

Windlesham School Trust Limited

190 Dyke Road, Brighton, East Sussex, BN1 5AA

Inspection dates 11–13 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

- Pupils make good progress, particularly in English and mathematics.
- Teaching is consistently good and some is outstanding. This contributes to the pupils' good standards of achievement.
- Pupils' behaviour is good, reflecting the importance the school places on fostering positive relationships. The school is a caring, safe and nurturing environment where pupils learn and develop well.
- Pupils say they 'love school' and that 'everyone including our teachers are really friendly'. They have positive attitudes to learning and high levels of attendance.
- There are positive partnerships with parents and carers; most are pleased with the care and education provided.
- Children in the Early Years Foundation Stage make good progress as a result of careful planning and a good range of activities. This includes those led by teachers and other staff and those chosen by the children.
- Pupils' spiritual, moral, social and cultural development is promoted very well by the wide range of specialist facilities, teaching and other opportunities. They contribute well to pupils' personal development.
- The school is well led and managed. Leaders have a positive impact on the quality of teaching and learning and pupils' achievement, ensuring that they are all good. They are supported well by the school's governing trust body.

It is not yet an outstanding school because

- Teaching is not yet outstanding. In a few lessons some pupils are not challenged well to ensure that they make rapid progress.
- Checks made on some pupils' progress against their individual targets are not reviewed as often as they might be to be fully effective.
- Information gathered about pupils' progress is not yet subject to detailed analysis as the basis for setting more ambitious targets.
- Although a system for making checks on the quality of teaching has been established, it is not as fully effective as it might be.

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 one day’s notice.
- The inspectors observed 20 lessons or parts of lessons. The majority were observed jointly with the headteacher or deputy headteacher. In addition, the inspection team made a number of shorter visits to lessons to focus on specific aspects and two assemblies were observed.
- Meetings were held with a group of pupils, two members of the governing body and staff, including senior leaders and teachers and other staff with specific responsibilities.
- Inspectors observed the school’s work and scrutinised a number of documents, including school policies, documents relating to the school’s performance including pupils’ progress, self-evaluation, planning and monitoring, behaviour and attendance, curriculum and teachers’ plans and safety records.
- Inspectors heard pupils read and looked at pupils’ written and other work. They observed pupils at break times and lunchtimes.
- The views expressed by 35 members of staff in survey questionnaires were considered.
- Inspectors took account of 51 responses to Ofsted’s online Parent View questionnaire and spoke to 13 parents and carers in person.

Inspection team

Wendy Forbes, Lead inspector

Additional Inspector

Rory O’Doherty

Additional Inspector

Full report

Information about this school

- Windlesham School Trust Limited is a co-educational, non-selective day school registered for up to 274 pupils aged between three and 11 years of age. It was founded in 1948 as a charitable trust with a Christian ethos, while also welcoming pupils of other faiths.
- It occupies a large site on the outskirts of Brighton and Hove and has undergone extensive development over the years including, in the last two years, the further development of the existing computer suite. Currently, there are 245 pupils on roll. Of these, 17 children attend part time in the Early Years Foundation Stage. None are in receipt of government funding.
- The school aims 'to help children develop as happy, well-rounded and motivated individuals who respond positively to every new challenge'.
- There are no pupils with a statement of special educational needs.
- The school was last inspected in September 2008, when it met all the regulations.

What does the school need to do to improve further?

- Raise the quality of teaching and levels of achievement so that all pupils make more rapid progress by:
 - making sure that all activities provide sufficient challenge for all pupils
 - ensuring regular checks are made on pupils' progress against their individual targets.
- Strengthen the impact of leadership and management by:
 - improving the system for making close checks on the quality of teaching and learning
 - fully developing the system for checking on pupils' progress and attainment and using the detailed analysis to set challenging targets.

Inspection judgements

Achievement of pupils

Good

- The school has been successful in maintaining good levels of achievement since the last inspection as a result of good teaching and a rich curriculum. Pupils join the school with varying educational experiences. From these different starting points they make at least good progress in reading, writing and mathematics. The school ensures there is equality of opportunity. Achievement is not yet outstanding as not all pupils are yet making rapid and sustained progress.
- Children in the Early Years Foundation Stage make good progress towards achieving the early learning goals. This is the result of careful planning, good teaching and leadership and a good range of activities led by teachers as well as those chosen by the children. Learning activities are purposeful. Every opportunity is taken to enhance and speed up children's learning using the well-equipped indoor and developing outdoor areas.
- By the end of Key Stage 2, standards in reading, writing and mathematics are above typical expectations. Pupils are confident readers and enjoy reading for pleasure. By the time they leave Year 6 they are well prepared for the next stage of their education with the vast majority going on to schools of their choice with many being awarded scholarships.
- Younger pupils are given support and guidance in learning phonics (the link between letters and sounds). Most read fluently, confidently and with expression from an early age. Pupils needing additional support in reading are quickly identified and appropriate help is given.
- In writing, pupils take pride in presenting their work. Changes made by the school to the way reading and writing are taught in Reception and Year 1 are starting to accelerate pupils' progress in these areas. As a result, many younger pupils now make outstanding progress. In mathematics, pupils build successfully on their good early learning of basic skills such as times tables and number operations.
- Parents and carers spoken to commented on how impressed they are with the progress pupils make at the school and with the care and support they receive from staff. As one parent or carer said, 'Staff know our children as individuals; I am pleased with the care and support children receive in everything they do at school and the way parents are included in the life of the school.'

