



Office for Standards  
in Education

## Westbury House School

### CONTENTS

---

#### [INTRODUCTION AND SUMMARY](#)

[Purpose and scope of the inspection](#)

[Information about the school](#)

[Summary of main findings](#)

[What the school does well:](#)

[What the school must do in order to comply with the regulations](#)

#### [COMPLIANCE WITH THE REGULATIONS FOR REGISTRATION](#)

[1. The quality of education provided by the school](#)

[The quality of the curriculum](#)

[The quality of teaching and assessment](#)

[2. The spiritual, moral, social and cultural development of pupils](#)

[3. The welfare, health and safety of the pupils](#)

[In order to further improve the health and safety of pupils, the school should:](#)

[4. The suitability of the proprietor and staff](#)

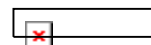
[5. The suitability of the premises and accommodation](#)

[6. The quality of information for parents and other partners](#)

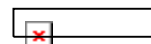
[7. The effectiveness of the school's procedures for handling complaints](#)

#### [SCHOOL DETAILS](#)

## INTRODUCTION AND SUMMARY

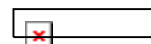


### Purpose and scope of the inspection



This inspection was carried out by the Office for Standards in Education under Section 163 of the Education Act 2002 in order to advise the Secretary of State for Education and Skills about the school's suitability for continued registration as an independent school.

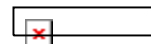
### Information about the school



The principal, who is one of three directors of the company which owns the school, founded Westbury House in the early 1960s. Shortly afterwards, the school, which caters for boys and girls between the ages of 3 to 11 years old, moved into its current accommodation, a large Edwardian house. There are 140 pupils on roll, with 79 per cent from ethnic minority backgrounds. The school is organised into seven class bases in addition to a nursery. The principal, although still involved in overseeing the school, has recently nominated two members of staff as joint headteachers to be responsible for its day-to-day running and organisation.

The school aims to provide a balance between academic and creative work, and places a strong emphasis on music, drama, sport and art. A significant number of the pupils take the 11+ test or entrance examinations for independent schools. During the last academic year, all of the Year 6 pupils passed one or other of these examinations.

### Summary of main findings



Westbury House is a school where the teachers know their pupils well and relationships are good. The pupils are happy at the school and they grow into confident and responsible young people. The school provides a broad and balanced curriculum and the quality of the teaching is often good or very good. Good opportunities are also provided for the pupils to develop their interests and abilities in sport and music. There are, however, several areas, which have yet to be addressed before the school complies fully with the regulations.

### What the school does well:

The school has a number of strengths:

- The pupils are well cared for and relationships are good;
- the presentation of pupils' work is of a high standard;
- the quality of teaching is often good or very good and subject specialists are well deployed;
- very good use is made of information and communication technology (ICT) to support teaching and learning in other subjects;
- the curriculum is broad and balanced, with good opportunities for the pupils to make links between the various subjects;
- pupils are very well behaved, they are polite and articulate and eager to learn.

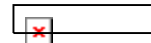
### What the school must do in order to comply with the regulations

- Assist pupils to acquire a greater appreciation of, and respect for, their own and other cultures;
- complete its fire risk assessment, which should be recorded formally and made available on request to the Department for Education and Skills (DfES);
- draw up a written plan covering a three year period, to increase over time the accessibility of the school premises and the curriculum to disabled pupils, within the resources that the school can afford;
- rectify all the outstanding issues of health and safety identified in section 3 of this report;
- ensure that the appropriate checks are carried out on all staff, as detailed in section 4 of this report;
- ensure that parents of pupils, parents of prospective pupils and other interested parties receive the additional information outlined in section 6 of this report; and
- review the complaints procedures and provide for the establishment of a panel according to the regulations set out in section 7 of this report.

## COMPLIANCE WITH THE REGULATIONS FOR REGISTRATION

### 1. The quality of education provided by the school

## The quality of the curriculum

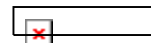


The school provides a broad and balanced curriculum, which covers all the subjects of the National Curriculum, religious education (RE), aspects of citizenship and personal, social and health education (PSHE). French is taught throughout the school and Latin is introduced from Year 4. Sport, art, music and drama are given an important place within the overall provision. The curriculum is well supported by clearly written policies and schemes of work, and makes good links between subjects.

