

Maple House School

Independent school progress report

DCSF registration number	306/6090
Unique Reference Number (URN)	131770
Inspection number	354203
Inspection dates	28 April 2010
Reporting inspector	Jill Bainton

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Purpose and scope of the visit

This inspection visit was carried out by Ofsted under Section 162A of the Education Act 2002¹, as amended by schedule 8 of the Education Act 2005.

The visit was conducted at the request of the Registration Authority for independent schools in order to monitor the progress the school has made in implementing its action plan following the previous inspection.

Information about the school

Maple House School in Thornton Heath, South London provides education for 100 boys and girls aged 3–11 and over a third of its children are funded under the nursery scheme. The school opened in 1999. The school aims to provide a safe and appealing environment where children may develop their social, practical and intellectual skills according to Montessori principles. The school had an inspection in 2007. It was judged satisfactory and met most of the requirements for registration. The second inspection in 2009 found the quality of education to be inadequate and a number of regulations were not met.

Context of the visit

The school was inspected in September 2009 and was found to offer an inadequate quality of education. A number of regulations regarding the quality of education, the curriculum, teaching and assessment were not met. The provision for the Early Years Foundation Stage was inadequate overall. The school's action plan was evaluated in January 2010 and was judged to be inadequate, requiring improvement in several respects relating to the curriculum and teaching and to the Early Years Foundation Stage. This visit was made to assess the school's progress in implementing the action plan.

Summary of the progress made in implementing the action plan

In order to provide a satisfactory curriculum, the school was required to provide additional teaching to enhance pupils' scientific, mathematical and technological problem-solving experiences so as to enable them to reach the levels of attainment expected of them in these subjects. The school was required to develop a curriculum which was appropriate for the ages and aptitudes of the pupils so that all would learn and make progress.

The curriculum has been revised. It meets the needs of the pupils, providing them with opportunities to learn and make progress. They now have access to the

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

required range of experiences in mathematics, science and technology. For example, in art and design technology lessons pupils designed and made clay models of Ancient Egyptian artefacts and younger children constructed a three dimensional dinosaur as part of the their Early Years Foundation Stage curriculum. Pupils have regular opportunities for using information and communication technology and children in the Early Years Foundation Stage use programmable toys.

The school was required to improve teaching so that it enabled pupils to acquire new knowledge and make progress according to their ability and to encourage pupils to apply intellectual efforts and learn to think for themselves. The school needed to establish systems whereby lessons were consistently better planned and more effective teaching methods were used in order to manage class time more wisely. Teachers were required to have a clearer understanding of the age groups for which they were responsible and to use the information from assessment and marking to plan teaching that ensured all pupils made progress.

The quality of teaching has improved. In the majority of lessons the planning is suitable with a good range and quality of activities planned. A variety of teaching methods such as discussion, practical, group and paired work is now in use. Some classes are divided into ability groups for certain subjects and appropriate tasks are given to the pupils to match their ability. In most lessons the content is sufficiently interesting to engage the pupils well, helping them to increase their knowledge, understanding and skills. Pupils behave well, are motivated to learn and most make good progress. In the less effective lessons the pace is too slow and the content less interesting. Pupils have the opportunity to think for themselves during most lessons using previously acquired skills. They are given the opportunity to express themselves creatively in both music and art. Several staff are currently training for additional teaching qualifications in order to increase their knowledge and understanding of current teaching methods. The staff know the pupils and their capabilities very well. The school now keeps detailed records of each pupil's progress. The staff put this knowledge and assessment information into effective use to plan the next stages of learning. Parents are given a detailed end-of-year report on their children's progress.

The Early Years Foundation Stage was judged to be inadequate. The school was required to secure appropriate training for staff in teaching the Early Years Foundation Stage curriculum. It was required to provide open access to an outside curriculum area at more frequent times of the day so children were free to make choices about where they want to learn; to provide a wider range of equipment so that children could access scientific, technological, physical and creative learning and to reorganise the Early Years Foundation Stage classes so that teachers could work closely together and children could access the outside learning environment more independently.

Improvements have been made. Several staff are currently working towards a degree in Early Childhood Studies. The range of resources has been extended and

reorganised so that the children can access all six required areas of learning. Resources are now easily accessible and children are able to choose their own activities. The staff work together on the planning of activities and resources. The school has made plans to enhance the outdoor curriculum but these do not currently provide sufficient time for children to make choices about where they want to learn. The school has plans to relocate the Early Years Foundation Stage on to the ground floor of the building in order to improve the situation.

Compliance with regulatory requirements

As a result of this inspection visit, in order to comply with the learning and development requirements of the Early Years Foundation Stage, the school must:

- provide more frequent open access to an outside curriculum area.

School details

Name of school	Maple House School		
DCSF number	306/6090		
Unique reference number (URN)	131770		
Type of school	Nursery and primary		
Status	Independent		
Date school opened	January 1999		
Age range of pupils	3–11 years		
Gender of pupils	Mixed		
Number on roll (full-time pupils)	Boys: 50	Girls: 47	Total: 97
Number on roll (part-time pupils)	Boys: 1	Girls: 2	Total: 3
Annual fees (day pupils)	£ 4,510		
Address of school	Maple House School 23-27 Parchmore Road Thornton Heath Surrey CR7 8LY		
Telephone number	0208 653 1827		
Fax number	0208 771 8595		
Email address	maplehouseschool@yahoo.co.uk		
Headteacher	Mrs P Khoo		
Proprietor	Mrs P Khoo		
Reporting inspector	Jill Bainton		
Dates of inspection	28 April 2010		