Quality of teaching

Good

- The quality of teaching is good; some is outstanding. This helps pupils achieve well across subjects. Pupils' understanding is checked frequently through skilful and searching questioning which maintains their interest and encourages them to think hard and attempt difficult tasks. For example, in a Year 5 mathematics lesson, probing questioning by the teacher enabled pupils to develop their investigation into the sequencing of number patterns. Fast-paced, well-targeted questioning enabled the teacher to spot any misconceptions, which were swiftly corrected; those capable of more were given harder activities to extend their learning. The teacher's confident, enthusiastic approach was reflected in pupils' very positive attitudes.
- Teaching in the Early Years Foundation Stage is effective. The well-organised environment encourages independence and stimulates children's interest well. A good range of learning activities based around fun themes captures children's imaginations. There is an appropriate balance between activities led by the teacher and those selected by the children themselves.
- Teachers have good subject knowledge and mostly plan well to provide interesting and relevant activities with appropriate levels of challenge, which help pupils make at least good progress. Teachers create positive relationships so that, for example, the pupils enjoy their work and take an active role in their learning. Pupils especially praise the way staff encourage and support them to try and achieve their best.
- However, teaching is not outstanding overall, because on a few occasions activities do not

demand enough of the pupils. This means progress is sometimes slower than it otherwise might be.

- The assessment of pupils' learning and marking and oral feedback have strengthened since the last inspection. As a result, most pupils understand what they have to do to improve their work. Staff make regular checks on each pupils' progress against their individual targets, but some are not reviewed as often as they might be to make the system fully effective.
- Homework is used well to support learning.
- Teaching assistants contribute effectively by helping individual pupils and groups participate well in lessons to achieve their best.

Behaviour and safety of pupils

Good

- The behaviour of pupils is good and often outstanding. They behave well in lessons and around the school. Pupils are friendly, respectful and helpful to each other and welcoming to visitors. Excellent attendance reflects high levels of enjoyment and pupils' desire to do well.
- There is a shared enthusiasm for learning. Pupils are proud of their school. As one said, 'We're happy here and always helped to do our best.'
- However, behaviour is not outstanding because occasionally a few pupils become distracted when activities in lessons are not pitched at the right level to challenge them.
- The school's work to keep pupils safe and secure is good. Safeguarding systems are robust. Records are meticulous and maintained to a high standard.
- Pupils understand the different forms that bullying can take, including cyber bullying. They confirm they have no concerns about bullying; staff effectively deal with any incidents. Pupils have a very clear awareness of how to stay safe.
- Most parents and carers confirm their children are happy and enjoy coming to school. However, the online Parent View questionnaire reflects concerns of a very small minority of parents and carers about how effectively the school deals with bullying and any negative behaviour. The school is aware of these concerns regarding previous incidents, now resolved. Effective systems are in place to ensure pupils feel safe and behaviour is at least good and often better.
- Pupils gain a well-developed knowledge of their own and other cultures through religious education, personal, social and health education, art, visitors to the school and trips to different places of worship. As a result, they appreciate diversity and challenge prejudice and discrimination.
- Year 6 pupils spoke enthusiastically about the many positions of responsibility they hold, such as a school council member or games captain. They assist younger pupils in many pastoral ways and younger pupils say this is very helpful, promoting their independence well. Pupils are also enthusiastic about participating in sporting events, day and residential trips, school performances and the opportunities to raise money for charity events such as the Bone Marrow Trust and Crossover charities.

Leadership and management

Good

- The quality of leadership and management is good and underpins the school's success in ensuring teaching is good and that pupils make good academic progress, develop well individually and prosper in this caring, nurturing environment.
- The headteacher and senior staff have accurately evaluated the effectiveness of the school. They know the school well and have high expectations of themselves, staff and pupils. They have produced development plans which clearly identify how they can further improve the school. Teachers with responsibilities, for example subject leaders, contribute to the continuing improvement through their developing roles in strengthening the curriculum. This was seen, for example, in the impact of recent improvements in reading and writing and in mathematics.
- The checks on the quality of teaching made by school leaders in recent years have brought

about improvements, but are not as rigorous as they might be. Information about pupils' progress is regularly gathered but these data are not yet subject to sufficiently detailed analysis as the basis for setting more ambitious targets in order to bring about outstanding achievement. For these reasons, leadership and management are not yet outstanding.

- Most staff who responded to the inspection questionnaire stated they are proud to work at the school. Parents and carers demonstrated through their responses and comments that they are generally supportive of the school. As one parent or carer said, 'This is a truly remarkable school; my family have been sending pupils here for the past three generations.'
- The curriculum successfully promotes an eagerness to learn and makes an important contribution to pupils' good academic progress and personal development. Learning is also enhanced by specialist teaching and facilities, including dedicated rooms for arts-based subjects, modern foreign languages and information and communication technology. There is also a heated swimming pool and gymnasium. High-quality artwork, sporting achievements especially in swimming and school performances such as reception children's production of 'Dumble the Dinosaur', seen during the inspection, are a few examples of the rich additions to the wide and varied curriculum which pupils enjoy.
- The curriculum promotes the spiritual, moral, social and cultural development of the pupils very well through a range of well-planned activities, and this is further enhanced by after-school clubs, off-site visits and visitors to the school.
- The premises and accommodation are well maintained and provide a stimulating learning environment.
- Governors have ensured that all regulations for independent schools and statutory safeguarding and welfare requirements for the Early Year Foundation Stage are met. Governors know about the quality of teaching, how well the school is doing and about staff appraisal processes.

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	114618
Inspection number	443460
DfE registration number	846/6013

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	Primary day school
School status	Independent
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	245
Number of part time pupils	17
Proprietor	Board of governors, Windlesham School Trust Limited
Chair	Jane Eadie
Headteacher	Aoife Bennett-Odlum
Date of previous school inspection	3 December 2008
Annual fees (day pupils)	£3,486 – £7,890
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