

Inspection report

Little Eden and Eden High SDA School

Independent school

DfES ref no: 313/6070

Inspection under Section 162A of the Education Act 2002

Dates of inspection: 30 January - 02 February 2006

INTRODUCTION AND SUMMARY

Purpose and scope of the inspection

This inspection was carried out by the Office for Standards in Education under Section 162A of the Education Act 2002 in order to advise the Secretary of State for Education and Skills about the school's suitability for continued registration as an independent school.

Information about the school

Little Eden and Eden High School, is an independent, co-educational, day school for pupils aged 3 to 18 years. It is located in Brentford, in the London borough of Hounslow. The school is affiliated to the Seventh Day Adventist Church and has a distinct philosophical and religious foundation.

The school has a stated commitment to *'the holistic goals of spiritual, academic, social, physical and moral excellence for all pupils'*.

The school serves the academic needs of the Seventh Day Adventist pupils in London but is open to all pupils who are willing to abide by the principles and philosophies of the school. It has 44 pupils on roll including one pupil with a statement of special educational need. The school provides additional support to one other pupil. Three pupils are in receipt of state-funded nursery provision. Although the majority of pupils are from an African Caribbean background the school is multi-cultural. The school closes at lunchtime on Fridays in order to observe the Sabbath, which is Saturday in the Seventh Day Adventist Church convention.

Summary of main findings

Eden SDA School makes satisfactory provision for the academic well-being of its pupils. The curriculum, teaching and learning are also satisfactory. The school is very successful in promoting its goal of spiritual, social and moral excellence. As a result, its pupils are confident, well adjusted and spiritually aware young individuals. Relationships throughout the school are positive and pupils' behaviour is good. The school has a number of welfare, health and safety issues, some of which relate to the premises, which require prompt attention.

What the school does well:

- it promotes high standards in the visual and performing arts;
- it makes good provision for pupils' personal, social, and health education, and consequently, their social and cultural development is good and their moral and spiritual development is very good;
- it is very successful in promoting healthy life styles among its pupils;
- it enables pupils to make a positive contribution to the school and to the wider community; and

- it prepares pupils well for the world of work and further education.

What the school must do in order to comply with the regulations:

- ensure that schemes of work detail carefully how the curriculum is to be taught in each subject, for each year group, so that pupils' learning is progressive and builds on what they already know;
- address the welfare, health and safety issues identified in section 3 of this report;
- ensure that new staff are subject to appropriate checks with the Criminal Records Bureau (CRB) to confirm their suitability to work with children prior to the confirmation of their appointment;
- carry out appropriate checks to confirm the medical fitness of staff prior to the confirmation of their appointment; and
- improve the premises as detailed in section 5.

COMPLIANCE WITH THE REGULATIONS FOR REGISTRATION

1. The quality of education provided by the school

The quality of the curriculum

The quality of the curriculum is satisfactory. The school teaches all the subjects in the National Curriculum. It has a written curriculum policy and a detailed set of policy statements for all subjects. Between Key Stages 1 and 3, the school uses a range of different schemes of work. Pupils in Key Stage 4 and those pursuing post-16 courses follow a number of syllabi from external examination boards in a range of subjects. Curriculum provision for these pupils is good. However, in Key Stages 1 to 3, there is no clear overview of what pupils should be taught in each year group. The recent, very high, staff turn-over means that more than half of the current staff are new. The lack of a curriculum overview makes it difficult for them to teach the curriculum in a manner which builds on what pupils already know in order to avoid repetition or gaps in their learning.

Pupils make satisfactory progress in English, mathematics and science where they attain standards which are broadly in line with, and sometimes higher than national expectations. Standards in art and the performing arts are high. The school makes appropriate provision for lower attaining pupils including those with a statement of special educational need. However, a few pupils in Key Stage 2 are currently not making sufficient progress, particularly in literacy and numeracy, because the work provided is not matched sufficiently closely to their needs.

The school makes good provision for pupils' personal, social and health development. It also provides good careers guidance for pupils of secondary age. Pupils have access to two weeks of work experience and receive coaching in how to fill in job or college applications, and are taught interview skills.

Pupils under the age of five work towards achieving the early learning goals in the six areas of learning. The school provides these pupils with a satisfactory indoor learning environment but their access to outdoor play equipment is limited to the facilities of a local park that pupils attend once a week.

Pupils are well-prepared for the opportunities, responsibilities and experiences of adult life. Through the '*manual labour*' (chores and duties) programme, pupils take responsibility for maintaining their immediate environment on a daily basis.

The quality of teaching and assessment

Overall, the quality of teaching and assessment is satisfactory. Teaching groups are generally small, allowing for higher levels of interaction between pupils and teachers, and good quality individual support. Most of the teachers demonstrate appropriate knowledge and understanding of the subject matter and a high proportion of the teaching observed during the inspection was good. The best lessons were well structured. In these lessons, teachers helped pupils to make appropriate connections between different aspects of their learning and ensured that they worked at an appropriate rate. They used appropriate resources and teaching

strategies effectively to demonstrate concepts and engage pupils' interest. As a result, pupils were highly motivated and made good progress. However, a number of lessons were judged to have weaknesses because the teachers had difficulty in planning appropriate learning experiences to meet the needs of all the pupils in their class. In these lessons, teachers used inappropriate teaching methods and did not fully engage pupils in the learning process.

