

School inspection report

24 to 26 September 2024

Eveline Day School

Swan House

207 Balham High Road

London

SW17 7BQ

The Independent Schools Inspectorate is appointed by the Department for Education to inspect association independent schools in England. Our inspections report on the extent to which the statutory Independent School Standards and other applicable regulatory requirements are met, collectively referred to in this report as 'the Standards'.

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Summary of inspection findings

1. The proprietor maintains comprehensive oversight and ensures that school leaders have the necessary skills and knowledge so that their responsibilities to meet the Standards are met consistently.
2. The school's aims and ethos are promoted and work well in practice. Leaders review the school's performance. However, they do not identify the detail of what is working well or define precise targets for ongoing improvements. This limits their capacity to evaluate the implementation and impact of actions taken.
3. Leaders have developed a suitably broad curriculum, which meets the needs of pupils and which is regularly reviewed. Pupils make good progress from their starting points. Most pupils achieve well. Learning is typically carefully planned and well taught. However, in some lessons, pupils do not learn as much as they could. This is because some activities are not planned effectively to meet the needs of pupils who are capable of more.
4. Leaders maintain a comprehensive knowledge and understanding of the early years and foundation stage statutory framework. They ensure that the youngest children are supported to meet age-related expectations. From a young age, children learn to understand and regulate their emotions. Leaders ensure that provision is in place for those who need additional emotional support. Consequently, children feel safe, supported and valued.
5. Leaders fulfil their responsibilities under the Equality Act 2010. They facilitate reasonable adjustments for those who need it. Policies and procedures are aligned with the latest statutory guidance. Important information is readily accessible on the school's website.
6. Pupils behave well around the school and in lessons. They are polite, considerate and respectful of other people. Through a range of guest speakers, trips and charitable initiatives, leaders ensure that pupils develop a broad social and economic education. Consequently, pupils understand the valuable contribution that they can make to their local community and wider society.
7. Leaders have identified risks within school and in the local area. They have implemented appropriate measures to mitigate these risks. Health and safety arrangements, including fire safety, are comprehensive and comply with current regulations. However, leaders do not always record the detail of low-level concerns raised by staff, pupils or parents. This means that leaders miss out on wider opportunities to continue to refine the risk assessment process.
8. Leaders have developed an effective safeguarding culture. Staff, including those with specific safeguarding responsibility, are appropriately trained and knowledgeable. Pupils are confident to approach a trusted adult for guidance and support, when required. Leaders receive training from local safeguarding partners. However, an understanding of local procedures, safeguarding risks and thresholds would be enhanced through more regular contact with local safeguarding partners. The safeguarding policy does not fully align with the school's practice in this area.

The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance are met.
- Standards relating to the quality of education, training and recreation are met.
- Standards relating to pupils' physical and mental health and emotional wellbeing are met.
- Standards relating to pupils' social and economic education and contribution to society are met.
- Standards relating to safeguarding are met.

Recommended next steps

Leaders should ensure that:

- effective self-evaluation is underpinned by precise actions and a measurable timeline to support the analysis of the success of ongoing school improvement and to identify any further changes needed
- lessons consistently provide suitable levels of challenge for all pupils
- low-level concerns are systematically monitored so that patterns and trends can be analysed and addressed
- the policy for safeguarding reflects the practice within the school
- their understanding of local procedures, safeguarding risks and thresholds is enhanced through more regular contact with local safeguarding partners.