The well-planned curriculum for the very young pupils covers the six areas of learning outlined in the curriculum guidance for the Foundation Stage. There is a good balance between child-initiated learning and work which is more directed by the adults. This provision ensures that pupils make good progress in their social development and acquire skills in speaking, listening, literacy and numeracy. There is, however, a lack of provision for frequent and spontaneous play using large play equipment. The curriculum provided in the reception class aims to consolidate this early learning through a more subject-based approach. Pupils' learning is further built upon throughout Key Stages 1 and 2, with the support of detailed schemes of work which link well between subjects. However, curriculum plans do not take sufficient account of the specific needs of individual pupils, particularly those learning English as an additional language.

A good range of educational visits to art galleries, museums, parks and theatres provides valuable opportunities for the pupils to learn from first-hand experience. The school recognises that there are currently too few extra-curricular activities.

## The quality of teaching and assessment



The quality of the teaching in the majority of the lessons observed was at least satisfactory and often good or very good. A few unsatisfactory lessons were seen. Teachers know their pupils well and have established good relationships with them. All classrooms present colourful and attractive learning environments which are well managed and organised with good displays of pupils' work. Pupils learn to speak well and most develop for into confident and articulate young people. Teachers expect them to behave responsibly and to work hard.

Many of the subjects are taught by specialist teachers. These include French, science, music, art, ICT, drama, physical education (PE), games and swimming. The classes are often split into smaller teaching groups; these arrangements have a very positive effect on the quality of teaching and learning. Most of the lessons are well planned with clear learning objectives. Teachers demonstrate sound subject knowledge and the pupils respond well, work diligently and are keen to offer their ideas and suggestions. However, in the less effective lessons, sufficient attention is not always given to matching work to the individual needs of some of the pupils. This is particularly so with those pupils who are not yet fully competent in English. In the few unsatisfactory lessons seen, the learning objectives were too far-reaching and lacked appropriate focus. Pupils were engaged in activities that did little to challenge their intellectual or creative efforts and time was wasted. Consequently, very little learning took place.

A strength of the teaching is the emphasis given to cross-curricular links. This is a particularly strong feature of the teaching and learning in ICT. Not only do the pupils acquire technical knowledge and skills, there are also regular opportunities for them to apply these in other subjects. For example,

following a school visit to France, pupils used 'hyperstudio' to complete and edit a set of linked pages with images, sounds, and text to prepare a multi-media presentation.

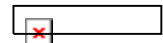
There are good resources for the teaching of ICT, music, science and art, but resources in some other areas need to be extended and updated. There is, for example, a lack of sand, water, role-play facilities and large play equipment for the younger children. In addition to this, some of the books in the school are in a poor state and need replacing.

A number of systems are in place for assessing pupils' progress. These consist of regular tests, mainly in English and mathematics, which are incorporated in published schemes. The pupils' progress is also assessed against national norms through the use of standardised tests. However, much of this assessment is not yet fully effective as it is not continuous and is not used in such a way as to contribute to lesson planning. The marking of pupils' work is inconsistent. Some teachers write brief comments such as 'good' or 'well done' while others simply tick or grade the work. This does not provide the pupils with appropriate feedback on how to improve their work in the future.

### ***Does the school meet the requirements for registration?***

Yes

## **2. The spiritual, moral, social and cultural development of pupils**



---

The pupils of Westbury House are well cared for, and there is good provision for their spiritual, moral and social development.

The school is run on Christian principles; there are daily prayers and weekly lessons in religious, personal and social education. Pupils learn about the Creation as well as stories and characters from the Bible. Through prayer and quiet reflection, they are made aware of the importance of good relationships and their own potential to help others.

A high priority is given to the development of pupils' respect and tolerance in their dealings with one another. They are encouraged to take responsibility for their behaviour and the day-to-day interaction between adults and pupils reinforces the school's emphasis on the importance of care and respect for each other. The behaviour policy, which is displayed in all classrooms, outlines in detail the school's rules and expectations for courtesy and consideration towards others. This policy also enables the pupils to develop a sense of right and wrong.

The school celebrates pupils' achievement through praise and encouragement in the lessons, in its displays of pupils' work and in an annual prize giving. This makes a positive contribution to pupils' growing confidence and self-esteem and assists their social development. The curriculum also provides opportunities for pupils to learn about citizenship, issues of topical interest and the wider European community.

The provision for pupils to appreciate and respect their own and other cultures needs further development. This is particularly important in this school which has a high proportion of pupils from diverse cultural backgrounds. The RE scheme of work, for example, although appropriately based on Christian principles, makes no reference to any of the other major world faiths.