The school assesses pupils' progress every six weeks through tests devised by teachers. This information is used to set targets for pupils and, where appropriate, to provide them with additional support. It also acts as a trigger to assess pupils who might have special educational needs. Currently the information provided on half termly progress cards records pupils' attainment in grades, whereas end of year reports to parents show progress against National Curriculum levels. As a result, there is no consistency yet in how teachers interpret pupils' progress.

The school is well resourced. There is a good range of reference material for all age groups around the school. There are adequate classroom resources, including computers for pupils' use.

Does the school meet the requirements for registration?

The school complies with all but one of the requirements.

What does the school need to do to comply with the regulations?

In order to comply fully with the Independent Schools Standards Regulations 2003 the school should:

- *ensure that schemes of work detail carefully how the curriculum is to be taught in each subject, for each year group, so that pupils' learning is progressive and builds on what they already know (paragraph 1(2)).*

2. The spiritual, moral, social and cultural development of pupils

The school makes good provision for pupils' personal, social and health education (PSHE). Consequently, pupils' spiritual and moral development is very good and their social and cultural development is good.

Pupils are confident and have high self-esteem. This is reflected in their ability to lead the morning 'worship', during which they sing, pray and recite scripture verses from memory. Times of worship are also used effectively to celebrate the personal, academic, creative and musical skills of pupils. Moral guidance for pupils is strong and visiting speakers make an effective contribution to the PSHE programme. There is a clear behaviour policy and pupils have a proper sense of right and wrong. They look after their own property and respect that of others.

Pupils behave well in classrooms, around the building and outside in the playground. They mix well with each other and play happily together. The school places a strong emphasis on drama, which fosters pupils' co-operation skills. Opportunities for pupils to socialise and work together in teams are further enhanced by residential visits around Britain and in Europe.

Opportunities for cultural development are good. Pupils from various ethnic groups and with different cultural traditions work co-operatively together in an environment in which all are valued. The multi-ethnic mix of the school prepares pupils successfully for life in British society, and pupils learn about different faiths as part of their studies in religious education.

A real strength of the school is the emphasis on healthy living. Pupils are very aware of the importance of healthy eating and the dangers of smoking and substance abuse. This has a very positive effect on their personal and social development. They have a good awareness of environmental issues, which prepares them well for facing the challenges of adult life.

Does the school meet the requirements for registration?

Yes.

3. The welfare, health and safety of the pupils

Provision for pupils' welfare, health and safety is satisfactory. The school prides itself on the warm family atmosphere that underpins the work and values of all who work within it. Through the headteacher's strong leadership and the hard work of the staff, the school has successfully created a friendly and purposeful environment to which pupils say they like coming. There are appropriate policies for preventing bullying and for safeguarding and promoting pupils' welfare. However, these policies are not always translated effectively into practice throughout the school. For instance, staff have not had training on child protection and although pupils are appropriately supervised at play times and on school trips, the school does not carry out risk assessments prior to the commencement of journeys.

The policy for promoting good behaviour clearly states what sanctions will be imposed if pupils misbehave. This policy is implemented effectively and clear records are kept of serious offences and the disciplinary action taken. The school's pastoral care policy is effective and positive relationships were observed throughout the school.

Inspectors identified a number of health and safety issues during the inspection, the most important of which was the fact that no electrical tests have been carried out recently on portable equipment. In addition, several light fittings were found to be in an unsafe condition and one door leading to a classroom did not have a viewing panel. A number of other minor issues were brought to the attention of the school. However, by the end of the inspection, the school had begun to take steps to address some of these issues.

The school meets all fire regulations and there are regular fire drills, which are recorded appropriately. All staff and pupils are aware of what to do in the event of a fire and fire notices are displayed throughout the school. There are adequate fire exits, alarm systems and extinguishers. However, during the inspection one of the fire escapes was partially blocked. The school has a suitable policy for First Aid.

Most staff are qualified in First Aid and a qualified nurse, who is also a teacher, deals with more serious incidents.

The admission and attendance registers are maintained in accordance with the requirements of the regulations. The school has an appropriate accessibility plan in relation to the Disability Discrimination Act 2002.

Does the school meet the requirements for registration?

No.

What does the school need to do to comply with the regulations?

In order to comply with the Independent Schools Standards Regulations 2003 the school should:

- *ensure that all staff receive appropriate child protection training (paragraph 3(2)(b));*
- *carry out risk assessments on trips, school journeys and other activities that involve pupils travelling outside the school premises (paragraph 3(2)(c)); and*
- *have due regard to the Department for Education and Skills guidance 'Health and Safety: Responsibilities and Powers' by dealing with the health and safety issues identified in this report (paragraph 3(4)).*

4. The suitability of the proprietor and staff

Staff have been subject to checks on List 99 and the school is in the process of carrying out enhanced CRB checks on all staff. The school carries out appropriate checks to confirm the identity and character of staff prior to the confirmation of their appointment but does not yet check their medical fitness.

