

Edward Jenner School

4 Pitt Street, Gloucester, Gloucestershire, GL1 2BH

Inspection dates

17–19 June 2014

Overall effectiveness

Good **2**

Achievement of pupils

Good 2

Quality of teaching

Good 2

Behaviour and safety of pupils

Good 2

Leadership and management

Good 2

Summary of key findings

This is a good school because

- Pupils achieve well in all subjects, particularly in English and mathematics. Many, including part-time pupils who only spend a limited time each week at the school, catch up rapidly with learning they have previously missed due to gaps in their formal education.
- The good progress that pupils make is due to good teaching. Teachers know pupils' abilities well and provide very effective individual learning programmes that enable each pupil to achieve well at their own level.
- Pupils behave exceptionally well. They are keen to learn and they support one another well as they improve their achievements.
- Pupils are very well protected. They feel safe in school and they learn to keep safe.
- The headteacher and the proprietor have created a school that parents and carers believe to be of very great value for their children's education. They are consistently seeking ways to make further improvements which benefit the pupils.

It is not yet an outstanding school because

- Pupils have only been in the school for a limited period of time. They have not yet had the opportunity to demonstrate sustained progress and achievement.
- Not enough is, as yet, outstanding.
- Although pupils are safe and do not experience bullying in school, the school has not yet provided enough formal opportunities for pupils to understand bullying in its varied forms and to develop resilience against it.

Compliance with regulatory requirements

- The school meets schedule 1 of The Education (Independent School Standards) (England) Regulations 2010, as amended by The Education (Independent School Standards) (England) (Amendment) Regulations 2012 ('the independent school standards') and associated requirements.

Information about this inspection

- This inspection was carried out with a day's notice. The inspector observed eight lessons. He looked at pupils' work and held meetings with pupils, the headteacher and the proprietor.
- He also looked at documentation including policy statements, schemes of work, teachers' planning and records of pupils' progress and of staff training.
- There were insufficient responses to Ofsted's online Parent View questionnaire. However, written and telephone messages from the parents and carers of six of the pupils were taken into account, as was a questionnaire response from one of the members of staff.

Inspection team

John Gush, Lead inspector

Additional Inspector

Full report

Information about this school

- Edward Jenner School is a small co-educational independent school providing full and part-time education. Most of the part-time pupils are also educated at home. For these pupils the school makes individual arrangements with parents and carers with regard to the subjects pupils will study and the number of sessions they will attend each week.
- The school is located in the centre of Gloucester in appropriately converted former office buildings. It makes use of the local leisure centre and an indoor climbing centre to extend the pupils' experience of physical education.
- The proprietor is one of the school's teachers.
- The school is registered for up to 25 pupils aged between seven and 16 years of age. The 11 pupils currently on roll are between the ages of eight and 15. Eight of them attend part time.
- Three pupils have statements of special educational need. One of these specifies the school as the appropriate education provider. The others were issued before the pupils joined the school. None of the pupils are in the care of their local authority.
- The school's aim is to help the pupils to become 'confident, reflective, principled and open-minded learners in an atmosphere of caring cooperation'.
- The school was opened in September 2013 and took its first full-time pupils in April 2014. This is its first inspection.

What does the school need to do to improve further?

- Improve the quality of teaching by extending the analysis of pupils' achievements in all subjects to identify any trends or patterns that might help the school to improve their achievements and progress even further.
- Improve pupils' behaviour and safety by providing additional formal opportunities for pupils to increase their understanding of the various forms of bullying and to develop enhanced resilience against it.
- Improve leadership and management by:
 - developing further the rigour and the effectiveness of the school's self-evaluation procedures by making more use of the evaluation criteria for independent schools
 - extending the range of specialist facilities in the school in line with the school's development plan for a continued increase in the number of pupils on roll.