***Does the school meet the requirements for registration?***

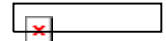
*The school meets all the requirements for registration except one*

***What does the school need to do to comply with the regulations?***

*In order to comply in full with the Independent Schools Standards Regulations 2003, the school should:*

- *assist the pupils to acquire a greater appreciation of, and respect for, their own and other cultures (paragraph 2(e));*

**3. The welfare, health and safety of the pupils**



---

The school has written policies for the welfare, health and safety of the pupils, who feel secure, are happy to come to school, and are well cared for. A statement supporting the school's anti-bullying policy is displayed in every classroom. This encourages pupils to report any threat or incidents of bullying. The staff handbook gives detailed guidance on procedures for dealing with any such incidents. The policies on child protection, arrangements for educational visits, health and safety, fire safety and behaviour management are detailed and have regard to (DfES).

The detailed health and safety policy outlines clearly the procedures for fire evacuations, First Aid and accident reporting. All accidents are properly recorded and one member of staff holds a current First Aid certificate. A number of the others are trained in First Aid. The fire practices are logged with dates and show the time taken to complete an evacuation. However, there is an urgent need to carry out a thorough fire risk assessment. This should be recorded formally and the report made available on request to the DfES.

***Does the school meet the requirements for registration?***

*The school does not meet the regulations fully and there are a number of health and safety issues concerning the accommodation.*

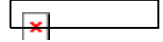
***What does the school need to do to comply with the regulations?***

*In order to comply with the Independent Schools Standards Regulations 2003, the school should:*

- *complete its fire risk assessment which should be recorded formally and made available on request (DfES). (paragraph 3(5));*
- *draw up a written plan, covering a three year period, to increase over time the accessibility of the school premises and the curriculum to disabled pupils, within the resources that the*

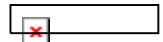
*school can afford.*

**In order to further improve the health and safety of pupils, the school should:**



- 1) *Relocate the photocopier, which currently restricts movement on one of the landings.*
- 2) *Ensure that the lower door leading to the art room is only accessible under adult supervision.*
- 3) *Remove the galvanised storage unit in the Year 3 classroom.*
- 4) *Ensure that the mobile electric heaters are made safe.*
- 5) *Replace as a matter of some urgency the broken wall socket in the Year 5 classroom.*

#### **4. The suitability of the proprietor and staff**



All staff are appropriately qualified and, collectively, offer a wide range of experience and subject expertise. Opportunities for them to develop their professional skills and subject knowledge are, however, very limited.

There are procedures for the recruitment of suitable teaching and non-teaching staff; currently these do not fully meet the regulations with regard to checking the medical fitness of successful applicants. A number of staff have been checked against List 99, and the school has recently submitted the names of the remaining teaching and non-teaching staff to the Criminal Records Bureau in order to ensure their suitability to work with children. A significant number of the checks have not yet been completed. The school also needs to make sure that they have copies of documents relating to the suitability of staff appointed through other agencies or the Local Education Authority (LEA)

The management structure of the school has recently changed. There is now a principal and two members of staff who have been nominated as headteachers. This new structure needs to be explained to parents and the roles and responsibilities of the three senior managers made clear to all. The clarification and writing of job descriptions, budgetary responsibilities and delegated powers should enhance the day-to-day management of the school.

***Does the school meet the requirements for registration?***

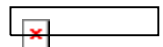
*No.*

### **What does the school need to do to comply with the regulations?**

*In order to comply with the Independent Schools Standards Regulations 2003, the school should:*

- *make sure that the procedures for the recruitment of all staff are recorded and include appropriate checks on the suitability of successful candidates to take up a post ( paragraph (4)(c)); and*
- *make sure that all members of staff have been judged suitable to work with children and that in future such checks are carried out before the confirmation of successful applicants' appointments (paragraph (4)(b)).*

### **5. The suitability of the premises and accommodation**



---

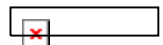
The accommodation is satisfactory. It is on three floors of an Edwardian detached house, which has been adapted for the school's purposes. The small playground is well maintained and the garden is used for teaching and for recreation by the younger pupils. A number of specialist teaching rooms provide good facilities for art, ICT, science, French, drama and music. The provision of these areas compensates for some of the classrooms, which are small in size and unsuitable for practical activities. The school makes good use of local facilities for the teaching of sport, PE and swimming. The learning environment is in good decorative order and maintained to a high standard of cleanliness. The classrooms and corridors are light, airy and made attractive by very well presented displays of pupils' work and achievements. The flooring, furniture and equipment are mostly suited to the age and needs of the pupils.

The washrooms are adequate for the current number of pupils and staff. The narrow staircases are potentially hazardous but pupils are closely supervised and the risk of accidents is minimised. The staff room provides an adequate facility for pupils who are feeling unwell. There are, however, a few health and safety issues related to the accommodation, which inspectors drew to the principal's attention, and these are listed in section 3 of this report.