Does the school meet the requirements for registration?

No.

What does the school need to do to comply with the regulations?

In order to comply with the Independent Schools Standards Regulations 2003 the school should:

- *ensure that new staff are subject to appropriate checks with the CRB to confirm their suitability to work with children before their appointments are confirmed (paragraph 4(b)); and*
- *carry out appropriate checks to confirm the medical fitness of staff prior to the confirmation of their appointment (paragraph 4(c)).*

5. The suitability of the premises and accommodation

The school premises and accommodation are satisfactory overall. The school recently moved to its current rented premises, which were originally built as a school, but more lately have been used as a community social club. The school has worked hard to improve the premises since its move but recognises the need to improve some aspects further. Consequently, adaptations to the building are on-going. The local community continue to use the premises a few evenings per week when the school is not in session.

The school is arranged over three floors. In addition to teaching rooms, offices, storage space, and a kitchen, there is a hall, which is used for assemblies and lunch times. The school uses local sports facilities for physical education, including swimming and games. There is ample outdoor space for pupils to play although this area is rather stark. Access to the school is good and classrooms are spacious enough for the numbers of pupils using them. The classrooms are currently mostly open plan with divisions between groups provided by movable furniture. The school has already started the process of creating partitions that are more permanent.

The school is maintained in a tidy state and the décor is satisfactory. Some parts of the school have recently been redecorated while others require some attention. Furniture and fittings are appropriate to the ages of the pupils using them. However, a number of the pupils' desk tops are detached from their hinges and constitute a safety hazard.

The school has an area designated for use by pupils who are ill but it does not fully meet requirements, as it has no hand wash basin. Meals are prepared on site and the kitchen is spacious and adequately equipped. However, it also requires a separate hand basin for washing hands in line with the requirements of the regulations.

The building is well heated but lighting is inadequate in many parts of the school. There is some uneven flooring around the school, in particular in the ground floor girls' toilet where it constitutes a tripping hazard. Despite the school's best efforts to clean them, the stains in some carpeted areas are ingrained and unsightly. Sound and acoustics are satisfactory.

There is an adequate number of toilets for staff and pupils. However, there is no ventilation in the middle floor toilets.

Does the school meet the requirements for registration?

No.

What does the school need to do to comply with the regulations?

In order to comply with the Independent Schools Standards Regulations 2003 the school should:

- *provide appropriate facilities for pupils who are ill in accordance with the Education (School Premises) Regulations 1999 by installing a wash hand basin in the medical area (paragraph 5(1));*

- *install a wash hand basin in the kitchen (paragraph 5(m));*
- *provide suitable ventilation in the girls' and boys' toilets and improve the lighting in classrooms in accordance with the Education (School Premises) Regulations 1999 (paragraph 5(p));*
- *maintain pupils' desks in good condition (paragraph 5(r)); and*
- *ensure that all flooring is in good condition (paragraph 5(s)).*

6. The quality of information for parents and other partners

The quality of information provided to parents is good. There is an appropriate range of information about pupils' academic and social progress, and about the wider scope of opportunities at the school. The school prospectus is informative and contains details of curricular provision and additional activities. Copies of school policies are available to parents on request. Parents' meetings are held each term, and a report on pupils' progress in all academic subjects is sent to parents at the end of the school year. Shorter progress reports are issued half-termly. Parents' responses from the pre-inspection questionnaire show that the majority of them are very happy with the information they receive from the school.

Does the school meet the requirements for registration?

Yes.

7. The effectiveness of the school's procedures for handling complaints

The school recently reviewed its complaints procedure. Responses from the pre-inspection questionnaire indicated that most parents understand the school's procedure for handling complaints. The procedure is clearly written, meets all the requirements of the regulations and is available to parents and parents of prospective pupils on request.

Does the school meet the requirements for registration?

Yes.

SCHOOL DETAILS

Name of school:	Little Eden and Eden High SDA School
DfES Number:	313/6070
Type of school:	Co-educational Faith School
Status:	Independent
Age range of pupils:	3 - 18 years
Gender of pupils:	Mixed
Number on roll (full-time pupils):	Boys: 26 Girls: 18 Total: 44
Number of pupils with a statement of special educational need:	Boys: 1 Girls: 0 Total: 1
Annual fees (day pupils):	£850 - £2,000
Address of school:	St George's Hall Green Dragon Lane Brentford Middlesex TW8 0LR
Telephone number:	020 8568 7756
Fax number:	020 8568 7756
Email address:	info@thedenschool.com
Headteacher:	Mrs Laura A Osei
Proprietor:	Little Eden and Eden High SDA School
Reporting Inspector:	Mrs Florence Olajide
Date of inspection:	30 January - 02 February 2006

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