

# Chepstow House School

108a Lancaster Road, London, W11 1QS

**Inspection dates** 25–27 November 2014

<b>Overall effectiveness</b>	<b>Outstanding</b>	<b>1</b>
Leadership and management	Outstanding	1
Behaviour and safety of pupils	Outstanding	1
Quality of teaching	Outstanding	1
Achievement of pupils	Outstanding	1
Early years provision	Outstanding	1

## Summary of key findings

### This is an outstanding school

- The school is led exceptionally well by the headteacher, ably supported by senior and early years' leaders.
- Senior leaders' vision and consistent drive to sustain high quality teaching contribute towards a stimulating learning environment, where pupils thrive and make rapid progress.
- The highly nurturing and welcoming ethos and environment of the school contribute exceptionally well to pupils' outstanding personal development.
- All pupils, including those with English as a second language and any with learning difficulties, are exceptionally well supported to make rapid progress.
- Meticulous attention to detail in all policies and in the implementation of procedures ensures that pupils are exceptionally well cared for.
- Pupils say that they feel safe, are well looked after and enjoy school.
- The provision of a newly-refurbished building has enhanced the educational experience for all staff and pupils.
- Parents are highly satisfied; they report that their children are happy and learning well in the school.

### 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

- The inspection was carried out with one day's notice.
- The inspectors observed 23 lessons, looked at pupils' work, teachers' planning and information about pupils' progress.
- Meetings were held with senior leaders, teaching staff and discussions were held with parents and carers.
- School policies and other documentation were examined.
- The inspectors took account of the responses in 22 staff questionnaires.
- The inspectors took account of 48 responses to the online Parent View questionnaire.

## Inspection team

Flora Bean, Lead inspector

Additional Inspector

Helen Bailey

Additional Inspector

## Full report

### Information about this school

- Chepstow House School is a non-selective, independent day school for boys and girls aged from three to eight years of age.
- The school opened in January 2010 and is part of the Alpha Plus group of schools.
- The school moved to its current premises in September 2014 to include provision for Nursery to Year 3 with provision already in place to Year 8 as pupils move up through the school.
- There are currently 150 pupils on roll and 14 children in the Nursery
- Nursery children attend part time. All other pupils attend full time.
- There are no pupils with a statement of special educational needs.
- Just under half of the children speak English as an additional language. All have some English at varying levels.
- The school aims to 'discover the best in every child and challenge them to go beyond their expectations'.
- The school was previously inspected in June 2011.
- The Alpha Plus group has responsibility for the governance of the school.

### What does the school need to do to improve further?

- Develop the role of the teaching assistants so that they are able to contribute further to the high standard of teaching in the school.
- Provide a covered area so that outside space can be used in all weathers.

## Inspection judgements

### The leadership and management are outstanding

- The school is exceptionally well led and managed by the headteacher. She is ably supported by senior leaders, including those responsible for the Nursery. The school's caring and nurturing environment contributes exceptionally well to pupils' academic achievement and personal development.
- All of the independent school standards are met. Policies and procedures are meticulously monitored and reviewed to ensure the welfare, health and safety of the pupils.
- Arrangements for safeguarding are rigorous and meet all statutory requirements, including for the safe recruitment of staff. All procedures are rigorously adhered to and all checks are recorded accurately.
- Senior leaders excel in their commitment for the personal development and academic achievement of pupils, including early years' children.
- School leaders regularly monitor teaching and use termly appraisals to set targets and identify any training needs. This ensures that teaching is typically outstanding. The leaders recognise, however, that more training for teaching assistants would help to develop their role further.
- The school's assessment procedures are highly effective in monitoring pupils' progress. Spotting any underachievement is seen as a priority. The progress of all pupils is checked closely and regularly to identify any pupils with difficulties; they are then given high quality one-to-one support by senior leaders.
- Leaders ensure that pupils with special educational needs are well supported with one to one support from highly experienced staff to meet their individual needs.
- The curriculum is exceptionally well planned and implemented effectively in all year groups. It is imaginative in its use of cross-curricular themes to make relevant links between subjects. It gives due emphasis to literacy and numeracy for Years 1 to 3 and covers all the areas of learning for the early years. The school has exemption from the DfE for the learning and development regulations.
- The curriculum includes detailed planning for personal, social and health education. Teaching consistently promotes respect for all within an international community; in their discussions and play, pupils learn about democracy, fair play and the principles of equality of opportunity.
- Parents have regular contact with staff to discuss any concerns and receive termly reports on the progress of their children.
- Parents state unanimously in questionnaires their appreciation of the staff support for their children and would recommend the school to others without hesitation.
- Staff questionnaires show unanimously that all staff enjoy working at the school, feel well supported and have appropriate training opportunities.

