

# Winston House Preparatory School

Independent school standard inspection report

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Piccadilly Gate  
Store Street  
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T: 0300 123 1231  
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E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

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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.<sup>1, 2</sup>

## **Information about the school**

Winston House Preparatory School is a co-educational independent school for pupils aged from three to eleven years of age. It opened in January 2008 in a Grade II listed building in South Woodford, London. The school is managed by a sole proprietor.

There are currently 25 pupils on roll, taught in 4 separate classes. Eight children in the Nursery have their places funded under the nursery grant scheme. None of the pupils have statements of educational needs. The school was last inspected in December 2008.

The aim of the school is to help children become creative, self-motivated and independent by supporting and challenging them in all aspects of school life, whatever their ability. It believes in providing a caring and sensitive approach to learning and teaching whilst aiming to uphold and encourage traditional values, to give children the best possible foundation for their future education and life in society.

## **Evaluation of the school**

The overall quality of the education is satisfactory and pupils make satisfactory progress. The quality of teaching and assessment is satisfactory. Pupils' spiritual, moral, social and cultural development is good, as is their behaviour. The attention given to pupils' welfare, health and safety is inadequate because safeguarding arrangements lack rigour. Since the last inspection the school has improved curriculum policies and made available to parents policies on child protection, bullying and the school's complaints procedures. The school meets the majority of regulations for independent schools.

## **Quality of education**

The school's curriculum for pupils is satisfactory. Planning provides pupils with stimulating experiences in all of the areas of learning as well as in their personal and social development. Planning for older pupils in Key Stages 1 and 2 is linked to the

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<sup>1</sup> [www.legislation.gov.uk/ukpga/2002/32/contents](http://www.legislation.gov.uk/ukpga/2002/32/contents).

<sup>2</sup> [www.legislation.gov.uk/ukpga/2005/18/contents](http://www.legislation.gov.uk/ukpga/2005/18/contents).

National Curriculum and ensures they are provided with suitable opportunities to develop their knowledge and understanding across a broad range of subjects. Pupils across the school are given appropriate opportunities to develop their reading, mathematical and speaking and listening skills. In science lessons pupils conduct practical experiments and, through carefully recording their results, they are encouraged to use and apply their English and mathematical skills. They are quick to offer their ideas and opinions and provide thoughtful responses to teachers' questions and perform confidently in front of their peers.

Curriculum strengths are apparent in the good understanding and enjoyment pupils show in their learning of French. Pupils are provided with frequent opportunities to speak, recite poems and sing songs in French confidently and with good accents as they move from playground to classroom. Key Stage 2 pupils were quick to report their enjoyment and interest of history through their recent study of the Ancient Romans and Egyptians. Weekly visits to a local swimming pool and lessons taught by specialist physical education teachers ensure that pupils have opportunities to develop their physical skills. Pupils improve their physical control and coordination in after-school gymnastics lessons. The school provides daily after-school clubs which include popular Bollywood dancing.

Teaching and assessment are satisfactory overall and pupils of all ages make satisfactory progress. Staff plan suitable activities for pupils that ensure that they build on their knowledge and skills thus ensuring the satisfactory progress. Classrooms are used well to provide displays of good-quality work and helpful information. Teachers frequently communicate the purpose of the lesson and provide clear instructions so that pupils know what they are expected to do. They have good relationships with pupils so that pupils are confident in offering their views and responding to questions. Staff get to know pupils well and in these small classes they keep a close eye on pupils' levels of concentration and application. Consistently good teaching is evident for Key Stage 2 pupils in a range of subjects because teachers use ongoing assessments well to adapt planning for individual pupils so that activities provide good levels of challenge and generate more rapid progress in pupils' acquisition of skills and knowledge. In a literacy lesson, the teacher used the detailed marking of pupils' work to increase the levels of challenge for individual pupils in Years 3 and 4 so that they improved the quality of their written work and added more powerful and persuasive language. However, in some other lessons, assessments and marking are not used so effectively to challenge pupils of all abilities to make consistently good progress of which they are capable.

Across the school staff develop close, supportive and caring relationships with pupils of all ages helping them to make good progress in developing their personal, social and healthy lifestyles. The very few pupils with additional needs are provided with appropriate activities that satisfactorily meet their individual needs and encourage their good social development. All staff provide consistent systems to manage and improve behaviour and lunchtimes are supervised by warm caring and supportive staff.