### **Does the school meet the requirements for registration?**

Yes.

### **6. The quality of information for parents and other partners**



---

The school provides an attractive brochure which outlines its general ethos and approaches to teaching and learning. This does not fully meet the regulations in some areas. For example, a registration form is included, but details of the school's policy for admissions, discipline and exclusions are omitted. The names of the principal or the headteachers, and the full name, telephone number and usual residential address of the limited company which owns the school are also not included. There are no details of the particulars of the education and welfare provision for



pupils with statements of special educational needs and those with English as an additional language.

The responses, by parents, to the questionnaires sent by inspectors revealed, overall, a high degree of satisfaction with the school. However, they also showed that about a quarter of the parents were not clear about the school's procedures for dealing with complaints. A significant number also indicated that parents would like to be kept more informed about their child's progress.

Parents are invited to a number of formal events at the school throughout the year. These include an annual open evening and two consultation evenings when there are opportunities for them to discuss their child's work. Written reports commenting on the pupils' progress are sent home twice a year, and there are termly newsletters. The parents are also invited to attend plays and musical evenings performed by the pupils in the theatre of a local secondary school. There are limited opportunities for the parents to become involved in the day-to-day running of the school. This was recognised by the school in the self-audit form which was submitted prior to the inspection. The school also identified the need for increased informal interaction between parents and teachers by holding more social events.

### ***Does the school meet the requirements for registration?***

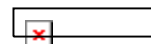
*The school meets most but not all of the requirements.*

### ***What does the school need to do to comply with the regulations?***

*In order to comply with the Independent Schools Standards Regulations 2003, the school should provide parents, parents of prospective pupils and other interested parties with information regarding:*

- *the names of the headteachers and the full name and residential address and telephone number of the company which owns the school (paragraphs 6(2)(a) and 6(2)(b));*
- *particulars of the school's policy on, and arrangements for, admissions, discipline and exclusions (paragraph 6(2)(e)); and*
- *particulars of educational and welfare provision for pupils with statements and for pupils for whom English is an additional language.(paragraph 6(2)(f)).*

## **7. The effectiveness of the school's procedures for handling complaints**



---

A written complaints policy, which is available on request to parents, is in place. Nevertheless, this was one of the areas of which a quarter of the parents expressed a lack of knowledge in the questionnaire.

The policy acknowledges that complaints can be received in writing, by telephone or in person, and that they will be thoroughly investigated by the principal or one of the headteachers. It also states that complainants will be informed of the results of any investigation which will be recorded and placed on file. There is, however, no provision for the establishment of a hearing before a panel set up by the proprietor of at least three people who have not been directly involved in the matters detailed in the complaint. The role and responsibilities of this panel and clear time scales for the

management of complaints also need to be outlined clearly.

***Does the school meet the requirements for registration?***

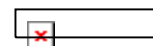
No.

***What does the school need to do to comply with the regulations?***

*In order to comply fully with the Independent Schools Standards Regulations 2003 the school must revise its complaints procedures to include the following:*

- *Setting clear time scales for the management of complaints (paragraph (7)(c));*
- *provide for the establishment of a panel to facilitate the hearing of a complaint if parents are not satisfied with the written response from the school (paragraph (7)(f));*
- *ensuring that one member of the panel is independent of the management and running of the school (paragraph (7)(g));*
- *providing for parents to attend the hearing, accompanied if they wish (paragraph (7)(h));*
- *ensuring that the panel makes a written record of its findings and recommendations, and copies these to the complainant, the proprietor, the headteacher and, where relevant, to the person complained about (paragraphs (7)).*

**SCHOOL DETAILS**



---

Name of school:	Westbury House School
DfES Number:	314/6066
Type of school:	Primary
Status:	Independent
Age range of pupils:	3 -11
Number on roll:	140
Gender of pupils:	Mixed
Annual Fees (Day pupils):	£1,580 per term
Address of school:	80 Westbury Road New Malden Surrey KT3 5AS
Email address:	info@westburyhouse.surrey.sch.uk
Telephone number:	020 8942 5885
Fax number:	020 8942 5885
Principal:	Mrs M T Morton
Proprietor:	Paddenswick Ltd
Reporting Inspector:	Ken Morgan HMI
Date of inspection:	2 - 6 February 2004

---

© CROWN COPYRIGHT 2004. This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated. Inspection reports are available on the Ofsted web site ([www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

Office for  
Standards  
in Education

