

School inspection report

11 to 13 February 2025

Eversfield Preparatory School

Warwick Road

Solihull

West Midlands

B91 1AT

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. Governors maintain comprehensive oversight of the school and ensure that leaders promote the wellbeing of pupils. They provide appropriate challenge and support, contribute to the self-evaluation process, and review policies and procedures to ensure that leaders carry out their responsibilities and that the Standards are met.
2. Leaders at all levels maintain careful oversight of the curriculum to check that it meets the needs of pupils and is supported by a suitable range of additional opportunities through extra-curricular activities. Assessment across the school is used by leaders to shape the curriculum so that it enables pupils to build on their knowledge and understanding and make good progress. Lessons are well planned and teaching is typically effective, using a range of resources and methods that engage pupils and develop their skills for the future. However, the impact of marking and feedback on pupils' progress is not consistent. In some subjects, pupils are not given opportunities to reflect on feedback given in order to further improve their work.
3. Leaders work actively to promote the physical, mental and emotional wellbeing of pupils. An effective pastoral system, mental health first-aid trained staff, opportunities for pupils to report any worries and an age-appropriate personal, social, health and economic (PSHE) education curriculum have a positive impact on pupils' self-esteem and emotional wellbeing.
4. Pupils behave well as a result of leaders' active promotion of the school's values. This ensures that pupils are respectful towards each other and have a secure understanding of right and wrong. Bullying is rare, but when it does occur, leaders respond quickly and appropriately in line with school policies.
5. Children in the early years are taught an engaging curriculum by caring staff who support them in both guided and independent activities. Children in the early years make good progress and are well prepared for their next stage of learning.
6. The approach taken by leaders to support pupils who have special educational needs and/or disabilities (SEND) ensures that these pupils' needs are identified and that they are supported appropriately. This enables pupils who have SEND to make good progress from their starting points.
7. Pupils who speak English as an additional language (EAL), including the youngest children in the early years, are provided with suitable support and make good progress in developing their linguistic skills in English.
8. Leaders ensure that pupils are prepared for life in British society by encouraging contributions to the community. Through these opportunities, pupils develop an understanding of wider society. They seek positions of responsibility and thoughtfully provide service to others as heads of house and pupil council representatives.
9. Health and safety and risk assessment procedures are thorough. Leaders maintain appropriate oversight of these procedures. Arrangements for fire safety and medical care are comprehensive and in line with current requirements.
10. Safeguarding arrangements in the school are effective and well known by staff. Leaders provide a variety of ways to ensure that pupils can express any concerns they have. Should pupils do so, staff

respond promptly and appropriately. Safer recruitment procedures are rigorous and staff responsible for checks undertake their responsibilities diligently. Leaders take advice from local safeguarding partners, and make prompt referrals to them, as necessary.

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 marking and feedback enables pupils to improve their work through consistently providing opportunities for pupils to revisit and consolidate their learning.

Section 1: Leadership and management, and governance

11. Governors maintain effective oversight of the school and ensure that leaders utilise their skills and knowledge to carry out their responsibilities well. Detailed reports from school leaders keep governors updated on the workings of the school, providing them with information on pertinent issues such as pupils' attendance and behaviour, complaints and safeguarding. Governors scrutinise policies and procedures regularly to assure themselves that they reflect current statutory guidance.
12. Governors and leaders effectively promote the school's aims and place pupils' wellbeing at the centre of all that they do. For example, the caring ethos evident in relationships between staff and pupils reflects the central school values of compassion, aspiration, respect and endeavour ('CARE'). Leaders systematically evaluate the school's effectiveness and identify areas for development. They use this information to inform the school's improvement plans. Leaders take effective action to address areas for development. Plans are followed closely and actions completed fully so that the school continues to improve. A current focus on mental health and wellbeing has seen the introduction of 'wellbeing Wednesdays', during which pupils are able to drop in to speak informally to staff about concerns during their breaktimes.
13. Leaders have established effective links with external agencies that support the wellbeing of pupils. Where appropriate, the school works with occupational health and speech and language therapists to enable them to better meet the needs of pupils who have SEND. Thresholds for reporting concerns to local authority professionals are clearly understood and followed.
14. The school meets its responsibilities under the Equality Act 2010. Leaders evaluate the school's SEND provision systematically, making changes where necessary, in order to support pupils as well as possible. Pupils who have SEND are provided for appropriately and have full access to the curriculum. The school has a suitable accessibility plan in place.
15. Governors and leaders maintain a strategic approach to risk management. Risk assessments are thorough and outline measures put in place to mitigate risk across all aspects of school activity. Leaders review these regularly and ensure that staff are provided with appropriate guidance on how to complete them.
16. An effective policy is in place to manage any complaints. The school keeps accurate records of the complaints it receives and deals with them promptly and appropriately.
17. Leaders provide helpful information to parents on the school's website, including ways of contacting the school and the required range of policies. They share information about pupils' performance so that parents are kept updated, and parents receive regular reports about their children's progress and achievement.
18. Leaders in the early years are knowledgeable and experienced. They work collaboratively, alongside other responsible adults, to ensure that safeguarding and welfare requirements for early years children are in place. They create motivating, relevant and enabling learning environments and use these to support each child's development effectively.

