

Winston House Preparatory School

Independent School

Inspection report

DCSF Registration Number	317/6078
Unique Reference Number	135472
URN for registered childcare	EY365698
Inspection number	329519
Inspection dates	2 December 2008
Reporting inspector	Dr Anna Coyle

This inspection of the school was carried out under section 162A of the Education Act 2002, as amended. The inspection of childcare was conducted under Section 49(2) of the Childcare Act 2006.

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

Information about the school

Winston House Preparatory School is a co-educational independent school for children aged from three to 11 years of age. It was opened in January 2008 in a Grade II listed building in South Woodford, London. There are currently 23 children on roll. The aim of the school is to help children become creative, self-motivated and independent by supporting and challenging them in all aspects of school life, whatever their ability. It believes in providing a caring and sensitive approach to learning and teaching whilst aiming to uphold and encourage traditional values, to give children the best possible foundation for their future education and life in society. This is the first inspection of the school under Section 162A of the Education Act 2005.

Evaluation of the school

Winston House Preparatory School is a small, welcoming school which provides a good quality of education for its children. It ensures that all children benefit from a varied curriculum which provides well for their individual needs. Children enjoy coming to school and settle happily. They make good progress. There are a few regulations the school does not meet.

Quality of education

The good curriculum meets the individual needs of the children and includes all the subjects from the National Curriculum, although there is no clear, written curriculum policy for the Early Years Foundation Stage (EYFS) and Key Stages 1 and 2 to help provide an overview that links with the schemes of work. English, mathematics and science predominate in the mornings, and literacy and numeracy skills are covered every day in all classes. Children who require additional help are supported well. Art, design and technology, geography, history, information and communication technology, music and physical education are taught in weekly lessons. The school also provides good opportunities for children to learn a modern foreign language in French lessons, taken by a language specialist. Additional curricular opportunities include ballet, tap dancing, performing arts and recorder tuition. The school has a wide range of after-school clubs such as football and gymnastics that are available to

the children, parents and the wider community. Visits to a local nursery have been used to benefit children's learning.

Teaching and assessment are good. All adults are calm and positive with the children. They successfully encourage good behaviour and quiet respect which leads to good relationships and a happy learning environment. Lessons are carefully planned so that children learn in small achievable steps and the pace of lessons is maintained. The school's good resources are used well. Children's natural curiosity is fostered effectively and plenty of exciting activities are included to stimulate their interest and imagination, such as the recent work on castles. Teachers make good use of assessment information to help them plan their lessons and match work to the capabilities of the children. They keep careful records of children's good progress, and systematically update the information. However, the marking of children's work does not pinpoint how well they are doing or what they need to do to improve.

Spiritual, moral, social and cultural development of the pupils

The spiritual, moral, social and cultural development of the children is good. Plenty of good opportunities are provided for them to learn about the world around them. They consider the spiritual and cultural aspects of life by participating in interesting activities such as celebrations of the festivals of Diwali and Christmas. Moral and social aspects are addressed successfully through the curriculum and in discussions within small class groups. The school values each child as a unique individual and it successfully promotes their self-knowledge, self-esteem and confidence through its good curriculum which matches their interests and needs. The 'circle time' part of personal, social and health education is a very important part of the curriculum in which children learn to respect and care for each other and their world. In these sessions, they develop an awareness of public services and institutions, such as the local library. They are prepared effectively for their future well-being in a racially harmonious and tolerant environment in which staff value the cultural diversity of the children and their families. Children accept responsibilities readily and contribute to the community by helping their teachers to set the lunch tables and put out chairs for assembly and by participating in events such as the Christmas Nativity play. Attendance and behaviour are good.

Welfare, health and safety of the pupils

The school makes good provision for the welfare, health and safety of the children. It has an appropriate range of policies that are implemented effectively. These include anti-bullying procedures and the arrangements for ensuring child protection and safety of children on educational visits. The admission and attendance registers meet the regulations and the school fulfils the requirements of the Disability Discrimination Act 2002. The procedures for safeguarding children are rigorous. There is a clear policy for first aid which is implemented effectively, and staff have received

appropriate training. The school ensures that fire safety and risk assessments are carried out appropriately, and records are maintained well. Children say they feel safe and are encouraged to wash their hands before meals and after going to the toilet. They eat healthily and enjoy nourishing lunches that include vegetarian options. They take regular exercise in the outdoor playground and have lessons with specialist teachers for gymnastics and games.

