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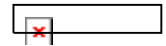
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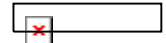
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Introduction and summary

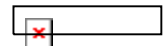


Purpose and scope of the inspection



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.

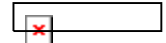
Information about the school



Weston Green School is an independent day school that caters for boys and girls aged two to seven. The school was originally founded in 1952. It was closed for several years and re-opened by its present owners in 1987. It occupies a converted Victorian house and other purpose-built premises in its own grounds in Thames Ditton, Surrey. There are 155 children on roll, of whom 54 are under compulsory school age and attend part-time.

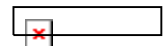
The main aim of the school is to provide a programme of education that equips the pupils with the necessary skills and confidence to move on to the next stage of their education. Weston Green School is non-selective and seeks to provide 'a *balanced education which takes in to account the full development of each individual in spirit, mind and body*'.

Summary of main findings



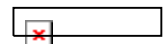
Weston Green is a school with many strengths and provides a good education for its pupils. It is a happy school where pupils become well-mannered, confident and respectful. The quality of teaching is good and the curriculum is broad, balanced and relevant. Pupils make good progress. The Foundation Stage curriculum is highly effective and provides a firm foundation for future learning. The assessment of pupils' work is good and this contributes to the high standards that are reached by the time the pupils leave school. Most are successful in gaining places at local independent preparatory schools of first choice. The school needs to further develop multi-cultural awareness and ensure that admission and attendance registers meet statutory requirements.

What the school does well



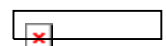
- It provides good quality teaching;
- it develops very high standards in handwriting;
- its provision for pupils' spiritual, moral, and social development is very good and pupils demonstrate high standards of behaviour;
- it promotes good relationships between staff and pupils;
- it takes good care of its pupils;
- it provides a well organised and colourful learning environment with very good outdoor play facilities; and
- it fosters very good relationships with parents.

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



- assist pupils to acquire an appreciation of and respect for other cultures, in a way that promotes tolerance and harmony;
- maintain an admission register and attendance registers in accordance with the Education (Pupil Registration) Regulations 1995;
- carry out checks to confirm the medical fitness of staff prior to confirmation of their appointment; and
- incorporate into its behaviour policy, and inform parents, of details of the school's approach to exclusions.

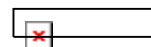
What the school must do to comply with the Disability Discrimination Act (DDA) 2002



In order to comply with the requirements of the DDA, the school should:

- devise a three-year plan to improve the accessibility of the premises.

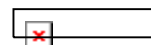
Next steps



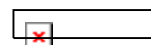
Whilst not required by the regulations, the school might wish to consider the following points for development:

- draw up policies and schemes of work for all subjects of the curriculum, including religious education (RE); and
- outline clear learning objectives for each lesson.

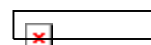
Compliance with the regulations for registration



1. The quality of education provided by the school



The quality of the curriculum



The quality of the curriculum is sound. The school provides a broad and relevant curriculum which prepares pupils thoroughly in the basic skills of reading, writing, spelling and mathematics. English and mathematics are promoted effectively with sufficient time and emphasis. There is an appropriate allocation of time to the rest of the curriculum and each school day is planned efficiently. The curriculum is extended by the provision for French which is taught throughout the Foundation Stage and school. The pupils in Year 2 have swimming lessons at a local pool each week. Curricular planning for Key Stage 1 is good and this is promoted by staff planning together as year group teams. Long- and medium-term planning is detailed and provides a firm foundation for teaching and learning. Weekly and daily planning is less specific and does not always indicate learning objectives or how lessons will meet the needs of the full range of ability in the class.