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

19. All the relevant Standards are met.

Section 2: Quality of education, training and recreation

20. Leaders ensure that across the school pupils enjoy a well-designed, rich and varied curriculum. This enables pupils to learn new skills, tackle problems and acquire new knowledge across all areas. Teachers provide many opportunities for pupils to share views, present ideas, ask questions and listen to the views of others. Consequently, pupils become articulate and confident communicators. They share their ideas in lessons, support and encourage each other and appreciate what others have to say.
21. Cross-curricular work enables pupils to make connections between subjects and allows them to apply their learning. For example, older pupils enjoy completing a soundtrack to a silent movie in their music and digital literacy lessons; in design and technology and science, pupils design and build their own battery-operated car, which they then present to an external engineer. The curriculum is further enriched through learning opportunities outside school, for example a Year 4 trip to a marine life museum where pupils learn specific knowledge and skills in a different context, and a Year 6 residential trip to France which helps pupils improve their linguistic skills.
22. Knowledgeable, enthusiastic teachers plan learning carefully. They have good subject knowledge, take appropriate account of pupils' individual needs and provide a range of suitable tasks based on pupils' knowledge and skills. Teachers use a range of effective teaching methods so that pupils acquire new knowledge and make good progress across all areas of the curriculum. Teachers develop pupils' writing skills effectively from an early age and respond well to structured tasks in science and mathematics. Leaders have a suitable marking and feedback policy in place. However, the opportunity for pupils to reflect on and further improve their work is not consistently provided across all subjects.
23. In the early years, children have a clear understanding of daily routines and how to access the wide range of resources provided. As a result, they develop independence and confidence in their learning. A well-planned curriculum ensures that children make good progress across the seven areas of learning. Teachers plan activities carefully, responding thoughtfully to children's interests. Frequently, children choose their activities and teachers initiate meaningful conversations that develop children's speaking and listening skills well.
24. Leaders use the school's assessment framework to monitor pupils' progress and achievement through standardised assessments. The data is analysed to inform teachers' planning, and regular checks on learning in English, mathematics, verbal and non-verbal reasoning show that pupils make good progress. Teachers use continuous assessment grades to track pupils' acquisition of subject-specific skills in a wide range of areas such as the humanities, science and creative subjects. Consequently, pupils understand the progress they are making in these subjects. Parents are informed about their child's progress through written reports and meetings with teachers.
25. Pupils who have SEND are well supported. Leaders have built strong professional relationships with external agencies which provide effective specialist training that improves support for pupils who have SEND. Teachers ensure that classrooms are accessible by making age-appropriate accommodations an integral part of their practice. They use a variety of methods, such as voice-activated digital devices, to support pupils effectively. Provision is reviewed regularly to ensure that pupils who have SEND make good progress.

26. Teachers consider the needs of pupils who speak EAL carefully. They put support strategies in place, such as visual aids and lists of key vocabulary. As a result, pupils who speak EAL make good progress from their starting points.
27. The extensive co-curricular programme includes a range of physical disciplines and several musical ensembles, as well as chess, cookery, photography, film and drama. Pupils choose a wide variety of activities and develop their skills as a result. Children in the early years benefit from a range of activities that extend their learning in linguistic, physical and creative ways. These include cricket, tennis, dance, yoga, gardening, craft, music, art and Spanish.

