

Staleydene Preparatory School

Independent school inspection report

DCSF registration number	357/6055
Unique Reference Number (URN)	133564
Inspection number	344453
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Reporting inspector	Honoree Gordon HMI

For use on Light Touch Inspections from January 2010

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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

Staleydene Preparatory School is a small, non-selective day school that opened in 2000. It is registered for pupils from age three to eleven. There are 24 pupils currently on roll. None of whom has a statement of special educational needs. Since 2004 the school has been in its present location, in a small town near Manchester.

Pupils are taught in three mixed-age classes: a nursery, a Key Stage 1 class and a Key Stage 2 class. There are eight children in the Early Years Foundation Stage. They are taught in two of the classes, depending on their level of maturity. Three of these children are in receipt of nursery funding.

The school seeks to provide a friendly, family atmosphere in which pupils can learn and build a strong foundation in basic skills.

A monitoring inspection took place in November 2009 which judged that the school had made satisfactory progress in implementing its action plan to meet the regulations that had not been met at the time of the previous inspection in May 2007.

Evaluation of the school

The quality of education is satisfactory, but the school does not meet a number of regulations in relation to the welfare health and safety, the premises and the curriculum. Teaching and assessment are good and so pupils achieve well, reaching above average standards by the end of Year 6. Pupils' spiritual, moral, social and cultural development are good.

The Early Years Foundation Stage is inadequate. The school has not implemented the required curriculum and assessment procedures, nor ensured that staffing meets

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

the regulations. Nevertheless, the outcomes for the children are good; they are happy and confident learners.

The school has made satisfactory progress in tackling most of the issues identified at the time of the previous inspection. Plans are in hand to address some further issues through, for example, refurbishment work on the premises which is scheduled to start imminently, and through a curriculum review. The arrangements for safeguarding pupils' welfare, health and safety are satisfactory. However, some record-keeping is too informal; some records, such as for child protection training, that had been checked as compliant at the monitoring inspection in November 2009, are now missing.

Quality of education

The overall quality of education is satisfactory. The curriculum in the school is satisfactory, although it is inadequate in the Early Years Foundation Stage as the school has not implemented the required curriculum and assessment procedures.

There is no written plan for the curriculum and no schemes of work were available. These matters are currently under review. However, observation of lessons and a scrutiny of pupils' work show that the curriculum that is delivered is appropriate for the pupils' needs. It enables them to make good progress in the basic skills of reading, writing, listening, speaking and numeracy. Standards of attainment are above average in all sections of the school.

The curriculum is satisfactorily enriched by activities out of school, such as fortnightly visits to the local library, an after-school art club and the opportunity to learn Spanish. Resources are adequate, and those for information and communication technology (ICT) are improving, with access to the internet in one of the classrooms. There are plans to build a small ICT facility over the Easter holiday period.

Teaching and assessment are good overall. Teaching is good and is a real strength of the school, including in the Early Years Foundation Stage. Teachers are enthusiastic and are specialists in their age range. This ensures high levels of challenge for pupils, who thrive on this. Teachers manage mixed-age classes well, ensuring that all pupils are set appropriately challenging tasks. Classes are very small and so teachers are able to provide individual attention and encourage pupils' progress. As a result, pupils make good progress and reach above average standards by the time they leave at the end of Year 6. Teachers foster independence well, urging pupils to think for themselves.

Assessment is inadequate, especially in the Early Years Foundation Stage, where the required Early Years Profile detailing children's progress has not been completed. Assessment systems overall in the school have not developed sufficiently since the previous inspection. Pupils are tested briefly on entry to the school and it is intended

that from time to time subsequently, for example termly, their progress will be evaluated. However, this is not a regular occurrence, nor is it systematically done, for example, to show how quickly reading and spelling ages are improving. The school does not have a system that can easily show progress over time. Parents receive an annual written report but, as yet, get no indication as to how pupils' results compare to national averages or norms.

The aim of the current curriculum review is to strengthen the planning over time for mixed-age classes to avoid any duplication in the content covered, and to ensure that pupils' progress in each subject can be better tracked.

Spiritual, moral, social and cultural development of the pupils

Pupils' spiritual, moral social and cultural development are good. Pupils are secure and confident learners. They concentrate well and make good contributions to lessons. In this way, the school lays good foundations for learning and prepares pupils well for moving on to secondary school.

Attendance and enjoyment are high and behaviour is outstanding. Pupils work co-operatively and are keen to help one another. Relationships between staff and pupils are excellent and so there is a very positive atmosphere for learning. The youngest pupils' spontaneous burst into song at break-time, whilst eating their fruit, spread across the whole room, reflecting the happiness in the school and letting the inspector in on the entire repertoire of rounds that had been learnt.

Pupils of all ages benefit from weekly personal, social and health education lessons, including visitors into school, such as the police and fire service, to raise awareness of how to keep safe. Pupils are encouraged well to explore their feelings and to think about others. As they grow in maturity there are opportunities for them to take on responsibility within the school, for example as prefects. The promotion of tolerance and understanding of other cultures is good.

However, in the Early Years Foundation Stage, whilst it is clear from their attitudes, confidence, good social skills and considerate behaviour that children's personal development is good, the school has no records to show how it plans to foster this aspect of the children's education, nor how it assesses this.

Safeguarding pupils' welfare, health and safety

The safeguarding of pupils' health, safety and welfare is satisfactory. Pupils are closely supervised and parents say that they are happy with the school, stressing that they feel their children are looked after well and love coming to school.

