

Windlesham School Trust Limited

Independent School

Inspection Report

DCSF Registration Number	846/6013
Unique Reference Number	114618
Inspection number	330394
Inspection dates	3 December 2008
Reporting inspector	Elisabeth Linley HMI

This inspection of the school was carried out under section 162A of the Education Act 2002 (as amended by schedule 8 of the Education Act 2005).

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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, in order to advise the Secretary of State for Children, Schools and Families about the school's suitability for continued registration as an independent school.

This was a light touch inspection (LTI) which focused principally on the quality of education provided by the school; its provision for the pupils' spiritual, moral, social and cultural development; the arrangements for safeguarding pupils and the improvements the school has made since its last inspection.

Information about the school

Windlesham School Trust Limited, is an independent day school in Brighton for boys and girls aged from three to 11 years. It was founded in 1948 as a charitable trust with a Christian ethos whilst welcoming pupils of other faiths as well. The school has been on its present site for many years with the original accommodation having undergone extensive development. There are 220 pupils on roll, of these 15 attend part-time and 59 children receive nursery funding. Until recently this provision was registered separately with Ofsted's Early Years Division and was last inspected in June 2008. However, the school's provision for The Early Years Foundation Stage (EYFS), which includes nursery and reception aged children, is now inspected with the rest of the school. The school was last inspected in February 2006. The school aims *'to help children develop as happy, well-rounded and motivated individuals, who respond positively to every new challenge'*.

Evaluation of the school

Windlesham School Trust Limited provides a good quality of education for its pupils and is successful in meeting its aims. Pupils make good progress and their personal development and behaviour are outstanding. The vast majority of parents are very positive about the school. Windlesham School has maintained its overall quality since the last inspection and improved some aspects of health and safety. Procedures for safeguarding pupils' welfare, health and safety are good and the school now meets all the regulations for independent schools.

Quality of education

The curriculum is good throughout the school. For pupils in Years 1 to 6, the curriculum includes all subjects of the National Curriculum including French. It is enriched by a good range of after school clubs and activities that include residential visits for pupils in Year 5 and Year 6. Visitors to school bring many exciting opportunities for pupils, for example, in the arts. These opportunities successfully enrich pupils' experiences.

The curriculum is carefully planned. The school uses commercially based schemes and adapts them as necessary to ensure that they fulfil pupils' needs. The groups in mathematics from Year 3 to Year 6 enable work to be challenging at appropriate levels. There is a programme of personal, social and health education and it is taught as a discrete subject in some classes. At other times it is taught through activities, such as assemblies and in science lessons. The school has a tutor system for those pupils in Years 4, 5 and 6. However, all pupils from Nursery upwards have the benefit of the subject specialist teachers and move to different rooms to receive their lessons as required and as appropriate for their age.

The school admits pupils who have learning difficulties or disabilities. These pupils have a range of different medical and learning needs. Where pupils have statements of special educational needs the school ensures that these are met effectively. Additional support that is provided through specific funding arrangements, is well focused and, as a result, pupils make good progress. The individual education plans that are in place for all pupils with different levels of need are satisfactory. However, they do not give enough detail to show how pupils' individual targets are to be met and the targets themselves are sometimes too broad.

Pupils make good progress, especially in reading, writing, speaking, listening and mathematics. Pupils benefit from being taught by subject specialists. These professionals bring an enthusiasm to the subject and make learning fun. The quality of the art work, for example, shows that pupils achieve particularly well and are encouraged to do so by the head of art who has a clear vision for his subject. Other specialists bring strengths to the curriculum, for example, in French and information and communication technology (ICT). The new ICT leader is poised to lead the development of this subject across the curriculum so that pupils' skills are developed through as many other subjects as possible. Pupils develop good skills in physical education (PE) and take part in lessons, such as swimming, with enthusiasm.

Teaching and assessment are good, and in many lessons observed teaching was seen to have outstanding features. Teachers know their pupils very well and provide effective individual help for them in the small classes. Pupils say that through discussion with their teacher they are helped to understand how they can improve their work. Teachers' subject knowledge is good and this is used successfully to challenge pupils. In an outstanding English lesson, pupils in Year 6 made very good progress in their awareness of the implicit and explicit meaning of text. The teacher provoked enthusiasm for learning as they drafted with a friend an opening paragraph.

Pupils' work is regularly marked. In the best examples there are clear comments about what pupils need to do to improve. However, this is not consistent and the quality of marking is variable. There are regular tests and assessments that enable the school to keep an overview of the progress that pupils are making. Nationally standardised tests measure pupils' attainment in reading, spelling, writing and mathematics. The tracking of pupils' progress from these results, how they relate to national curriculum levels and the setting of pupils' targets, continue to develop. This work is further advanced in mathematics than in English and is an area of the

school's work that is not yet in place for science or ICT but is planned for development.