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

28. All the relevant Standards are met.

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

29. Leaders encourage pupils to be respectful and to reflect the 'CARE' values that are central to the school's ethos. Throughout the school, pupils show kindness and concern for each other's wellbeing because these positive behaviours are consistently modelled by staff and senior pupils. The youngest children in the early years demonstrate respectful behaviours by listening to each other and sharing learning resources, and older pupils are polite and considerate towards their peers and staff. All pupils respond positively to praise, which is used frequently to encourage pupils to understand and respect each other.
30. Pupils discover a wide variety of different faiths because they are represented in the school community and each is given equal weight and value. Pupils develop the ability to be calm and reflective through assemblies and acts of worship.
31. Leaders ensure that a well-planned PSHE programme is delivered to all pupils in an age-appropriate way. Relationships education is developed in consultation with parents and delivered through a curriculum that is tailored to the school community. Across all ages, pupils are taught about the importance of their wellbeing and of healthy relationships with others. Teachers, including in the early years, explore the issue of consent using appropriate resources. As a result, pupils express their views with confidence and can articulate the importance of respecting each other's differences.
32. The school implements clear behavioural expectations across the school. These are respected by pupils and consistently applied by staff, and positive relationships between staff and pupils are evident as a result. Pupils recognise different forms of bullying, including those that may take place online. Leaders have put in place robust procedures to address bullying should it occur and respond promptly and appropriately to any incidents.
33. The provision of physical education (PE), swimming, games and an extensive co-curricular activity programme allows all pupils to participate in a variety of physical activity and builds their sense of physical and mental wellbeing. The majority of sports offer mixed-gender participation, and this allows greater access to a wider range of sports for all pupils. Staff recognise the importance of physical activities for pupils' mental health and include 'brain breaks' within lessons to help maintain focus.
34. In the early years, teachers engage children in stimulating activities both inside and outside the classroom, supporting their physical development and wellbeing while building their confidence and resilience. Children develop their physical skills effectively through regular PE sessions taught by a specialist teacher. Children learn about healthy eating and dental hygiene through skilled teaching and have opportunities to develop their gross-motor skills in specialist lessons such as swimming and dance.
35. Staff with responsibility for first aid arrangements and pupils' medical care undertake their roles effectively. First aid facilities are appropriate and staff are suitably trained to meet pupils' medical needs. Pupils are supervised appropriately during all activities and throughout the school day.
36. Attendance and admission registers are kept as required, with appropriate notification made to the local authority when pupils leave and join the school at non-standard transition points. The

attendance register is scrutinised daily with appropriate coding used for recording entries. Leaders take prompt action when necessary, so that their expectations for high levels of attendance are achieved consistently.

37. The school has effective health and safety and fire arrangements. All equipment is serviced and checked regularly. Fire risk assessments are in place across the school site and are regularly reviewed. Staff carry out regular fire evacuation drills which are carefully monitored. Leaders commission external audits of fire safety and act on any advice received. The school's premises and accommodation are well maintained and provide a suitable learning environment for pupils.

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

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

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

39. Leaders actively promote British values. Pupils vote for which of their peers should take positions of responsibility, such as those on the school or eco council. Assemblies, form time, religious education and the PSHE curriculum develop pupils' understanding of the rule of law and this is enhanced by their participation in drawing up their class rules each year. Pupils have a clear sense of personal responsibility.
40. Older pupils benefit from opportunities to take on leadership roles within the school. Pupils in Year 6 take their roles seriously and understand that each position, such as head of house, peer mentor or council member, brings value to the school community. Pupil leaders recognise how they provide service to the school and are proud of this achievement.
41. Leaders actively promote a sense of self-awareness and an appreciation of the needs of others in pupils. As a result, pupils show tolerance and understanding towards people from different cultures, taking opportunities to learn from each other. The curriculum is increasingly diverse, enabling pupils to develop a greater understanding of societal issues and preparing them for the complexities of the wider world. For example, the history department explores themes such as immigration and celebrates diversity whilst exploring famous footballers such as Walter Tull. In art lessons, pupils study a range of artists who have disabilities and come from diverse backgrounds.
42. The school prepares pupils for life in Britain by helping them to develop an understanding of how to use money effectively and responsibly, for example when younger pupils set up their own stall selling items to pupils from other classes. The PSHE programme includes a number of topics related to financial awareness such as compiling a detailed budget for weekly food shopping or undertaking a project to grow money from an initial small sum. In the early years, children begin to learn about money through role-playing visits to the shops.
43. The school positively encourages its pupils to contribute to the local community. Pupils respond well and actively engage in fundraising. This includes collecting items for a local foodbank, participating in a Christmas 'shoebox' appeal and completing an art project with residents from a local hospice. Consequently, pupils begin to develop an understanding of wider society.
44. Pupils are well prepared for the next stage in their education. Adults in the early years support children's social development by helping them to identify feelings and emotions, which leads to an understanding of their actions towards others. As a result, children are well prepared for transition into Year 1. Older pupils are prepared for the move to senior school through a focus on building resilience and independence. Visits from pastoral staff or heads of year from senior schools, along with pupils' participation in induction days, help them feel more confident and prepared for progression to senior school.
45. Pupils develop their understanding of different careers. Visits from professionals, such as the fire service, catering and recycling companies, mean pupils gain exposure to different career paths. The school invites parents and ex-pupils to share their expertise, and visitors have included an astrophysicist, an engineer and an inventor. These visits further broaden pupils' understanding and inspire their aspirations.