The inspection progress monitoring visit in 2009 noted that policies to underpin safeguarding were all in place and that this aspect of the school's work had improved. However, some evidence was missing on the current inspection, for

example, that the required updating of staff training had taken place on child protection and first aid. Records show that refresher training is booked for the near future.

There is no written fire risk assessment, but records show that regular fire drills have been carried out. There is currently no sick room for pupils who become ill which meets requirements. However, work is scheduled to provide this imminently.

There is no separation of age groups in the playground at break and lunchtimes. The inspector observed that this represents a risk of accidents to very small children.

Effectiveness of the Early Years Foundation Stage

The school has not implemented the curriculum and assessment procedures required by the regulations. As a result, the overall effectiveness of the Early Years Foundation Stage in meeting children's needs is inadequate. Children are not receiving their entitlement. For example, the school does not prepare a profile indicating how far a child has progressed by the end of the Reception Year in each of the six areas set for learning and development.

Despite this, most of the outcomes for the children are good, as shown by their work and through lesson observations, including children reading aloud. These show that the children make rapid early progress in literacy and numeracy skills and that their social skills are well developed.

However, the curriculum is not planned to show how each aspect of a child's development is to be fostered. So, for example, there are missed opportunities to promote a child's emotional and social development through play. There is no planning to ensure that children experience learning opportunities outdoors as a routine part of lessons. In these respects, the provision is inadequate.

The leadership of the Early Years Foundation Stage is also inadequate. This stage is not led by a qualified teacher, as is specified, and there is no evidence that any member of staff has had the required training in paediatric first aid. These are breaches in children's welfare and safeguarding regulations.

On entry to Nursery children are generally working within age-related expectations. As they progress in their personal development and their acquisition of basic skills they move to the mixed Reception/Key Stage 1 class. The children make good and often rapid early progress in reading, writing and in their understanding of number, so that by the time they have finished the Reception Year their attainment in these skills is above average.

Children's personal and social skills, as observed on the inspection, are good. Their attitudes to school are excellent: they are very keen to learn and they clearly enjoy

school. In this way, they are being prepared well for the next steps in their education and development.

There are daily opportunities for exercise outside but the facilities for physical education are restricted, especially in winter. The school tries to compensate for this by visits to a local park and by providing a limited range of indoor activities such as movement and dance, but current indoor space for this is too small.

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 the curriculum and teaching (standard 1) and must:

- provide a written curriculum policy, supported by up-to-date plans and schemes of work and implement this effectively (paragraph 1(2))
- establish a framework to assess pupils' work regularly and thoroughly and use this information to plan teaching (paragraph 1(3)(g))
- establish a framework by which pupil performance can be evaluated by reference to either the school's own aims and/or by national norms (paragraph 1(4)).

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

- maintain appropriate records of checks and training to show that the school complies with all requirements for safeguarding and promotes the welfare of children who are pupils at the school (paragraph 3(2)(b))
- prepare a written fire safety risk assessment in order to comply with the Regulatory Reform (Fire Safety) Order 2005 (paragraph 3(5)).

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

- improve the accommodation used for physical education so that rain does not penetrate (paragraph 5(f))
- provide appropriate facilities for pupils who are ill, in accordance with the Education (School Premises) Regulations 1999 (paragraph 5 (l))
- improve the ventilation in the Nursery classroom in accordance with the Education (School Premises) Regulations 1999 (paragraph 5 (p))

- provide a clearly defined area for youngest children outdoors, separate from the provision for older pupils, so that all children and pupils can play safely (paragraph 5(t)).

The school does not comply with the requirements of the Early Years Foundation Stage for welfare, learning and development.

In order to comply with the learning and development requirements of the Early Years Foundation Stage the school must:

- set a clear direction and vision for the development of the Early Years Foundation Stage in the school that will ensure that all regulations are met
- plan and implement a curriculum to cover all six areas of learning that fully meets the requirements of the Early Years Foundation Stage Framework
- complete an Early Years Foundation Stage profile for each child showing the progress made on each of the areas of learning by the end of the Reception Year
- in particular, include sufficient regular opportunities and experiences for children to learn outdoors.

In order to comply with the welfare requirements of the Early Years Foundation Stage the school must:

- give due regard to the overarching requirement to ensure that adults looking after children have appropriate experience, qualifications, training, skills and knowledge, in particular that there be a school teacher in the Nursery
- ensure that there is a member of staff on the premises and on outings who has an up-to-date qualification in paediatric first aid
- ensure that the premises are suitable, in particular attend to the independent school regulations not currently met, listed above, which have a bearing on the welfare of the children in the Early Years Foundation Stage.

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?				√

The quality of boarding provision *(leave blank if not applicable)*

Evaluation of boarding provision				
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School details

Name of school	Staleydene Preparatory School		
DCSF number	357/6055		
Unique Reference Number (URN)	133564		
Type of school	Day school		
Status	Independent		
Date school opened	January 2002		
Age range of pupils	3–11		
Gender of pupils	Mixed		
Number on roll (full-time pupils)	Boys: 13	Girls: 11	Total: 24
Number of pupils with a statement of special educational need	Boys: 0	Girls: 0	Total: 0
Annual fees (day pupils)	£3,300		
Address of school	1a Pickford Lane (Town Lane) Dukinfield Cheshire SK16 4TG		
Telephone number	0161 339334		
Email address	staleydeneprep@yahoo.co.uk		
Headteacher	Mrs M Ogbogu		
Proprietor	Mr and Mrs Ogbogu		
Reporting inspector	Honoree Gordon HMI		
Dates of inspection	17 March 2010		