Many children arrive into Nursery from the school's separate kindergarten with high levels of attainment and settle quickly, working and playing confidently. Recent changes of staff within the Early Years Foundation Stage have resulted in variations in curriculum planning and provision. Children make good progress in developing their early reading and their speaking and listening skills from an early age. Careful planning to develop children's early reading skills is used well to ensure that the children build their understanding of letters and sounds and are confident in approaching new words. However, planning and provision of opportunities for children to promote their creative development and other areas of learning, together with independent learning skills, are less well developed.

## **Spiritual, moral, social and cultural development of pupils**

Pupils' spiritual, moral, social and cultural development is good. Pupils enjoy school and show evident pride in their distinctive school uniform. Attendance is good, as is pupils' behaviour. Pupils of all ages show good levels of consideration towards each other during lunchtimes when they all eat and play together. Children's behaviour in the Early Years Foundation Stage is consistently good. The children play happily together and share resources well.

Through their positive attitudes and levels of application, pupils make a good contribution to the life of the school. In weekly meetings, older pupils discuss issues about healthy lifestyles and they have produced plans to improve the outdoor area with flowers and vegetables. Displays of different types of food in the school dining area help pupils to consider healthy eating and a balanced diet. The school actively encourages healthy lifestyles in their strong promotion of walking to school and an award winning 'Travel to School' banner is displayed across the entrance to the school.

Pupils develop their spiritual understanding well. During rehearsals for the Easter production they are being encouraged to improve their performance through thoughtful and helpful evaluations provided by their peers. The school has a multicultural intake and this helps pupils to develop a good understanding of other cultures. Assemblies include a wide range of themes of cultural celebrations which extend pupils' understanding beyond their own broad range of faiths and cultures.

## **Welfare, health and safety of pupils**

The school's procedures to support pupils' welfare, health and safety are inadequate. This is because the school has not maintained an up-to-date record of the safeguarding checks on supply staff and those providing after-school clubs who are not directly employed by the school. The school's person responsible for overseeing safeguarding arrangements has not completed appropriate training, although the remaining staff have been appropriately trained. There are also issues regarding the premises which put pupils at risk.

The school has robust procedures in other areas. There are appropriate policies for behaviour, anti-bullying, fire, health and safety and first aid and staff are aware of the associated procedures. The school's safeguarding policy contains relevant information even though it has not been implemented in full in respect of training and recruitment. Risk assessments are conducted thoroughly. Fire-fighting equipment and portable electrical appliances are checked regularly by external professional contractors and staff complete detailed risk assessments for each educational trip. Staff are suitably trained in first aid, including paediatric care, in the Nursery.

Clear procedures are observed by all staff in issuing rewards and sanctions which encourage good behaviour, concerns are recorded and monitored by senior staff. The school encourages well the prevention of bullying, with staff providing positive role models and responding sensitively to any concerns. Good procedures are evident in the school's recording of accidents which include logging the precise timings of any first-aid treatment, contact with parents and observations completed every ten minutes. The school has prepared a three-year plan in line with the requirements of the Equality Act 2010 and has installed an access ramp and a disabled toilet.

### **Suitability of staff, supply staff and proprietors**

Checks are completed on the suitability of staff including those not employed directly by the school. However, at the time of the inspection, not all of the required information had been entered in the school's single central register.

### **Premises and accommodation at the school**

The school premises provide well-organised and suitable areas for pupils to learn. The school facilities include a well-resourced library, a computer suite and a spacious hall which is well used for school productions and for physical education. Throughout the school, classrooms and corridors are brightened by attractive displays of children's work in a wide range of subjects. The Nursery classroom is spacious and washroom facilities alongside allow easy access for children. Other washroom facilities within the school are not designated separately for staff and pupils. Some areas around the school grounds present health and safety hazards; for example, old furniture piled outside the building.

### **Provision of information**

Most of the required information is provided, or made available, to parents, carers and others. Parents and carers are provided with an informative school handbook which provides a clear outline of most of the school's policies and procedures. However, the school's handbook and prospectus does not contain a staff list with their qualifications and information on the pupils' previous academic results or inform parents that these are available on request.

Parents and carers in Nursery and Reception classes receive termly reports of their child's progress in each area of learning and they have been encouraged to record how the home environment has contributed to their child's learning.

## **Manner in which complaints are to be handled**

The school's complaints procedure complies with the majority, but not all, of the requirements. The policy does not stipulate that recommendations from the appeals panel are sent by electronic mail or otherwise given to the complainant and, where relevant, the person complained about, and that these recommendations are available for inspection on the school premises by the proprietor and senior staff.