Inspection judgements

Achievement of pupils

Good

- Pupils' achievements are good. This is because of the varied programme of learning and good teaching that is well directed to pupils' individual abilities.
- Many pupils come to the school following a disrupted education and some have had very difficult experiences in formal education. Most are also educated at home and only attend the school for a limited period each week. All pupils make very good progress in all subjects and they make excellent progress in English and mathematics. Some make exceptional progress from their starting points, making up lost ground very quickly. Because many are catching up rapidly, a high proportion of pupils exceed the progress in English and mathematics expected of all pupils nationally. Their achievements are not outstanding only because they, and the school, have not yet had time to ensure that this rate of progress can be sustained.
- All pupils study English and mathematics every day that they attend the school. They choose their tasks from a carefully planned range of activities and exercises tailored to their individual ability. This enables them to achieve a level of success that they have not previously experienced.
- All pupils receive appropriate individual support. The school makes sure that no pupils are disadvantaged by their difficulties, including the more-able learners, some of whom have problems in specific areas, who make very good progress. Pupils with a statement of special educational needs are helped to work towards their individual targets in order to overcome or manage their difficulties and they also progress well. As a result of the good support they receive, all pupils, including those who only attend part time, flourish at the school.
- All pupils read in the daily reading session, taking advantage of a well-chosen range of books. Most pupils read widely at home and are supported very effectively by parents and carers to do so.
- The subjects that pupils study provide interest and encouragement, broaden their knowledge and develop their confidence as learners. The subject matter is frequently linked to visits from experts and educational trips which extend pupils' knowledge and understanding. For example, a visit from a Roman soldier enthused the pupils and led to valuable discussion and written work. A science project on solutions and mixtures resulted in a demonstration for parents and carers where pupils conducted experiments and showed how they use scientific procedures to test their ideas and reach conclusions.

Quality of teaching

Good

- Teaching is good across the school. In the comparatively short time that the school has been open, expert teaching has enabled the pupils to make good, and in some case very good, progress in all their subjects.
- Careful and accurate assessment enables teachers to develop a full and detailed knowledge of what pupils know and can do. They use this very well to guide pupils to make good choices about the activities that most effectively support their progress. Regular, weekly assessment sessions enable teachers to plan and target specific learning activities for each pupil for the upcoming week. They also provide teachers with a firm basis to judge the levels at which pupils are working and the amount of progress they have made while they have been at the school.
- Lessons are characterised by careful planning and high expectations. Pupils are consistently challenged with realistic and stretching targets based on solid knowledge of their capabilities. In this way, teachers enable pupils to realise their potential.
- Teachers use their expert subject knowledge well to enthuse the pupils and to extend their skills and awareness. For example, in a recent series of art lessons, pupils benefited from highly effective teaching that encouraged careful observation, and this enabled them to develop excellent skills in drawing and painting. A qualified fitness expert, supported by a volunteer

sports science student, ensures that physical education is pitched at the right level for pupils' needs and abilities. This helps pupils to develop prowess and fitness.

- Learning support assistants work effectively with the pupils with statements of special educational needs. Teachers direct their work very effectively, ensuring that they understand the specific needs of the individual they are allocated to, and that they can also take initiative when appropriate. As a result, pupils with special educational needs are helped discreetly to make the best progress they can.
- Teachers mark all the pupils work regularly and consistently. They indicate what pupils do well and point out areas where they need to improve. This is either through comments on the work itself or, more frequently, during the lessons in direct conversation with pupils. This is very effective in ensuring that pupils take action immediately to adjust any errors and to improve their understanding.

