the school.

As a result of the good teaching and curriculum most pupils make good and some very good progress while in school, including in the Early Years Foundation Stage. The small class sizes help to ensure that support is given on an individual basis. Pupils benefit from this and the rate of progress improves as they get older, with

some of Year 5/6 making above average levels of improvement from their starting points. Most pupils in other classes in the school make good progress.

Spiritual, moral, social and cultural development of the pupils

Eveline Day School continues to make outstanding provision for the spiritual, moral, social and cultural development of its pupils of all ages. The vast majority of both pupils' and parents' questionnaire returns were highly supportive of this aspect of the school's work. Pupils obviously greatly enjoy coming to school, as shown by their good attendance and behaviour from an early age. They demonstrate a very sensible attitude to school and are able to discuss moral and social issues in a mature manner. Pupils' spiritual awareness is promoted in assemblies and through the curriculum and is well evidenced in pupils' respect for each other. Pupils make a very positive contribution to the school and wider community. They act as prefects, house captains, lunchtime helpers and buddies for younger pupils. They are highly involved with local churches and schools and in a considerable amount of fund-raising for those less fortunate than themselves. They have a good understanding of public services and institutions, representatives of which visit the school as part of pupils' learning. The school makes the most of the varied cultural and religious backgrounds of both the staff and pupils, with extensive coverage of various festivals around the world, often involving drama, the eating of national dishes and preparation of artwork. Pupils' growing self-confidence is demonstrated by their willingness to use their initiative, take responsibility for their actions and make decisions about their own futures. There is a tangible sense of racial harmony. Together with their high levels of literacy, numeracy, ICT skills and a very well promoted love of reading for pleasure, this prepares them exceptionally well for their future economic well-being.

Safeguarding pupils' welfare, health and safety

The school has improved its provision for the welfare, health and safety of its pupils since the last inspection and this is now outstanding. The proprietor and staff meet all requirements and work with enthusiasm and skill to meet the needs of all pupils within the school. As a result their personal development is very good. There are very detailed child protection and safeguarding procedures in place across all areas of the school with extensive training of staff to keep them up to date with developments. Pupils' safety is a high priority with staff, both within and when outside of school. Fire, first aid, food hygiene and building maintenance checks are fully maintained. The school fulfils its duties under the Disability Discrimination Act 2002 and pupils enjoy the high quality classrooms and attractive learning environment. Comprehensive risk assessments are in place and all pupils expressed the view that they feel safe and very well cared for. Parents support this view. Bullying is almost non-existent and any minor cases of name-calling are dealt with promptly and effectively. The school devotes a great deal of time and effort to promoting healthy lifestyles, vitally important given the length of contact it has with many pupils through its extended provision. Healthy breakfasts and other meals are taken in a responsible 'family' atmosphere, with breaks for milk, water, fruit and exercise throughout the day. Internet safety is well promoted.

Effectiveness of the Early Years Foundation Stage

The overall effectiveness of provision is good. Children enter the Reception classes with knowledge, understanding and skills typical for their age. They make a good start to their learning, especially in their social and communication skills, knowledge and understanding of the world and attitudes to learning because the good teaching and curriculum are well matched to learners' needs. Lessons are well planned, follow national guidelines and are supported effectively by resources in the classrooms. There is a good range of activities led by teachers as well as those initiated by children themselves but the movement between indoor and outdoor learning is restricted by the limitations of current rooming arrangements.

Children's personal development is good, helped by the very good standards of care and support. All safeguarding requirements are met and staff training is up to date. Relationships between children and other adults are good and children obviously enjoy school, reporting that they feel safe and very well looked after. They are strongly encouraged to lead healthy lifestyles, grow in confidence and take a full part in wider school life. The majority make good progress and reach the expected early learning goals before entering Year 1. This prepares them well for the next stage of their education.

Leadership and management are good. Teachers have a good understanding of the needs of the children and plan creatively to cover the required areas of learning. Assessment is regular and detailed, with frequent reporting to parents, but is not yet analysed to give a clear picture on overall long-term achievement.

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:

- develop target setting, marking and feedback practices across the school so that pupils have a clearer understanding of the levels at which they are working and what they need to do to improve further
- make more effective use of the outdoor area within the Early Years Foundation Stage to provide all children with as wide a range of learning experiences as possible.

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 good are the outcomes for children in the EYFS?		✓		
What is the quality of provision in the EYFS?		✓		
How effectively is the EYFS led and managed?		✓		
Overall effectiveness: how well does the school meet the needs of children in the EYFS?		✓		

School details

Name of school	Eveline Day School		
DCSF number	212/6383		
Unique reference number	101080		
Type of school	Independent day school		
Status	Independent		
Date school opened	1992		
Age range of pupils	3–11		
Gender of pupils	Mixed		
Number on roll (full-time pupils)	Boys: 27	Girls: 40	Total: 67
Number on roll (part-time pupils)	Boys: 6	Girls: 8	Total: 14
Number of pupils with a statement of special educational need	Boys: 1	Girls: 0	Total: 1
Number of pupils who are looked after	Boys: 0	Girls: 0	Total: 0
Annual fees (day pupils)	£10,661		
Address of school	14 Trinity Crescent Tooting London SW17 7AE		
Telephone number	020 8672 4673		
Fax number	020 8682 0253		
Email address	Eveline@Evelinedayschool.com		
Headteacher	Mrs Eveline Drut		
Proprietor	Mr Jessiman and Mrs Maria Keaveney-Jessiman		
Reporting inspector	Dr N Cromey-Hawke		
Dates of inspection	15 October 2009		