## **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.<sup>3</sup>

The school does not meet all requirements in respect of provision for welfare, health and safety of pupils (standards in part 3) and must:

- ensure arrangements made to safeguard and promote the welfare of pupils at the school and that these arrangements have regard to guidance issued by the Secretary of State (paragraph 7)
- ensure effective measures are in place to ensure pupils' health and safety which have regard to the Department for Education guidance (paragraph 11).

The school does not meet all requirements in respect of suitability of staff, supply staff and proprietors (standards in part 4) and must:

- in relation to staff not directly employed by the school, ensure the school's single register shows the date the written notification has been received from the employment business that it has carried out the checks on criminal records, identity, qualifications, right to work in United Kingdom, any further checks necessary, together with the date that each check was made or certificate obtained (paragraph 22(5)).

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

- ensure all areas of the school grounds do not compromise health and safety (paragraph 23(i))
- provide separate washroom facilities for staff and ensure these are clearly labelled (paragraph 23(j)).

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<sup>3</sup> [www.legislation.gov.uk/ukxi/2010/1997/contents/made](http://www.legislation.gov.uk/ukxi/2010/1997/contents/made).

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

- make available to parents and prospective parents information of the number of staff employed at the school, including temporary staff, and a summary of their qualifications. Make available to parents and prospective parents particulars of academic performance during the preceding school year, including the results of any public examinations (paragraph 24(1)(b)).

The school does not meet all requirements in respect of the manner in which complaints are to be handled (standards in part 7) and must:

- ensure the school's complaints procedure provides for the panel to make findings and recommendations and stipulate that a copy of the findings and recommendations made by an appeals panel are sent by electronic mail or otherwise given to the complainant and, where relevant, the person complained about and available for inspection on the school premises by the proprietor and the headteacher (paragraph 25(i)).

## **What the school could do to improve further**

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

- improve the use of assessment to inform teachers' planning so that pupils develop more rapidly their knowledge and skills in all 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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## School details

<b>School status</b>	Independent		
<b>Type of school</b>	Preparatory school		
<b>Date school opened</b>	2008		
<b>Age range of pupils</b>	3–11 years		
<b>Gender of pupils</b>	Mixed		
<b>Number on roll (full-time pupils)</b>	Boys: 11	Girls: 13	Total: 24
<b>Number on roll (part-time pupils)</b>	Boys: 0	Girls: 1	Total: 1
<b>Number of pupils with a statement of special educational needs</b>	Boys: 0	Girls: 0	Total: 0
<b>Number of pupils who are looked after</b>	Boys: 0	Girls: 0	Total: 0
<b>Annual fees (day pupils)</b>	£4,857 - £7,050		
<b>Address of school</b>	140 High Road South Woodford London E18 2QS		
<b>Telephone number</b>	0208 505 6565		
<b>Email address</b>	info@winstonhouseschool.org.uk		
<b>Headteacher</b>	Mrs Shirmila Sharma		
<b>Proprietor</b>	Educational World Lit		

**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.**



15 March 2012

Dear Pupils

### **Inspection of Winston House Preparatory School, South Woodford E18 2QS**

Thank you for the cheerful way you welcomed us to your school. We enjoyed watching you learn and noticed how you worked hard in lessons and were always willing to answer questions and give your ideas. Your behaviour is good and you are polite and well mannered around the school and in lessons. All staff at the school are caring and help you a lot, making you feel safe and confident. We noticed how staff at lunchtimes talked cheerfully to you and made lunchtime a friendly time to talk and play together.

Teachers and staff provide you with lessons in a range of subjects that are interesting and that you often enjoy. You told us about your favourite subjects and how much older pupils enjoy learning about the Romans and Egyptians. You also enjoy your French lessons a lot and often sing French songs well as you climb the stairs to your classrooms. We saw you practising your Easter performance and noticed how thoughtfully you gave each other advice and encouragement on how to make the performance even better.

I have asked the school to improve a number of things. Firstly, I have asked the school to make sure that it keeps school records and staff training up to date. Secondly, I have asked teachers to improve the way that they use information to plan lessons that help each of you to make good progress. I have asked the school to make sure the school grounds are safe and free from old desks and play equipment. I have also asked the school to share a staff list with parents and to let parents know how well you do in exams and tests.

Yours sincerely

Mark Lindfield  
Her Majesty's Inspector