

Prins Willem-Alexander School

Independent School

Inspection Report

DCSF Registration Number	936/6559
Unique Reference Number	125439
Inspection number	330408
Inspection dates	28 January 2009
Reporting inspector	Roger Fry AI

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

Prins Willem-Alexander School offers an education for Dutch and Belgian children aged three to twelve years. There are 139 pupils on roll. The school moved to its current purpose-built premises, situated in a wooded setting on the outskirts of Woking in Surrey, in 1991. It was founded in 1981. There is Early Years Foundation Stage (EYFS) provision in the Nursery and Reception classes. The main language of instruction is Dutch and pupils follow the Dutch National Curriculum and the International Primary Curriculum (IPC). The school's mission is, 'Through excellent teaching and organisation, maximise children's learning in a way which enables them to achieve high social, personal and academic standards, enjoy learning, adapt to other educational systems and develop both a national and international perspective'.

The school is subject to the authority of the Dutch Ministry of Education and the Dutch embassy in London. The Dutch inspectorate and Royal Dutch Shell also inspect the school. The school was founded to meet the needs of Shell employees' children. It accepts children from a large number of families who work for other companies. Pupils' length of stay at the school varies, from the full period of their education to less than one year. There are many departures and arrivals of pupils during the course of a year. The school was last inspected in January 2006.

Evaluation of the school

Prins Willem-Alexander School provides an outstanding quality of education for its pupils. The provision in the EYFS is good. The school is particularly successful in achieving its aims; pupils make excellent progress and reach exceptionally high standards in their work. Parents very strongly support the school and pupils behave exceptionally well. The provision for safeguarding pupils' welfare, health and safety is satisfactory. The school has rectified all but one of the regulations identified as 'not met' during the last inspection. Parents are still not provided with the address and phone number of the proprietor. Following this inspection, the school meets nearly all of the requirements for registration.

Quality of education

The overall outstanding quality of education has been maintained since the last inspection. The quality of education and curriculum are good in the EYFS. The outstanding curriculum in the main school provides an exceptional range of stimulating and interesting experiences, activities and projects for pupils and supports their very high standards of work.

The provision for the Dutch curriculum, English, music, physical education and the IPC gives pupils a very broad grounding of knowledge and skills. They integrate easily into other Dutch, international and English schools when they move on. English language is supported strongly and this results in many pupils being effectively bilingual by the age of 12 years. Physical education and music form an important part of the curriculum, which pupils enjoy. There is a broad range of after-school activities, outings and excursions which, for example, allow pupils good opportunities to learn about how the United Kingdom is governed and to have a growing understanding of the wider world.

Pupils quickly learn to become independent learners, using the internet successfully to gather information to answer increasingly sophisticated questions in their work each afternoon. They also gain considerably from the emphasis the school places on cooperative working between pupils. They learn to work together successfully, to give and take ideas and to rely on one another.

The quality of teaching and assessment throughout the school is good, including in the EYFS. The school has maintained the good quality of its work since the last inspection. The teaching is expert and the IPC is taught well, using the thematic approaches in imaginative and interesting ways. This approach develops pupils' learning about the wider world very well and allows pupils to contribute their experiences of the many countries they know. Teachers have all agreed how the IPC should be implemented and planning is coherent. Deliberate teaching of cooperative working skills shows in the way pupils relate to each other. Their social attitudes are excellent and the school is a warm community in which to learn. Teachers celebrate their own and pupils' diverse backgrounds and the sense of a world community.

Lessons are planned thoroughly. Teachers make effective use of time, interactive white boards and other resources. Consequently, lessons progress at a good pace and pupils work diligently and conscientiously. The regular changes in teaching staff require the school's planning and methods of organisation to be robust. It is a key feature of the school that the teaching quality has been maintained since the last inspection because it is well organised. The school has vibrant displays and pupils enjoy looking at the map that shows all the countries where they have lived.

Assessment and testing of pupils' skills and knowledge are organised effectively. The methods used to track pupils' progress and standards of work are excellent. The results of the Dutch (CITO) standardised national tests are analysed carefully to assess and record individual pupils' and groups' progress. This process identifies clearly the strengths and weaknesses in learning and teaching, to which teachers

respond positively. The school shares this information effectively with parents. The 'assessment logs' of individual pupils' progress are exceptionally detailed and helpful as pupils move from year to year in school and for use by other schools in the future. Pupils who find learning difficult have individual education plans to ensure that they are well challenged by their work. An area for development is to ensure that the higher lesson starting points and provision of individual tasks that more able pupils have in many subjects are also available in English as an additional language lessons.

Pupils' progress is outstanding in the main school and good in the EYFS. By the end of Group 8 at 12 years old, pupils have reached exceptionally high standards and made excellent progress from their differing starting points. Pupils are well motivated and keen to learn on entry to school and teachers build successfully on these qualities. Pupils make the very most of what they are taught and most are bilingual in Group 8 if not before. They have a very broad range of knowledge and skills to take to their next schools. The provision for pupils with statements of their special educational needs is excellent and they rapidly meet their demanding targets.

Spiritual, moral, social and cultural development of the pupils

Pupils' spiritual, moral, social and cultural development are good. Their good personal development begins in the EYFS. Pupils feel safe in a well-organised environment and are confident, polite and friendly to each other at work and play. Behaviour is outstanding. Pupils understand how they are expected to behave and all staff are good role models and treat pupils with courtesy and respect. Pupils enjoy school very much. They are very keen learners, which shows in their excellent progress, outstanding examination results and regular attendance. The personal, social and health education programme provides very valuable experiences for pupils to develop social skills and an understanding of life skills of value beyond school. Pupils make many valuable contributions to school life but there is no school council or equivalent arrangement where pupils can refine their citizenship skills.

