

Westbury House School

Independent school standard inspection report

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Reporting <input type="checkbox"/> inspector	Wendy Forbes

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Purpose and scope of the inspection

This inspection was carried out by Ofsted 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.^{1, 2}

Information about the school

Westbury House School is a non-selective independent school for pupils aged three to 11 years, located in the London Borough of Kingston. It was founded in 1966 by the current proprietor, then Principal. There are 92 pupils on roll, 12 of whom are in Kindergarten (Reception) and nine are in the nursery, of whom two attend part time. Of the 21 children in the Early Years Foundation Stage, 20 receive nursery education funding. Pupils are of diverse heritages and 26 speak English as an additional language. There are no pupils with a statement of special educational needs. A before- and after-school club is provided for pupils and was inspected as part of this inspection. The school prepares pupils for entrance examinations to independent secondary schools at the age of 11. The school aims to, 'provide an education with enrichment and extension beyond the National Curriculum. Every child is encouraged to fulfil his or her potential by teachers identifying needs and giving individual attention when necessary.' It also aims to, 'give the children confidence, independence, security and a love of learning'. The school was last inspected in June 2008.

Evaluation of the school

Westbury House School successfully meets its aims and provides a good quality of education for its pupils. The overall effectiveness of the Early Years Foundation Stage is good. Pupils make good progress overall because the teaching is consistently good and pupils have exemplary attitudes towards learning. The good curriculum underpins pupils' excellent personal development and sense of well-being. The school has made satisfactory progress since its last inspection, and is always seeking ways in which to improve. Almost all regulations are met, including those relating to safeguarding arrangements.

Quality of education

The good quality of education is underpinned by a good curriculum, with good provision in the Early Years Foundation Stage, which has improved since the

¹ www.legislation.gov.uk/ukpga/2002/32/contents.

² www.legislation.gov.uk/ukpga/2005/18/contents.

previous inspection. The classrooms for the youngest children are welcoming and attractive, and provide a broad and stimulating range of indoor learning experiences for children. The school places a strong emphasis on developing pupils' skills in reading, writing and mathematics as well as on their creative development. French, Latin and music are taught by specialists. Gymnastics and swimming lessons are provided by specialist staff at a purpose-built gymnasium and at a local sports centre. The opportunities for dance, drama, music and art are excellent and make a significant contribution to pupils' confidence and self-esteem. The curriculum is very effectively enhanced by a wide range of visits, visitors and extra-curricular activities such as chess, choir, karate, drama and percussion.

Subjects, such as classics, science, geography and history, are mainly delivered through topics which have effective subject links. The use of information and communication technology (ICT) is effective. However, the lack of computers and whiteboards in some classrooms, particularly in the Early Years Foundation Stage, means that staff rely heavily on timetabled opportunities to use the school's ICT suite in order to develop pupils' ICT skills. Provision for personal, social and health education is also delivered well through the curriculum.

Teaching and assessment are good. This means that work is suitably matched to pupils' capabilities. Teachers know their pupils very well and make the most of the opportunities arising from small class sizes to give plenty of individual support. Pupils who have been identified as needing additional support for their learning are aided through well-focused individual education plans and a range of appropriate support. The specialist knowledge of teachers is used effectively to match work to individual needs and to pace the learning so that pupils of different abilities as well as those who speak English as an additional language learn well. In a small minority of lessons, these characteristics were not entirely present and, as a consequence, pupils' interest waned.

The school's framework for assessment includes regular reading assessments and ongoing observational assessments in Kindergarten and in the nursery. Throughout the rest of the school, tests in English, including reading and spelling, mathematics and ICT provide helpful information about how well pupils are progressing. Staff use this information effectively to feed into their planning. Marking is not as consistent as other aspects of assessment, with some variation in the quality of marking between year groups and subjects. In English, it is mostly helpful, and sometimes pinpoints improvements. In mathematics, it is less helpful and next steps are not always clearly identified to help pupils to understand how well they are doing. However, helpful verbal feedback from teachers goes some way to compensate for this. There are well-planned opportunities for pupils to improve their reading and writing skills across a range of subjects and this, combined with excellent provision to develop speaking skills through drama, contributes to pupils' progress which is good overall and outstanding for some.

