

Inspection of Educare Small School

12 Cowleaze Road, Kingston upon Thames, Surrey KT2 6DZ

Inspection dates: 11–13 February 2020

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Overall effectiveness at previous inspection Good

Does the school meet the independent school standards? **Yes**

What is it like to attend this school?

Pupils like coming to school. They enjoy their lessons, including opportunities to learn and explore outdoors. Pupils also take part in many activities outside of lessons. Examples include trips to museums and royal palaces.

Teachers have high aspirations for all pupils. They expect pupils to listen carefully and work hard. Staff explain things clearly. This helps pupils to get on with their work. Pupils' behaviour is typically good. Well-trained staff know how to support pupils if any difficulties do occur.

Pupils said that bullying is rare and that adults deal effectively with any incidents that arise. Pupils are respectful of others. Teachers help and reassure pupils if they have any worries. This helps pupils to feel safe. Parents and carers reported that the school has had a very positive impact on their children. One parent commented, 'It is a pleasure to be involved in such a lovely school community.'

In lessons, pupils are enthusiastic. Most like to join in with discussions and debates. Pupils speak confidently in groups and in performances. They are keen to share their knowledge and are proud of their successes. Pupils try hard to display the characteristics of being a 'learning wizard', such as being creative, curious and determined.

What does the school do well and what does it need to do better?

Leaders and staff are ambitious for all pupils to do well. They ensure that pupils are prepared effectively for their next stage of education. This includes making sure that pupils are ready for their learning at secondary school.

Pupils achieve well in a range of subjects. They develop secure skills and knowledge in all the required areas of study. Through the school's values, staff encourage pupils to work hard and keep trying, even when they find tasks difficult.

Pupils behave very well here. They have good attitudes to their learning, showing enthusiasm and motivation. Disruption in lessons is rare. Pupils enjoy social times, such as lunchtime and playtime. Pupils of different ages all play happily together.

Pupils' learning in mathematics is clearly organised. Teachers make learning interesting and relevant for pupils. They set tasks which enable pupils to develop their knowledge effectively. Pupils have many opportunities to deepen their understanding by solving problems and reasoning mathematically. Teachers make sure that pupils explain how they worked out an answer. They expect pupils to use mathematical vocabulary when they talk about their learning. Pupils were keen to tell me about what they know and can do in mathematics. Sometimes, pupils do not present their work accurately, for instance when they draw shapes or graphs. This sometimes prevents pupils from working out answers correctly.

Reading is a priority for all pupils. Phonics is taught effectively, including in the early years. Pupils practise their reading regularly. Their reading books are well matched to their abilities. Staff make sure that pupils read high-quality texts and develop an enjoyment of reading. If any pupils have difficulties learning to read, leaders and staff give them extra help to catch up.

The early years prepares children well for their learning in Year 1. Children make a strong start in reading and mathematics. They enjoy stories and books. They particularly look forward to sharing their favourite stories with their classmates. Children have many opportunities to find out about the wider world. For example, when they go to the woodland areas, staff help children to learn about risks and explore nature. Children strengthen their physical development as they practise climbing and moving safely among the trees. Staff also use every opportunity to develop children's scientific understanding. Children find out about the seasons and how they change. They enjoy learning about living creatures when they observe soils and worms. The proprietor has ensured that the requirements of the statutory framework for the early years foundation stage are met.

Pupils with special educational needs and/or disabilities (SEND) are supported well. The training staff receive is particularly effective. They receive timely advice from leaders and external agencies. Staff use this advice to understand and meet pupils' individual needs. This ensures that pupils with SEND learn effectively.

Pupils' personal development is central to the school's work. Pupils are helped to make positive life choices. They are taught to take responsibility for their actions and to listen to others. Pupils' learning about different faiths is enriched by visits to places of worship, such as a Buddhist temple. Pupils discuss topics of current interest. For example, they have learned about climate change, and have discussed this issue with a local politician.

In most areas of study, leaders plan pupils' learning carefully. They make sure that pupils build knowledge step by step. Teaching focuses on helping pupils to remember important ideas. Staff have strong subject knowledge. They plan lessons which enable pupils to link their existing knowledge with new concepts. However, this is not always the case, particularly in art and computing. For example, plans for art have insufficient detail about the knowledge and skills that pupils will learn to improve as artists. Some teaching does not introduce pupils to new techniques or skills in a logical manner. This hinders pupils from developing their knowledge progressively and achieving as highly as they could.