There is a comprehensive policy for the curriculum and written policies and schemes of work for some subjects. Although included in planning, there are no schemes of work for RE, art, design and technology, history and geography. The school recognises the urgent need to produce these documents. Current schemes of work are based on national curriculum guidance, commercial schemes and the stated requirements of the schools in the next stage of the pupils' education. The school provides a good range of opportunities for the pupils to experience writing for specific purposes. Examples of these include, descriptive writing on the Tudors, poems describing the changing seasons, imaginative writing on "When I grow up" and the recording of experiments in electricity. The quality of pupils' writing is good and handwriting is generally of an above average standard. Provision for reading is good and standards are high overall by the time the pupils leave at the end of Year 2.

The school has a flourishing nursery and kindergarten. The pupils are given an appropriate range of experiences, with due regard to national guidance for this age group. They make good progress

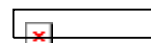
towards achieving all of the early learning goals for this stage of education, and particularly so in their personal, social and emotional development. Provision for outdoor play for all pupils in the Foundation Stage is very good, as the pupils are given many opportunities to use mobile wheeled toys and other apparatus to promote successfully their physical development. Curricular planning for the Foundation Stage is of a very good quality. This ensures that there is continuity and progression throughout the Foundation Stage. The Foundation Stage staff work together effectively as a team to provide a high quality curriculum.

Curricular provision for pupils with special educational needs is good. The pupils are given effective support by the special educational needs co-ordinator (SENCO) and by classroom assistants. Some of these pupils have individual education plans set by the SENCO and class teachers. The pupils' targets are reviewed carefully each half term and progress is monitored closely.

The school has an appropriate programme for the pupils' personal, social and health education (PSHE), which contributes effectively to the promotion of pupils' self-esteem and self-confidence. The pupils have opportunities for discussion of current matters of importance when they join together at "Circle time".

Provision for extra-curricular activities is good and all clubs are well attended. These include fitness fun, Glee club, chess, master chef, Spanish, football and rugby.

The quality of the teaching and assessment



The quality of teaching in the school is good or better in the majority of lessons. In the rest of lessons, teaching was at least satisfactory. Teaching is often vibrant and maintains the pupils' high level of interest. Most lessons are conducted at a brisk pace and teachers use good behaviour management techniques. As a result, pupils listen, co-operate and persevere with their tasks. Lessons plans indicate the activities to be covered by the pupils, however, there is insufficient reference to what the pupils are expected to learn. In many cases, learning objectives need to be more explicit. Learning objectives and key expectations from the task are not always shared clearly with the pupils. When work is well matched to pupils' abilities they make at least good progress, ensuring that they achieve appropriate standards, but this is not the case in all lessons.

Teachers often use appropriate questioning to link pupils' prior learning with current learning. This allows pupils to make relevant and meaningful connections. For example, in a Year 2 history lesson on the seaside a century ago, pupils successfully remembered evidence from photographs examined in a previous lesson. However, on occasions, questioning does not sufficiently challenge the higher attaining pupils. When the pupils gather together for discussions, teachers handle such situations sensitively and encourage pupils to express their ideas and opinions openly. Pupils are encouraged to listen to and respect the views of others.

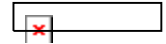
Good relationships with pupils are fostered throughout the school. Pupils know that their teachers have high expectations of both behaviour and achievement. For example, pupils were reminded positively of the school's code of conduct before going on an out of school visit.

Procedures for the assessment of pupils' progress are good. There is continuous assessment based on teachers' good knowledge of their pupils' abilities. This information is supported effectively by standardised tests in reading, spelling and mathematics. All year groups have end of year assessments. The results are discussed by staff and used to prepare the curriculum for the following year. Assessments undertaken during the year are used when planning work and for discussions with parents when choosing transfer schools. The quality of marking throughout the school consists mainly of crosses, ticks and brief encouraging comments. There are few examples of marking which informs pupils of how they can improve their learning.

Does the school meet the requirements for registration?

Yes.

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



Very good provision is made for the pupils' spiritual, moral and social education. The promotion of their multi-cultural awareness, a recent priority within the school, is still at an early stage of development.