Spiritual, moral, social and cultural development of pupils

Pupils' spiritual, moral, social and cultural development is outstanding. Those joining the school with lower levels of confidence and self-esteem rapidly improve within the harmonious climate that the school promotes. Pupils' attendance is well above average and reflects pupils' very positive attitudes to learning. As one pupil said, 'I can't think of anything I don't like about my school'. This view was shared by many. Pupils' work is very well presented. The high quality art work and many bright and interesting displays around the school exemplify pupils' good presentation in writing and art. Pupils' behaviour is outstanding. Exemplary manners and courtesy reflect the school's expectations and are seen in the day-to-day life of the school. Pupils are extremely polite and keen to help each other in lessons. Pupils' development of their skills and knowledge in literacy, and interpersonal skills, is above average. As a result, they are very well prepared for their future economic well-being. The school has sustained the strengths noted in the last report in developing pupils' contributions to the school and the community at large through fundraising, performing plays, singing and playing percussion instruments. Pupils' experiences of other cultures in religious education, history, art and music help them develop a genuine appreciation and respect for others that promotes tolerance and harmony. The school celebrates a range of religious festivals during the year and pupils say that they value the presence of those from different parts of the world. This facilitates pupils' openness to new ideas, their appreciation of cultural diversity and their readiness to challenge racist behaviour.

Welfare, health and safety of pupils

Provision for pupils' welfare, health and safety is satisfactory. Arrangements for safeguarding and child protection are effective and have improved since the last inspection. Child protection training for staff has been updated so that the requirements to safeguard children are now fully met. Risk assessments are sound and the school is in the process of establishing a systematic way of ensuring that all necessary procedures are reviewed and completed in a timely manner. There is good supervision of pupils at all times and consequently they feel safe in school and know they can turn to an adult for support. Pupils say that they like coming to a small school where everybody knows them well. Parents and carers agree and appreciate the family atmosphere. The school places a good focus on healthy lifestyles and pupils eat healthily. Pupils take regular exercise and have a good programme of lessons with specialist teaching for physical education. The school fulfils the requirements of the Equality Act 2010. It is currently drawing up a further plan to review the possibility of further improving access.

Suitability of staff, supply staff and proprietors

All of the required recruitment and vetting checks are carried out on staff and others. The school maintains all of the required information in a single central register and has recently updated its procedures to ensure that information is routinely checked.

Premises and accommodation at the school

The school's premises offer a suitable environment for learning. The school site is fairly small but the best use is made of the space available. The school is in good decorative order and is clean and tidy. There is adequate outdoor play space for the current number on roll with the addition of a very small garden and pond area used for science activities. The school compensates for the lack of green space by making good use of facilities in the nearby leisure centre. Additional rooms for specialist art, ICT and reading, as well as a small hall for music, dance and drama activities, enhance the school's facilities. However, the school does not have appropriate facilities for pupils who are ill.

Provision of information

All of the required information is provided, or made available, to parents, carers and others. Parents and carers receive regular reports about their children's progress, and have formal and informal opportunities to meet their child's teacher. The vast majority of parents and carers who responded to the inspection questionnaire are very positive about the school's work. The school's prospectus does not provide the comprehensive range of detailed information to meet all regulatory requirements.

Manner in which complaints are to be handled

The complaints procedure meets regulatory requirements.

Effectiveness of the Early Years Foundation Stage

The overall effectiveness of the Early Years Foundation Stage is good. Provision, leadership and management are also good and this ensures good outcomes are achieved. A strong partnership with parents and carers, good teaching and a well-planned curriculum and effective leadership ensure children achieve well. Children are encouraged to become independent, confident learners and they build high self-esteem as a result. They work with prolonged interest and enjoyment, for example when they match buttons onto the snowman's coat or use balance scales to weigh wooden cubes. Assessments are regular, enabling staff to check on learning and development. Children learn to cooperate, share and take turns, for example during

snack time when the youngest children in the nursery cut up and eat fruit. Relationships are harmonious and behaviour is exemplary.

The focus on 'purposeful talk' enables children to develop self-confidence to explain what they are doing, and why. They are keen to share ideas with one another. Their visit to the Natural History Museum clearly has lasting impact, as reflected in their conversation with inspectors about dinosaurs. Children transfer to Year 1 as confident readers. Writing areas in both Nursery and Kindergarten enable children to write for different purposes, for example compiling letters to send to Father Christmas. However, the lack of computers and large play equipment out of doors limits the potential for extending ICT and physical skills. Adult-led and child-initiated activities are more evenly balanced in Nursery than Kindergarten due to the more formal style of teaching each morning. Specialist teaching such as French, music and swimming enhances children's experiences.

Leaders' self-evaluation is largely accurate identifying the strengths and weaknesses. However, the absence of a specific Early Years policy and detailed action plan inhibits further development.