Section 1: Leadership and management, and governance

9. The proprietor and school leaders work as a cohesive team to plan and deliver a strategy which actively promotes pupils' wellbeing. Members of an advisory board bring a wide range of skills and expertise to the role, such as in health and safety and educational leadership. They analyse termly leadership reports and support staff training.
10. The school's aims and ethos are promoted and work well in practice. The school values parents as partners and aims to be a kind and caring school. There is a clear sense of community across the school.
11. Leaders maintain a broad understanding of the school's strengths and areas for improvement. This is underpinned by a wide range of information, including from assessments and pupils' views. However, leaders do not use this data well enough to evaluate how effectively their decisions make a difference to pupils' wellbeing. Improvement planning lacks precision and time limited actions.
12. Leaders' responsibilities under the Equality Act 2010 are recognised within a clear and detailed accessibility plan. Individual education plans (IEPs) ensure that reasonable adjustments are made, as necessary. Leaders review the curriculum and monitor lessons and activities to ensure that teaching is inclusive.
13. Policies and procedures are aligned with the latest statutory guidance. Leaders regularly review how effectively and consistently policies are implemented and whether staff and pupils understand them. For example, leaders have recently introduced a new attendance policy and strategy.
14. The school provides parents with a wide range of useful information. Leaders keep parents up to date on policy changes via the school website. They provide local authorities with appropriate information related to pupils' education, health and care plans (EHC) plans. Parents are well informed about their children's progress and attainment through a programme of regular and detailed academic reporting.
15. Parental concerns are taken seriously. These are dealt with in an open and timely manner in line with the school's policy. Leaders record formal complaints in detail including any action taken. However, they do not record informal, low-level parental concerns so that patterns and trends can be analysed and resolved before they escalate.
16. Governors and leaders have a strategic approach to identifying and managing the risk of harm to pupils' wellbeing. Regular audits from external agencies ensure risk assessments are comprehensive, monitored and reviewed. Leaders have a solid understanding of contextual risks and act accordingly. For example, in relation to site security or the 'Prevent' duty.
17. Early years leaders have the knowledge and skills to fulfil their responsibilities effectively. They have a detailed understanding of the requirements of the early years framework and ensure that an effective system of risk management is in place for the early years environment.

The extent to which the school meets Standards relating to leadership and management, and governance

18. All the relevant Standards are met.

Section 2: Quality of education, training and recreation

19. Leaders plan the curriculum so that all pupils undertake a wide and varied programme of lessons and activities appropriate to their ages and aptitudes. Specialist teaching and suitable resourcing in areas such as French, sport and computing, foster interest and self-motivation in pupils. In addition, leaders promote an inclusive environment by facilitating instrumental lessons and orchestral recital performances for every pupil in years 3 to 6.
20. Pupils enjoy success across the curriculum and make good progress. Most pupils secure a place with their first-choice senior school, many of which have selective admissions criteria. Recent cohorts have been awarded a range of entry awards including academic and sports scholarships.
21. Most pupils achieve well in relation to their literacy and numeracy skills. Leaders have developed effective systems for setting individual progress targets for pupils. These are closely monitored and additional support is put in place as needed. As a result, pupils make consistently good progress.
22. Overall, teaching is effective. Planning for learning takes the pupils' needs into account. Teachers typically offer consistently high levels of individual support. As a result, pupils acquire new knowledge and skills. Pupils are often encouraged to use interesting and technical vocabulary. They are balanced and articulate when given the opportunity to discuss their views on a topic. They behave well and are motivated to learn.
23. Occasionally, activities in lessons are not matched well enough to what pupils know and can do. For example, some lessons did not provide pupils with opportunities to extend their learning sufficiently. In these cases, pupils do not always learn as much as they could.
24. Leaders ensure that detailed guidance is available to teachers for supporting pupils who have special educational needs and/or disabilities (SEND). Pupils on the SEND register are consequently well known to teaching staff. Reasonable adjustments are made in most lessons to account for their needs. Leaders monitor the progress of each child with additional needs, initiating further support whenever needed.
25. The development of communication, literacy and numeracy skills is prioritised in the early years setting. Most children achieve well in these areas of learning. The curriculum is well planned. Regular checks on children's learning identify and address individual needs. Next steps are monitored to ensure that all pupils make the progress that they should.
26. A broad range of extra-curricular activity is informed by pupils' interests. This includes opportunities, for example, from chess to musical theatre. There is good provision for pupils beyond the timetabled school day.

The extent to which the school meets Standards relating to the quality of education, training and recreation