Behaviour and safety of pupils

Good

- Pupils behave exceptionally well in school. Their behaviour and safety are good overall. They are courteous and well mannered around the school and enjoy a warm, but respectful, relationship with the teachers and other adults. There is no disruption or inappropriate language in lessons.
- Pupils attend regularly and are consistently punctual arriving at class. Their behaviour enables all to learn to the best of their ability. This enables teachers to give individual help. Pupils also learn effectively through actively supporting one another in group and paired activities.
- Pupils say that they feel safe in school. This is confirmed by the comments of their parents and carers, and also by the relaxed, yet purposeful, atmosphere that pervades the school. They say that there is no bullying in the school.
- Discussions during the inspection indicated that pupils have a broad awareness of bullying and how they can avoid it and build resilience against it. This includes an awareness of cyber bullying and what pupils need to do to stay safe online. Notwithstanding this, the school is aware that there is more that it can do to broaden the pupils' awareness of how to avoid bullying in all its aspects and it has made arrangements for this in the current school development plan.
- The school makes use of a very good range of activities to develop the spiritual, social, moral and cultural development of the pupils. Although some of these are in the early stages of development, they are already having a valuable impact on pupils.
- Recognising and appreciating that people are different, both in ability and cultural and religious traditions, are central to the school's ethos. Valuing diversity is very well promoted, both in the discussions that take place in tutor time and in weekly 'thinking' lessons. This helps pupils to espouse the core British values of tolerance and mutual respect.
- Pupils are aware of fairness and learn about the rule of law and British institutions throughout their lessons, but especially in English literature and history. The school is developing opportunities for pupils to contribute to the school's local community. The global village project included a focus on fair trade, that provided pupils with the chance to understand and to contribute to society more widely. All of these activities help pupils to enhance their personal development as self-confident individual learners who are aware of their opportunities to contribute to the world in which they are growing up.
- Appropriate policies and procedures are implemented to promote the safety, health and well-being of pupils. All staff members are trained in child protection and the designated safeguarding lead has completed the required advanced level training. All the required checks to ensure the suitability of the staff have been carried out and are correctly recorded on a single register. Appropriate checks have also been made and recorded about the suitability of staff members in the facilities the school uses for pupils' physical education.
- Robust fire safety, health and safety and first aid policies are all implemented well. Pupils are supervised with great care at all times and the policy to promote good behaviour is implemented very effectively.

Leadership and management**Good**

- Leadership and management of the school are good. This has positive effects on pupils' achievement and the quality of teaching, both of which are good.
- The school's leaders have detailed knowledge of the school's operation and have carefully guided it through its first year. As a result, all the standards for independent schools are met.
- The school's leaders are the teachers. Their cooperation over the weekly assessment of each pupil's progress across all subjects ensures that they have good knowledge of the teaching performance in the school. They make valuable use of this information to improve the teaching, including through professional development, in a way that enhances pupils' achievement and progress.
- Although leaders are aware of individual pupils' progress in their various subjects, they have not yet fully developed their procedures for analysing this information in order to identify trends and patterns. They have built this into the school's development plan with the aim of ensuring that pupils have the best possible chances to improve their performance.
- The proprietor is in daily contact with the school through her full-time involvement as one of the teachers. She holds the headteacher to account effectively and shares responsibility for the successful development and operation of the school. Together, they have evaluated the school's performance broadly accurately and have planned to make further use the evaluation criteria for independent schools in order to enhance accuracy and detail of their self-evaluation in the future.
- The school makes use of a good range of facilities and resources. Classrooms are well supplied with effective resources for learning. This includes sufficient laptop and tablet computers and suitable equipment for the science and technology lessons that are currently taught. Although the resources are adequate for the current phase of the school's operation and the number of pupils currently on roll, the school's development plan identifies additional specialist resources for science, technology and art and design in new facilities in a building adjacent to the school.
- Parents and carers receive all the information to which they are entitled through the school's brochure or on its well-designed website. The complaints procedure meets requirements.

What inspection judgements mean

School	
Grade	Judgement
Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Inadequate

Detailed grade characteristics can be viewed in the *Non-association independent school inspection handbook* which is published on the Ofsted website: www.ofsted.gov.uk/resources/140053.

School details

Unique reference number	139772
Inspection number	443008
DfE registration number	916/6005

This inspection was carried out under section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

Type of school	Co-educational school providing full time education as well as part time education to support pupils who are home-schooled
School status	Independent school
Age range of pupils	8 to 15 years
Gender of pupils	Mixed
Number of pupils on the school roll	11
Number of part time pupils	8
Proprietor	Amanda Brookes
Headteacher	Philip Brookes
Date of previous school inspection	This is the first inspection
Annual fees (day pupils)	£7,200 per annum or £200 per week
Telephone number	01452 380808
Email address	info.ejs@gmail.com

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