Compliance with regulatory requirements

The proprietor has ensured that the school meets The Education (Independent School Standards) (England) Regulations 2010, schedule 1 ('the Regulations'), with the exception of those listed below.³

The school does not meet all requirements in respect of the premises of and accommodation at schools (standards in part 5) and must:

- provide appropriate facilities for pupils who are ill in accordance with regulation 5 of the Education (School Premises) Regulations 1999 (paragraph 23 (k)).

The school does not meet all requirements in respect of the provision of information (standards in part 6) and must:

- ensure that the proprietor provides the following information to parents, parents of prospective pupils and, on request, to the Chief Inspector, the Secretary of State or an independent inspectorate the following information:
 - the name of the school's headteacher
 - the address and telephone number of the registered or principal office
 - details of the curriculum policy

³ www.legislation.gov.uk/uk/si/2010/1997/contents/made.

- information about the school's arrangements for promoting health and safety on educational visits (paragraph 24 (1)(a)) .

What the school could do to improve further

While not required by regulations, the school might wish to consider the following points for development.

- Develop clear guidance and policy to ensure that risk assessments are regularly collated and monitored by a designated member of staff with the overarching responsibility for health and safety.
- Improve the quality of marking across the age range and subjects to ensure that pupils know exactly how to improve and their next step of learning.
- Establish an Early Years policy and detailed action plan to support further development.
- Enhance ICT and outdoor learning resources in the Early Years Foundation Stage in order to further promote children's development in these key areas.

Inspection judgements

outstanding	good	satisfactory	inadequate
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The quality of education

Overall quality of education		✓		
How well the curriculum and other activities meet the range of needs and interests of pupils		✓		
How effective teaching and assessment are in meeting the full range of pupils' needs		✓		
How well pupils make progress in their learning		✓		

Pupils' spiritual, moral, social and cultural development

Quality of provision for pupils' spiritual, moral, social and cultural development	✓			
The behaviour of pupils	✓			

Welfare, health and safety of pupils

The overall welfare, health and safety of pupils			✓	
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The quality of the Early Years Foundation Stage provision

Outcomes for children in the Early Years Foundation Stage		✓		
The quality of provision in the Early Years Foundation Stage		✓		
The effectiveness of leadership and management of the Early Years Foundation Stage		✓		
Overall effectiveness of the Early Years Foundation Stage		✓		

School details

School status	Independent		
Type of school	Primary		
Date school opened	1966		
Age range of pupils	3–11		
Gender of pupils	Mixed		
Number on roll (full-time pupils)	Boys: 47	Girls: 43	Total: 90
Number on roll (part-time pupils)	Boys: 1	Girls: 1	Total: 2
Number of pupils with a statement of special educational needs	Boys: 0	Girls: 0	Total: 0
Number of pupils who are looked after	Boys: 0	Girls: 0	Total: 0
Annual fees (day pupils)	£7,295		
Address of school	80 Westbury Road New Malden Surrey KT3 5AS		
Telephone number	020 8942 5885		
Email address	info@westburyhouse.surrey.sch.uk		
Headteacher	Margaret McSherry		
Proprietor	Paddenswick Limited		

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



28 November 2011

Dear Pupils

Inspection of Westbury House School, New Malden, KT3 5AS

Thank you for making inspectors feel so welcome when we visited your school recently. We really enjoyed our visit. It was good to meet you and to see how well you are doing.

Westbury House School provides you with a good education which helps you to make good progress in your learning. There are plenty of interesting things for you to do both in and out of school. It was good to see how much you enjoy your learning and the effort and enthusiasm you put into everything you do. Your personal development is quite exceptional because of this. I was particularly impressed with your high quality art work displayed around the school and the excellent presentation of your work. Your amazing two-part singing and improvisations on 'A Christmas Carol' were impressive and it was good to see how well you handled data in information and communication technology (ICT). You have many opportunities for high-quality specialist teaching, particularly in sport, music and drama, and art. Your behaviour is excellent and it was a delight to see how polite and friendly you were to the inspection team.

I have suggested that your school could further develop the learning opportunities for the very youngest children by providing some more ICT opportunities and large play equipment, and that your teachers make sure they write in your books to help you know how to improve still further. I also want the school to provide appropriate facilities for those who are ill; ensure that the school provides your parents and others with all of the required information; and that some policies for health and safety and the early years are further developed.

Yours sincerely

Wendy Forbes
Lead inspector