Spiritual, moral, social and cultural development of the pupils

The spiritual, moral, social and cultural development of pupils is outstanding. Pupils say that they enjoy school very much and their attendance is good. Behaviour is outstanding and pupils are consistently polite and courteous; they have a keen sense of right and wrong. Pupils are proud of their different roles in school. Acting as prefects from a young age they develop a strong sense of responsibility for their school community. Older pupils take their responsibilities as 'gate stewards' very seriously when they welcome and look after younger pupils as they arrive at school. They are also involved in the school council, although younger pupils are not yet represented. The wider community is supported by collections for charities, connections with the local church and attendance at local events. Pupils' cultural awareness is developed very well through exciting opportunities to have first hand experiences of the arts. Visits from operatic performers from Glyndebourne and actors from the Young Royal Shakespeare Company enabled pupils to taste, first hand, 'The Magic Flute' and 'Macbeth'. Pupils' understanding of different cultures and racial harmony and an awareness of diversity is developed very well through assemblies, the curriculum and through the relationships they develop with one another. Pupils are very well prepared for their future economic well-being by making good progress in their basic skills, gaining confidence with ICT and developing excellent self-confidence and self-esteem.

Safeguarding pupils' welfare, health and safety

Provision for safeguarding pupils' welfare, health and safety is good. The school now meets all the regulations which is an improvement since the last inspection. The school is an orderly community and pupils say that they feel safe. Pupils are aware of the importance of leading a healthy life style. A visit from an Olympic swimmer emphasised the importance of healthy eating and keeping fit. Although there is good opportunity for pupils to take part in PE and games, which they enjoy, currently there is not a school focus to encourage healthy eating, although this is planned for development in the New Year. Staff appointments and child protection procedures are clear and effective and all but the newest staff have had appropriate training. Further training for all is planned for early next term. Procedures for completing fire, health and safety risk assessments are secure and improved recording systems for the EYFS in this respect are to be implemented. There are appropriate numbers of staff who have had first aid training and further training for new members of staff is already booked. The school meets the requirements of the Disability Discrimination Act 2002 in that it has planned well to increase accessibility and will be drawing up a further plan to review the possibility of further improving access.

Effectiveness of the Early Years Foundation Stage

The overall effectiveness of the EYFS is good. Children achieve well and they attain standards that are above expectations by the end of Reception. They thoroughly

enjoy their time in the Nursery and Reception classes. The learning environment is warm and welcoming. Children settle quickly into school life because parents' knowledge of their children is used effectively. Their personal development is outstanding because staff form very effective relationships with them and manage them well. Consequently, children feel very secure and their behaviour is outstanding. They are keen to learn and most of them can sustain an activity. They have excellent social skills based on mutual respect and play harmoniously together. They develop high levels of independence and confidence because they are encouraged to do things for themselves and their achievements are praised. They can easily access resources and select materials to initiate their own play. Both the indoor and outdoor areas are organised to enable children to progress through the six areas of learning. However, the three Reception classes do not benefit from the free flow approach experienced by the Nursery children, as they do not have direct access to the outdoor area.

The teaching of reading skills is excellent. Children enjoy learning French, which enhances their language development and their cultural awareness. They develop excellent speaking and reasoning skills because staff stretch their understanding by asking open questions. Children's welfare is promoted well and staff provide very good day-to-day care. Children learn to adopt healthy lifestyles in the Foundation Stage because they are encouraged to eat a balanced diet and they have plenty of exercise. At snack time, Reception children could explain that fruits are good because they help you grow. The leadership of the EYFS is good; appropriate aspects for further development have been identified.

Compliance with regulatory requirements

The school meets all of the Education (Independent School Standards) (England) Regulations 2003 as amended January 2005.

What the school could do to improve further

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

- Ensure that the targets in pupils' individual education plans are precise and that the action required to achieve them is in small measurable steps.
- Make sure that the marking of pupils' work is evaluative and helps them to improve.
- Ensure that Reception children have frequent access to the outdoor areas to experience a wide range of activities in each of the six areas of learning.

Inspection Judgement Recording Form

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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The quality of the Early Years Foundation Stage provision

How effectively are children in the Early Years Foundation Stage helped to learn and develop?		✓		
How well do children achieve in the Early Years Foundation Stage relative to their starting points and capabilities?		✓		
How good are the personal development and well-being of children in the Early Years Foundation Stage?	✓			
What is the quality of welfare, health and safety of children in the Early Years Foundation Stage?		✓		
How effectively is the provision in the Early Years Foundation Stage led and managed?		✓		
What is the overall effectiveness of the Early Years Foundation Stage including, where relevant, the quality of childcare?		✓		

School details

Name of school	Windlesham School Trust Limited		
DCSF number	846/6013		
Unique reference number	114618		
Type of school	Preparatory		
Status	Independent		
Date school opened	1948		
Age range of pupils	3-11		
Gender of pupils	Mixed		
Number on roll (full-time pupils)	Boys: 109	Girls: 96	Total: 205
Number on roll (part-time pupils)	Boys: 8	Girls: 7	Total: 15
Number of pupils with a statement of special educational need	Boys: 1	Girls: 2	Total: 3
Annual fees (day pupils)	£ 3000 – 6420		
Address of school	190 Dyke Road Brighton East Sussex BN1 5AA		
Telephone number	01273 553645		
Fax number	01273 558236		
Email address	pa@windleshamschool.co.uk		
Headteacher	Mrs A Bennett-Odlum		
Proprietor	Board of Governors Trust Ltd		
Reporting inspector	Elisabeth Linley HMI		
Dates of inspection	3 December 2008		