#### ■ The governance of the school:

Responsibility for governance of the school rests with the proprietors. They understand fully their responsibilities and duty of care. They support the school exceptionally well to ensure that the academic achievement and safety of the pupils and children are a priority. The newly-refurbished building demonstrates the proprietors' commitment to the school, but the proprietors want to improve the early years outside area still further.

Through regular liaison with the headteacher and senior leaders, the proprietors ensure that the school consistently promotes respect, tolerance, and the personal development of pupils. This ensures they are well prepared for life in modern Britain and the world at large.

Regular meetings are held and senior leaders ensure that the high quality of teaching is sustained through excellent training opportunities. Teaching staff are well supported in their work to enable pupils to make excellent progress in their learning and personal and social development.

Highly efficient management of financial resources has helped to maintain the high quality of provision.

### The behaviour and safety of pupils are outstanding

#### Behaviour

- The behaviour of pupils is outstanding. From the Nursery through to Year 3, pupils demonstrate kindness, tolerance and consideration towards each other. For example, they learn to share and take turns well. They are curious, eager to learn and excited in their approach to learning when working independently, in groups or as a whole class.
- There is little disruption in lessons and a happy and harmonious atmosphere prevails which is conducive

to learning.

- Pupils enjoy school and are positive about all it has to offer. They take part in a wide range of imaginative activities in lessons. For example, Reception children explored different aspects of learning the letter 'j' through literacy, numeracy and science activities in the outdoor space..
- Pupils' spiritual, moral, social and cultural development is fostered extremely well through assemblies and in lessons. Pupils develop a strong sense of right from wrong from stories and through play. They have plentiful opportunities to socialise and regularly celebrate cultural difference through special culture and international food days within their school.
- Pupils enjoy a wide variety of trips and outings, take part in national competitions with success, and raise money for charities both locally and abroad.

### Safety

- The school's work to keep pupils safe and secure is outstanding. In the Early Years Foundation Stage and throughout the school, all the safeguarding and welfare requirements meet statutory requirements. They comply fully with government legislation and guidance.
- There is no reported bullying. Teachers work constantly to teach children to be considerate of each other through circle time and positive behaviour strategies. Any behaviour which is not acceptable is discouraged, with clear strategies used to encourage pupils to behave well and to be kind to others.
- Parents and carers report that their children are exceptionally well looked after and are safe in school. They say that their children are happy and have settled well into school routines.

### The quality of teaching

**is outstanding**

- The quality of teaching is outstanding. Teachers have high expectations of behaviour and achievement, so pupils enjoy learning, are focused and make rapid and often outstanding progress. There is an expectation that pupils will anticipate their next steps in learning. They extend their learning through exploration of a topic for example, taking responsibility and showing initiative.
- From the Nursery to Year 3, innovative and imaginative teaching is imaginative and innovative. It includes excellent use of interactive teaching materials, ensuring all children are fully engaged and make rapid progress. Teaching assistants, however, are not always fully effective in supporting pupils to learn as well as they could.
- Through typically well planned and skilled teaching, children in the early years setting develop good knowledge of sounds and letters in literacy. Teaching ensures that their number and basic mathematical skills extend to all subject areas.
- Teaching ensures that pupils have plentiful opportunities to learn through play and to develop excellent social, physical and creative skills.
- The caring and nurturing environment ensures that pupils become adept in their personal and social skills.
- Teachers know the pupils well and, through careful checking and regular assessment, they ensure that pupils know what they need to do to improve in their work.
- Teachers encourage pupils to listen to each other, as well as giving them good opportunities to express themselves.
- Highly effective teaching and well-targeted support with one-to-one help from senior leaders are matched closely to pupils' needs. This includes those most and least able, so that all pupils learn well in lessons and enjoy their learning.

### The achievement of pupils

**is outstanding**

- Pupils achieve exceptionally well. They join the school with knowledge and skills that are broadly typical for their age. As a result of excellent teaching and accurate assessment, they make rapid progress.
- Pupils are positive and motivated to learn. They are eager to participate and to read and develop excellent reading, writing and speaking skills.
- In mathematics, they make rapid progress from their starting points to increase their mathematical understanding of concept and number. This was seen in Year 2 where pupils were working in groups on a

variety of activities to understand fractions.