The proprietor has ensured that all the requirements of the independent school standards are met. Leaders make sure that the school environment is safe, well maintained and suitably resourced. The school's accessibility plan complies with schedule 10 of the Equality Act 2010. The school communicates effectively with parents, with all information readily available. Parents also receive a detailed annual report of their child's progress.

Staff are committed to ensuring that pupils learn well. Leaders are mindful of teachers' workload when making decisions about the school. Staff appreciate this.

Governors are knowledgeable about the school's strengths as well as areas that require further work. They provide leaders with effective support and challenge. This helps leaders to secure improvements in the quality of pupils' education.

Safeguarding

The arrangements for safeguarding are effective.

Pupils' welfare is a priority. Leaders make sure that staff are fully aware of their duties to keep pupils safe. Staff receive appropriate training and up-to-date information based on the most recent statutory guidance. They know how to recognise signs of abuse and what to do in the event of a concern. When issues arise, leaders take effective action to secure pupils' well-being.

The proprietor carries out all the required checks on the suitability of staff to work with pupils. The safeguarding policy is updated regularly and includes the most recent statutory guidance.

The school's caring and nurturing atmosphere helps pupils to feel safe. Staff encourage pupils to speak up. Pupils trust adults in the school to help them with any difficulties.

What does the school need to do to improve?

(Information for the school and proprietor)

- Pupils learn and achieve well in most of the required areas of study. However, in a few subjects, pupils' learning is not as coherently planned as it could be. In art and computing, subject plans lack precise information on what pupils need to learn. This means that teaching is not sharply focused on developing pupils' knowledge step by step. Leaders should ensure that plans for all subjects contain clear information on exactly what content pupils should be taught and when it should be taught. They should make sure that, in all subjects, plans enable pupils to build and deepen their knowledge progressively.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the provider and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

School details

Unique reference number	131351
DfE registration number	314/6070
Local authority	Kingston upon Thames
Inspection number	10123209
Type of school	Other independent school
School category	Independent school
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	40
Number of part-time pupils	11
Proprietor	Elizabeth Steintal
Chair	Janice Gravett
Headteacher	Elizabeth Steintal
Annual fees (day pupils)	£6,600
Telephone number	020 8547 0144
Website	www.educaresmallschool.org.uk
Email address	educaresmall@btconnect.com
Date of previous inspection	17–19 October 2017

Information about this school

- Educare Small School is a non-selective independent primary school for boys and girls aged between three and 11.
- The school aims to provide 'a safe, balanced and nurturing education for children to develop their potential as individuals in their own right'.
- The school was last inspected in October 2017, when it was judged to be good.
- The school offers before-school and after-school care for pupils.
- The school is registered to admit up to 50 pupils. There are currently 40 pupils on roll, 11 of whom attend part time. In total, 14 children attend the Nursery and Reception class, which is known as the kindergarten.

- The school has a higher than typical proportion of pupils with SEND.
- There are four mixed-age classes: kindergarten (the early years), early years and key stage 1, and two classes for key stage 2 pupils. There is flexibility between these classes, and pupils move between different groups based on their academic ability and maturity.
- The proprietor is also the headteacher. The school also has a board of trustees, which scrutinises the work of leaders.

Information about this inspection

We carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. The purpose of the inspection is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

The school meets the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

- We met with the headteacher, who is also the proprietor of the school. We also spoke with trustees.
- We reviewed documentation, including school policies, curriculum plans and the school's development plans.
- We carried out checks on the premises and the work of the school relating to the independent school standards. This included documentation related to pupils' behaviour, attendance and well-being.
- We did deep dives in reading, mathematics, art and science. We discussed the curriculum design with leaders, visited lessons, looked at pupils' work and spoke to pupils and teachers about the curriculum. We also considered pupils' learning in other subjects, including computing and technology.
- We evaluated the effectiveness of safeguarding. We reviewed the school's single central record of pre-employment checks. We met leaders and staff, looked at records and policies and spoke to pupils and parents.
- We met with groups of pupils to discuss their views about the school.
- We took account of the 12 responses to the Ofsted Parent View survey.

Inspection team

Karen Matthews, lead inspector	Ofsted Inspector
Tim McLoughlin	Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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