Suitability of the proprietor and staff

The school has checked all staff to ensure their suitability to work with children. It has a single central register which lists all the appropriate details, and this information is kept up-to-date.

School's premises and accommodation

The school has good premises and accommodation to meet the needs of the children and ensure effective learning. The recently refurbished premises are well maintained, very clean and attractive. They are well decorated and efficiently heated to provide children with good learning environments. There are sufficient toilets for the children and the staff. Hot water is readily available for hand-washing. The school has appropriate facilities to care for children who may become ill. The outdoor hard-play areas have good, even surfaces and are marked out clearly for games activities and other pursuits.

Provision of information for parents, carers and others

The school provides parents and carers with a good range of information in the prospectus, handbook and newsletters. Many parents responded to the pre-inspection questionnaire and were very supportive of the school. They are pleased with the education their children receive and one commented that, 'The teaching staff are brilliant, very reassuring and helpful'. The school has suitable arrangements in place for parents to receive regular written reports about their children's progress and have opportunities to attend a consultation meeting with the teachers. However, the parents are not given sufficient information about the complaints procedures or about the arrangements to deal with bullying, child protection and health and safety.

Procedures for handling complaints

The school has an appropriate set of procedures which meet the regulations.

Effectiveness of the Early Years Foundation Stage

The school makes good provision for children in the EYFS. Children in the Nursery and Reception classes make good progress from their starting points and capabilities, and achieve well within a caring, supportive environment in which adults ensure that their welfare, health and safety are paramount. Children quickly learn the routines of school life and mix harmoniously with each other in an inclusive setting. All children are valued equally as individuals. Their personal, social and emotional development is good. Children leave their parents and carers readily when they arrive and settle happily as the day begins. Good teaching helps them to learn and develop well through an effective balance of activities that are led by adults and those where children are free to choose, although the outdoor area is not freely accessible. Nevertheless, teachers make sure that the children have plenty of exercise and are able to play outside regularly.

Adults are well qualified, and are calm and quietly spoken with the children. They promote communication, language, literacy, and numeracy skills effectively by giving the children plenty of good opportunities to talk about their learning and share ideas about topics such as mathematical shapes. Children increase their knowledge and understanding of the world around them through practical activities such as construction play, gluing and sticking shapes, rolling out dough and using computers. Creative and physical skills are developed successfully and children achieve well in these areas. They handle equipment with assurance and are becoming confident, independent learners. The school provides clean, well-organised accommodation that has plenty of attractive displays of children's work to stimulate learning and inspire them. The good provision is led and managed well by an enthusiastic and dedicated leader who has a very clear vision for the future.

Compliance with regulatory requirements

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

The school does not meet all requirements in respect of the curriculum (standard 1) and must:

- provide a written curriculum policy (paragraph 1(2)).

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 policies relating to bullying, child protection and health and safety (paragraph 6(2)(h))

- provide parents with particulars of the policy for complaints procedures (paragraph 6(2)(j)).

What the school could do to improve further

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

- ensure that there is a clear curriculum overview for the EYFS and Key Stages 1 and 2 that links with the schemes of work already in place
- improve the quality of teachers' marking to help children know how well they are doing and how to do better.

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	Winston House Preparatory School		
DCSF number	317/6078		
Unique reference number	135472		
EY URN (for registered childcare only)	EY365698		
Type of school	Preparatory school		
Status	Independent		
Date school opened	January 2008		
Age range of pupils	3-11		
Gender of pupils	Mixed		
Number on roll (full-time pupils)	Boys: 13	Girls: 10	Total: 23
Number on roll (part-time pupils)	Boys: 0	Girls: 0	Total: 0
Number of pupils with a statement of special educational need	Boys: 0	Girls: 0	Total: 0
Number of pupils who are looked after	Boys: 0	Girls: 0	Total: 0
Annual fees (day pupils)	£5,850-£7,050		
Address of school	140 High Road South Woodford London E18 2QS		
Telephone number	020 8505 6565		
Fax number	020 8506 9797		
Email address	info@winstonhouseschool.org.uk		
Headteacher	Mrs Shirmila Sharma		
Proprietor	Educational World Lit		
Reporting inspector	Dr Anna Coyle		
Dates of inspection	2 December 2008		