The school's written policy for the promotion of spiritual, moral, social and cultural awareness identifies links with Christian principles. The curriculum makes provision for reflection on and awareness of the teachings of Jesus Christ. There are regular assemblies, in which pupils may take part, for the whole school and for individual year groups. Religious stories are explained, and formal and informal prayers are included. In addition, major Christian festivals are celebrated and there are close links with the local parish church.

Pupils are taught the difference between right and wrong, and to consider how their actions can have consequences for others. Much of the moral code that informs and develops the ethos of the school is promoted through the school's Golden Rules. Pupils are introduced to these rules at the Foundation Stage and they are displayed in each classroom and reinforced in assemblies. Virtually all parents who returned the pre-inspection questionnaire stated that the school helps their children to become more mature and take on responsibility. They also state that pupils behave well in school. This is confirmed by inspection evidence. Pupils conduct themselves very well in and around the school. They are polite and courteous to adults.

The PSHE policy places a clear emphasis on "developing skills that pupils need in order to lead confident, healthy, independent lives and become informed, active and responsible adults." The behaviour policy and "Circle Time" place a high priority on the development of self-esteem and respect for others. Good behaviour and achievement are recognised in special half-termly assemblies, the rewarding of house points and on display boards. The school involves the pupils in a number of fundraising events to support a range of local and children's charities.

Provision for developing aspects of pupils' own cultural awareness is incorporated successfully in some curriculum subjects, for example literacy, art and music. Pupils also take part in various school productions, they learn French and can attend an after school club in Spanish. A recently written policy outlines appropriate aims and objectives for the development of tolerance and respect for other ways of life. However, there is, currently, insufficient provision for pupils to acquire an appreciation and understanding of other cultures, traditions and faiths.

Does the school meet the requirements for registration?

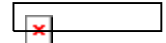
The school meets all but one of the regulations.

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:

- assist pupils to acquire an appreciation of and respect for other cultures, in a way that promotes tolerance and harmony (paragraph 2(e)).

3. The welfare, health and safety of the pupils



The school places appropriate emphasis on and gives due regard to the welfare health and safety of its pupils. They are valued as individuals and good care is taken to ensure that they are safe and well cared for within the school community. School routines are well established and contribute to an orderly and harmonious environment.

Clearly written anti-bullying, behaviour, and child protection policies outline guidance and procedures, and arrangements for out-of-school visits give careful consideration to the pupils' safety. There are two members of staff who have current first-aid qualifications and the school office ensures that it has the necessary information to contact parents during the school day.

The health and safety policy document is very brief. It is, however, under review in order to provide overall comprehensive guidance on responsibilities and procedures on all health and safety issues. A fire-risk assessment has been undertaken and the points identified for action are being addressed. The school maintains appropriate log books, for example, for the testing of fire alarms and the recording of illnesses and accidents. The recording of fire drills needs to include the length of time taken to evacuate the school, and where relevant, comments made.

The school maintains admission and attendance registers, but these do not comply fully with the regulations. The school also needs to draw up a three year plan in order to meet the requirements of the Disability Discrimination Act 2002.

Does the school meet the requirements for registration?

The school meets all but one of the regulations.

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:

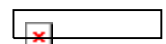
- maintain an admission register and attendance registers in accordance with the Education (Pupil Registration) Regulations 1995. (paragraph 3(9))

What does the school need to do to comply with the DDA?

In order to comply with the requirements of the DDA the school should:

- devise a three-year plan to improve the accessibility of the premises.

4. The suitability of the proprietor and staff



The school is run as a limited company. All staff have been subject to satisfactory clearance with the Criminal Records Bureau at an appropriate level or to checks against List 99. For new staff, the school carries out appropriate checks on identity, previous employment history and qualifications. However, prior to confirmation of the appointment, it does not collect information on an individual's medical fitness to take up post.

Does the school meet the requirements for registration?

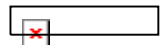
The school meets all but one of the regulations.