Tolerance and harmony between all is a strong feature and pupils commented invariably positively about the cultures they have experienced. Pupils are strongly encouraged to have a generous perspective on supporting those less fortunate than themselves. They take part in sponsored walks to raise funds for charities and have adopted three children in three countries. Pupils have exceptional experiences of living in different countries amongst different cultures, but their experiences are not further enhanced through a more formal study of music, art and literature from the perspectives of different cultures. This shortcoming explains why the overall judgement for pupils' spiritual, moral, social and cultural development is lower than at the time of the last inspection. Pupils have good opportunities to learn about institutions and services in England when they visit the Houses of Parliament and learn about different types of governments through the IPC units of study.

Safeguarding pupils' welfare, health and safety

Safeguarding and the welfare, health and safety of pupils are satisfactory overall, as at the time of the last inspection. They are good in the EYFS. The building is modern, spacious, well designed and is very well looked after. Procedures to ensure the safety of pupils are good in many respects and most of the required policies are in place. School rules are clearly established and pupils follow the behaviour code exceptionally well. They are unobtrusively supervised by staff at all times. Routine checks are made on electrical equipment and fire evacuations are practised regularly. Suitable procedures for first aid are in place. The school cares well for pupils on a day-to-day basis, but it does not have a written policy that gathers together its child protection and safeguarding procedures and staff have not had recent training in this area. There is a single central record of checks on staff suitability that contains most of the necessary checks. Some staff have not had their checks renewed recently and not all members of the proprietorial body have been included in the register.

Pupils report that they feel safe in school and are well supported and cared for by the staff. They have a good understanding of how to be healthy and stay safe. The school wrote a suitable plan to increase accessibility for the disabled after the last inspection, but as this plan is now out of date, the school does not meet the requirements of the Disability Discrimination Act 2002.

Effectiveness of the Early Years Foundation Stage

The EYFS provision is well led and managed and its overall quality is good. Children's daily welfare has high priority and as a result they feel secure. They are confident learners and enjoy their first experiences of school life. The staff have a secure understanding of how young children learn. There is a good balance of teacher directed activities and those that children choose themselves. Teaching assistants are deployed effectively to promote learning. In relation to their starting points, children consequently make good progress and do better than expected in the development of language skills in both Dutch and English. Children make good progress because of the good teaching they receive. Children's personal, social and emotional skills are good. They behave sensibly and have positive relationships with adults and other children. Their skills in creative development are not as advanced because children are not given enough opportunities to choose materials and resources themselves, such as when they design their own pictures.

The opportunities children have to make visits, such as to observe the materials and designs used for houses, bring the curriculum to life. The outdoor areas provide good opportunities for physical development, but are not used enough to develop children's other skills, such as counting and when making things. The joining procedures are good and include opportunities for parents and children to visit the school and meet staff before children start. This helps children to settle quickly and learn the rules and routines. Close partnerships with parents and external agencies

help to meet the needs of all children, including those who have physical disabilities. Assessments are rigorous and used consistently to plan the next steps in children's learning.

Compliance with regulatory requirements

The school meets all of the Education (Independent School Standards) (England) Regulations 2003 as amended January 2005, with the exception of those listed below.

The school does not meet all requirements in respect of provision for pupils' welfare, health and safety (standard 3) and must:

- prepare and implement a written policy to safeguard and promote the welfare of children who are pupils at the school in compliance with DCSF guidance *Safeguarding children and safer recruitment in education* (2007) (paragraph 3(2)(b)).

The school does not meet all requirements in respect of suitability of proprietor and staff (standard 4) and must:

- ensure that the chairperson has checked the other members of the proprietorial body to confirm their suitability (paragraph 4B(4) and (5))
- ensure that the single central record includes evidence of all staff, including those whose records are kept at the Shell company office. Ensure that the staff who have Dutch Police suitability checks only since they joined the school have further relevant checks. In the single central record, ensure that Criminal Records Bureau (CRB) and qualification checks show by whom they were made, and that the latter are dated (paragraph 4C(2 and 3))
- ensure that the proprietorial body is listed in the single central record and that relevant checks carried out are recorded (paragraph 4C(6 and 7)).

The school does not meet all requirements in respect of the provision of information for parents, carers and others (standard 6) and must:

- provide parents with particulars of the name and address for correspondence of the chair of the proprietorial body (paragraph 6(2)(c)).

In order to comply with the requirements of the Disability Discrimination Act (DDA) 2002 the school should devise a further three-year accessibility plan.

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:

- develop the curriculum in the EYFS to provide children with greater independence of choice and wider outdoor activities so as to cover all areas of learning
- extend the opportunities older bilingual pupils have to use and improve their spoken and written English.

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	Prins Willem-Alexander School		
DCSF number	936/6559		
Unique reference number	125439		
Type of school	International Primary School		
Status	Independent		
Date school opened	1981		
Age range of pupils	3-12		
Gender of pupils	Mixed		
Number on roll (full-time pupils)	Boys: 59	Girls: 59	Total: 118
Number on roll (part-time pupils)	Boys: 12	Girls: 9	Total: 21
Number of pupils with a statement of special educational need	Boys: 1	Girls: 1	Total: 2
Annual fees (day pupils)	£4,295		
Address of school	Old Woking Road Woking Surrey GU22 8HY		
Telephone number	01483 750409		
Fax number	01483 730962		
Email address	management@prinswillemalexander.com		
Headteacher	Mr J J Damhuis		
Proprietor	Nederlandse Basischool Ltd		
Reporting inspector	Roger Fry AI		
Dates of inspection	28 January 2009		