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

46. All the relevant Standards are met.

Safeguarding

47. Leaders have put in place a detailed safeguarding policy which reflects current statutory guidance and is implemented effectively. This outlines forms of abuse, roles and responsibilities and broader safeguarding issues such as vulnerable pupils and attendance.
48. Governors provide effective oversight of safeguarding by undertaking regular visits to the school in which discussions are held with the safeguarding team, selected staff and pupils. In this way, governors provide both support and challenge.
49. Leaders ensure that all necessary background checks are completed before adults start work at the school. These checks are accurately recorded in an appropriate single central record (SCR) of appointments. Leaders and governors make regular checks to ensure that recruitment processes are effective.
50. Safeguarding leaders, including those in the early years, are members of the senior leadership team and have sufficient authority in the school. All members of the safeguarding team are trained appropriately and prioritise providing pupils with suitable and timely support. Pupils understand that they can express any concerns they have to a trusted adult and they do so with confidence. Thorough records are kept and reviewed and safeguarding leaders readily engage with local agencies for guidance and support. When required, leaders make timely referrals to children's services and the local authority.
51. Safeguarding leaders train all staff effectively, including by providing regular updates. As a result, staff know how to raise concerns about pupils, recognise signs that may be a cause for concern and understand the dangers of extremism. The school has a suitable process for responding to any low-level concerns.
52. The school teaches pupils how to keep themselves safe, both in and outside school, and when online, through PSHE lessons, digital learning lessons and regular assemblies. There is an effective filtering and monitoring system in place which is regularly reviewed and tested by safeguarding leaders.

The extent to which the school meets Standards relating to safeguarding

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

School details

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| School | Eversfield Preparatory School |
| Department for Education number | 334/6000 |
| Registered charity number | 528966 |
| Address | Warwick Road Solihull West Midlands B91 1AT |
| Phone number | 0121 705 0354 |
| Email address | enquiries@eversfield.co.uk |
| Website | www.eversfield.co.uk |
| Proprietor | Eversfield Preparatory School |
| Chair | Dr Timothy Brain |
| Headteacher | Mr Robert Yates |
| Age range | 2 to 11 |
| Number of pupils | 313 |
| Date of previous inspection | 11 to 14 January 2022 |

Information about the school

54. Eversfield Preparatory School is an independent co-educational day school for pupils between two and 11 years of age. The school was founded as a Christian school for male pupils in 1931 and became co-educational in 2000. The school is an educational trust overseen by a board of governors.
55. The school comprises three sections: a lower school for children in Kindergarten, Nursery and Reception (early years), middle school for pupils in Years 1 to 3 and upper school for pupils in Years 4 to 6.
56. There are 42 children in the Kindergarten and Nursery arranged into two classes and there are 41 children in Reception arranged into two classes.
57. The school has identified 32 pupils as having special educational needs and/or disabilities (SEND). There are no pupils with an education, health and care (EHC) plan.
58. The school has identified 63 pupils for whom English is an additional language (EAL).
59. The school aims to promote high moral standards along with a breadth of experiences for children to develop their individual talents. It seeks to make children valued members of society, to develop their self-confidence and leadership skills and enable them to be unafraid to make mistakes in a safe and healthy educational environment.

Inspection details

Inspection dates

11 to 13 February 2025

60. A team of four inspectors visited the school for two and a half days. The on-site inspection was quality assured by a monitor.

61. 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 and other governors
- discussions with the headteacher, 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.

62. 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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