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:

- carry out checks to confirm the medical fitness of staff prior to confirmation of appointment (paragraph 4(c)).

5. The suitability of the premises and accommodation



The accommodation, comprising a three storied Victorian house and an additional teaching block, is fit for purpose.

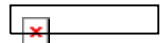
The buildings provide colourful and attractive learning environments. They are well maintained, clean and tidy. They also contain sufficient toilets and hand washing facilities. The main building, which houses Key Stage 1 pupils, is on three levels. It contains seven classrooms which are adequate in size for the numbers on roll, and several specialist rooms. These include a computer suite, a music room, an attractive library and a small multi-purpose hall. There are several steep staircases within the building, which the pupils negotiate sensibly and with care. The purpose-built foundation stage building consists of three well organized and attractive teaching areas.

Outdoor play provision is very good. There are hard-surfaced play areas, some of which are marked out for games and the consolidation of early counting skills. There is attractive and inviting large play equipment and two adventure playgrounds, all with safety landing surfaces. Older pupils have a shaded quiet area with tables and benches. In addition, there is a school field, storage facilities and a grassed area and small garden for the younger pupils.

Does the school meet the requirements for registration?

Yes.

6. The quality of information for parents and other partners



The school communicates effectively with prospective parents and other key stakeholders via its website, prospectus and regular open days and information evenings. These provide a thorough insight into the nature of the school, including appropriate contact details, the school's stated aims, ethos, curriculum content, admissions policy and destinations of pupils on leaving the school. The school also maintains particularly close links with parents via regular open evenings, parents' association events and frequent informative newsletters.

There is a range of policies and documents in accordance with the regulations and the school has recently reinforced to parents, via the newsletter, that these policies are available for inspection on request. The set of policies meets most of the regulations, however, the disciplinary policy does not include information on the school's policy on exclusions.

Parents are well-informed of pupils' progress and achievements through regular detailed reports which cover the key curriculum subjects. For pupils at the end of Year 2, these also include a set of results of internally assessed tests for literacy and numeracy. Responses in the pre-inspection questionnaire indicate that the vast majority of parents feel that the school keeps them well informed about their child's progress.

The school has made available to parents the full report following a recent Ofsted nursery inspection, and has made arrangements to ensure that, following this inspection, all parents will receive a copy of the report.

Does the school meet the requirements for registration?

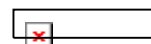
The school meets all but one of the requirements.

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:

- incorporate into its behaviour policy, and inform parents, of details of the school's approach to exclusions (paragraph 6(2)(e))

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

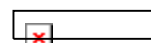


The school has recently updated its complaints policy and a copy has been sent to every parent. The procedures now comply fully with the regulations and specify clear time scales for the informal and formal stages of a complaint. There is also provision for a hearing panel of at least three people who have not been directly involved in the matters detailed in the complaint. This would include at least one person who is independent of the running and management of the school.

Does the school meet the requirements for registration?

Yes.

School details



Name of school:	Weston Green Preparatory School		
DfES ref number:	936/6556		
Type of school:	Preparatory		
Status:	Independent		
Age range of pupils:	2 - 7 years		
Gender of pupils:	Mixed		
Number on roll (full-time pupils):	Boys 62,	Girls 39,	Total 101
Number on roll (part-time pupils):	Boys 30,	Girls 24,	Total 54
Number of pupils with a statement of special educational need:	Boys 0,	Girls 0,	Total 0
Annual fees (day pupils):	Nursery £1170		
	Kindergarten £1500		

Address of school: Reception and Year 1 £188
Years 2 £1900
Weston Green Road
Thames Ditton
Surrey
KT7 0JN

E-mail address: info@westongreenschool.org.uk
Telephone number: 020 8398 2778
Fax number: 020 8398 2778
Headteacher: Mrs Lucia Harvey
Proprietor: Weston Green Ltd.
Lead Inspector: Mrs Cecile Corfield
Dates of inspection: 13 - 16 June 2005

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