27. All the relevant Standards are met.

Section 3: Pupils' physical and mental health and emotional wellbeing

28. Pupils are active. They develop healthy lifestyles and broaden their interests through the physical educational (PE) curriculum and additional sports on offer. Dance, yoga and sports clubs are bolstered by local fixtures and cross country running. Pupils also have opportunities to explore and develop their physical abilities and self-awareness in a range of outdoor environments, not least during annual residential trips which start from year 2.
29. From an early age, pupils learn how to better understand and monitor their own health and wellbeing. Independence and an awareness of healthy eating is promoted at mealtimes. Each classroom has an emotional regulation chart so pupils can share their current feelings. The year 6 prefects take great pride in supporting the younger children with any difficulties.
30. Pupils are well supervised by appropriate adults. Pupils and staff share warm, respectful relationships. As a result, pupils move around their school in a calm and considerate manner. Bullying is not tolerated. In the rare instances when it occurs, it is dealt with promptly with careful consideration given to all involved.
31. Staff in the early years help children to feel at ease and to enjoy their activities. Children feel secure in their environment because of the caring relationships and positive attitudes modelled by staff. Independence is encouraged at mealtimes and during changing. Children have weekly dance, music and physical education lessons, as well as regular access to the playground and vegetable garden. Children consistently reach their goals in self-care and physical development.
32. The personal, social, health and economic education (PSHE) programme ensures that pupils develop an age-appropriate understanding of the features of respectful relationships. Parents are consulted and kept informed about any curriculum updates. The curriculum is well delivered across the age groups.
33. The school site is maintained to a high standard, with robust health and safety procedures in place. There are regular fire evacuation drills. Training for staff, including in fire safety, is thorough, up to date and suitably recorded.
34. Appropriate procedures and suitable accommodation are in place to care for pupils who are injured or become unwell. Suitably trained staff provide first aid. Pupils with specific medical needs are well known to staff and receive the care that they need. Any medicine is appropriately administered and stored securely.
35. Admission and attendance registers are appropriately maintained and regularly reviewed to monitor patterns of absence. Staff are vigilant. They follow up on unexplained absences promptly. Staff understand local reporting procedures if children are missing education. The local authority is informed, as required, when pupils join or leave the school outside the standard points of transition.

The extent to which the school meets Standards relating to pupils' physical and mental health and emotional wellbeing

36. All the relevant Standards are met.

Section 4: Pupils' social and economic education and contribution to society

37. Leaders ensure that the curriculum supports pupils to develop respect for other faiths and cultures and to take an interest in the wider world. The PSHE curriculum is enhanced through events such as international day. Members of the school community share and celebrate their different cultures. Pupils take part in the Balham Faith Walk and visit local places of worship with talks and tours from religious leaders. Teaching staff also prepare projects on diverse cultures. They lead assemblies on different faiths during religious festivals.
38. Leaders promote respect for British society and institutions. British values are displayed widely throughout the school and are embedded within the PSHE curriculum. From an early age, pupils develop an understanding of the importance of democratic principles by regularly voting on different topics. Older pupils apply for leadership positions. The democratically elected school council makes a difference to the school community, for example, in the role it played to recently develop the playground.
39. Pupils are encouraged to take on responsibility within the school. From an early age, pupils are given a wide range of opportunities to lead and support their school community, such as eco ambassadors or subject captains. House captains and prefects play an important role as mentors throughout the school. They have allocated time to support younger children. Pupils enjoy raising funds for charities. They are regularly encouraged to consider their service to others via events such as park walks, fun runs and food bank collections.
40. Pupils know how to distinguish right from wrong. They understand the importance of respect for public services and the rule of law. Older pupils undertake a bi-annual visit to the Royal Courts of Justice to take part in a mock trial. Visits from representatives of public services, such as Transport for London, contribute to pupils' awareness of how their conduct can have a positive impact on the local and wider community.
41. Pupils are guided to make informed choices on their future study pathways. An age-appropriate understanding of financial management also helps to prepare them for life beyond school. While this knowledge is predominantly delivered through the PSHE curriculum, in year 6, pupils take part in enterprise week in the summer term. In small groups, they learn to develop business ideas and models, commit to market research, pitch their idea in an assembly and then sell their goods or services, giving them a sense of how finance is managed in practice.
42. The early years environment is deliberately organised to encourage social interaction and an understanding of the world. Children have regular opportunities to role play life experiences. This is then given real world context by hosting regular visitors, such as local vets and dentists, and the children's family members. Regular visits to Wimbledon Common for outdoor activity allow the youngest children to engage with their local community and learn important behaviours such as road and dog safety.

The extent to which the school meets Standards relating to pupils' social and economic education and contribution to society

All the relevant Standards are met.