- In science they extend their learning through exploration of a topic, taking responsibility for their learning. They show initiative and work well with each other, sharing and discussing ideas.
- They develop excellent creative and aesthetic skills in art, drama, music and cookery. Their physical development is excellent through well planned physical education and dance lessons, and in imaginative and creative outdoor lessons, weather permitting.
- By the end of Key Stage 1 results show that the vast majority of pupils achieve well above expected levels for their age in literacy and numeracy, and are well prepared for the next stage of their education.
- Pupils, for whom English is an additional language, thrive in the school. They extend their speaking skills rapidly through imaginative listening and speaking tasks, access all aspects of the curriculum rapidly and make excellent progress.
- Pupils with special educational needs or disabilities (DSEN) receive excellent support to meet their individual needs. As a result of the school's one- to-one support for pupils whose progress is slower than expected, the vast majority achieve well above expected levels.
- The most able pupils have excellent reading and writing skills. They read widely at levels well above those expected and demonstrate skill in extended creative writing tasks and in topic work. They are able to discuss their work and assess how well they are doing and what they need to do to improve.
- Pupils have regular access to information, communication and technology lessons (ICT). Recent success at national level in year 3 demonstrates pupils' excellent progress and achievement in this area of their learning.
- By the end of year 3 the vast majority of pupils achieve well above expected levels of attainment in reading, writing, speaking and mathematics. They are confident learners, well prepared for the next stage of their education.
- Scrutiny of a selection of pupils' past and current work demonstrates overall outstanding progress across all subjects and year groups.

### **The early years provision**

**is outstanding**

- The school has exemption from the DfE for the learning and development requirements for the Early Years Foundation Stage. All areas of learning are covered with a strong focus on literacy, numeracy, personal and physical development.
- In the Nursery class, children make rapid progress in these skills through regular song, music and well established learning routines. Children quickly grasp basic sounds and numbers.
- In the Reception classes, a continuing focus on the development of literacy and numeracy skills enables children to make rapid progress. Many children already recognise most letters and words and are beginning to read. Creative and imaginative art, drama and dance, linked to literacy and numeracy, develop children's skills and confidence further.
- Those who speak English as an additional language make rapid progress through immersion in English and have additional support if any learning difficulties are identified. Teaching ensures clarity in explanation and instructions to ensure that children understand what is expected from them. Children with special educational needs make good progress.
- The quality of teaching is outstanding. Teaching provides an imaginative and stimulating environment for children through well-organised teacher-directed and child-initiated activities and play. Planning for some outdoor activities is hampered as there is no outside cover to enable all weather play to take place.
- Teachers know the children well and set appropriate activities and challenges based on accurate assessment and ongoing checks on their progress and achievements. Effective checks ensure that, should any require specialist help, there is early intervention. The school has good contact with outside agencies for any required support.
- Children's excellent behaviour demonstrates that children feel safe and secure at school. They interact and work well with each other and with teaching staff. They are learning how to stay safe.
- They play and interact happily within a relaxed and colourful space, which is well resourced for creative and imaginative role play and acquisition of skills.
- The school works closely with parents and carers to ensure that relevant information between school and home is shared to ensure the well-being and safety of all children. Staff are highly aware and sensitive to the needs of all children.
- The Alpha Plus group, together with the headteacher, have an accurate understanding of the early years setting and monitor the provision well. The group and headteacher have worked hard to provide a bright

and stimulating environment.

- Staff are well qualified and experienced and apply their training well. They have regular training opportunities to ensure excellence in all aspects of their work.

## 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](http://www.ofsted.gov.uk/resources/140053).



## School details

<b>Unique reference number</b>	136057
<b>Inspection number</b>	447180
<b>DfE registration number</b>	207/6005

This inspection was carried out under section 162A of the Education Act 2002, as inserted 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.

<b>Type of school</b>	Day
<b>School status</b>	Independent school
<b>Age range of pupils</b>	4–8
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	150
<b>Proprietor</b>	Alpha Plus Group
<b>Chair</b>	Sir John Ritblat
<b>Headteacher</b>	Mrs Angela Barr
<b>Date of previous school inspection</b>	29–30 June 2011
<b>Annual fees (day pupils)</b>	£16,305
<b>Telephone number</b>	0207 243 0243
<b>Email address</b>	info@chepstowhouseschool.co.uk

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