Safeguarding

43. There is an effective safeguarding culture throughout the school. The school's safeguarding policy is updated annually. This reflects the latest statutory guidance and is a central feature of new staff induction. Staff receive regular training, both in-person and online. The training is organised by a suitably qualified and experienced safeguarding team. As a result, staff have a robust understanding of the school's safeguarding procedures as well as the staff code of conduct and whistleblowing policy.
44. Risk assessments and procedures are in place to mitigate risks. The proprietor had been named as a joint designated safeguarding lead in the safeguarding policy; however, this was amended on inspection to reflect statutory guidance.
45. Safeguarding records are carefully managed, regularly reviewed to analyse any trends and cross-referenced with the school's bullying and behaviour logs. Pupils deemed to be at risk or with an identified need are closely monitored. Staff are confident in reporting concerns about other adults. They understand their related statutory responsibilities. Leaders maintain an accurate overview of staff concerns. However, they do not formally record any low-level concerns to identify any patterns and trends and support early intervention and training.
46. Safeguarding leaders engage with local agencies for DSL refresher training. As a result, they are aware of when and how to make referrals relating to staff conduct, early help assessment, child-on-child abuse, children missing from education and extremism. Aside from training, there has been limited contact with local safeguarding partners. This limits the DSL team's understanding of the most up-to-date local procedures, risks and reporting thresholds.
47. Pupils are well informed about how to keep themselves safe, including online. The online safety curriculum includes password security, appropriate online behaviour and data protection. Arrangements for the monitoring and filtering of online technology are effective. Leaders respond to alerts promptly. Pupils understand how to report concerns and appreciate the multiple reporting channels available to them. For example, in addition to speaking to a trusted adult, pupils can disclose a concern via their classroom worry box or during a drop-in session every Friday.
48. The proprietor ensures that there are robust recruitment procedures in place that reflect the latest statutory requirements. Checks are recorded fully and accurately on the single central record of appointments. Staff involved in interviewing candidates are trained in safer recruitment.

The extent to which the school meets Standards relating to safeguarding

- 49. All the relevant Standards are met.**

School details

School	Eveline Day School
Department for Education number	212/6383
Address	Swan House 207 Balham High Road SW17 7BQ
Phone number	020 8673 3188
Email address	eveline@evelinedayschool.co.uk
Website	www.evelinedayschool.com
Proprietor	Mrs Eveline Drut and Mr Gordon Jessiman
Chair	Mrs Eveline Drut
Headteacher	Sarah Gillam
Age range	3–11
Number of pupils	95
Date of previous inspection	15 to 17 September 2021

Information about the school

50. Eveline Day School is an independent coeducational day school in Wandsworth, London. The school is a family business, founded by the proprietor's parents in 1992 and is governed by the proprietors through the management board of the broader group of seven nursery schools, including registered settings. Since the last inspection, the school has welcomed a new headteacher to post and installed a new information technology suite and playground.
51. There are currently 47 children within the school's early years setting. They are split between two classes, Lower Reception and Upper Reception.
52. The school has identified 19 pupils as having special educational needs and/or disabilities (SEND). One pupil in the school has an education, health and care (EHC) plan.
53. No pupils speak English as an additional language.
54. The school states its aims are to give every child the knowledge, skills and passion to be the very best that they can be as learners and as global citizens; to provide a broad and balanced education that accumulates knowledge and skills and is based on the National Curriculum but also extends beyond it; to create a love for learning from the very beginning of school life; to ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support; to support pupils' spiritual, moral, social and cultural development and actively promote fundamental British values and the Equality Act 2010; to support pupils' physical development and responsibility for their own health, and enable and encourage them to be active; to support pupils' mental health and emotional wellbeing through the training of pupils and school staff, by specialists in the field; to equip pupils with the knowledge and cultural capital they need to succeed in life through an enriched curriculum; to develop pupils' independent learning skills and resilience, to equip them for further/higher education and employment; to give pupils the confidence to take risks and to develop the belief that there is no ceiling on what can be achieved through effort and perseverance.

Inspection details

Inspection dates

24 to 26 September 2024

55. A team of three inspectors visited the school for two and a half days.

56. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods and assemblies
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussions with the chair
- discussions with the head, school leaders, managers and other members of staff
- discussions with pupils
- visits to the learning support area and facilities for physical education
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

57. The inspection team considered the views of pupils, members of staff and parents who responded to ISI's pre-inspection surveys.

How are association independent schools in England inspected?

- The Department for Education is the regulator for independent schools in England.
- ISI is approved by the Secretary of State for Education to inspect independent schools in England, which are members of associations in membership of the Independent Schools Council.
- ISI inspections report to the Department for Education on the extent to which the statutory Independent School Standards, the EYFS statutory framework requirements, the National Minimum Standards for boarding schools and any other relevant standards are met.
- For more information, please visit **www.isi.net**.

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