

Winston House Preparatory School

140 High Road, London, E18 2QS

Inspection dates 29 April–1 May 2015

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|--------------------------------|-------------|----------|
| Overall effectiveness | Good | 2 |
| Leadership and management | Good | 2 |
| Behaviour and safety of pupils | Good | 2 |
| Quality of teaching | Good | 2 |
| Achievement of pupils | Good | 2 |
| Early years provision | Good | 2 |

Summary of key findings

This is a good school because

- The inspiring headteacher, who is the sole proprietor of Educational World Ltd, has established a clear vision for the school which is shared by all of the school community.
- Pupils make good progress in their learning. In English and mathematics, pupils' attainment at the end of Year 6 is higher than that expected for their age.
- The quality of teaching is good. Teachers have high expectations and plan interesting lessons that engage the pupils' imaginations and enhance their love of learning, teaching draws on a diverse and creative range of subjects.
- Strong leadership and management have a positive impact on sustaining good teaching which enables pupils to achieve well.
- Pupils' behaviour in lessons and around the school is outstanding. In all age groups, pupils are respectful of each other, enjoy school life, are motivated to learn and follow the school's 'Golden Rules'.
- The promotion of pupils' welfare, health and safety is good. The school has created a nurturing and safe learning climate where pupils can thrive.
- The Early Years Foundation Stage is good and provides a strong start to the children's education.

It is not yet an outstanding school because

- Teaching is not yet outstanding because planning does not always take sufficient account of the wide range of ages and abilities in the primary department.
- Marking does not always tell pupils how to improve their work and they do not always respond to comments.
- The monitoring of the teaching and learning is not always sufficiently rigorous in ensuring that clear, specific targets for improvement are consistently set.

Compliance with regulatory requirements

- The school meets the schedule to The Education (Independent School Standards) Regulations 2014, the independent school standards, and associated requirements.

Information about this inspection

- The inspection took place with one day's notice.
- The inspector observed 10 lessons or parts of lessons, visiting all the classes. All visits were joint observations with the headteacher.
- All of the relevant school documents and policies were scrutinised to check for compliance with the independent school standards. These included the school's website, information about students' progress, the school's own evaluation of its work, and the students' workbooks. Records relating to behaviour, attendance and safeguarding were also scrutinised. A tour of the site took place.
- Discussions were held with the headteacher, all staff and pupils.
- The inspector listened to pupils as they read aloud.
- There were insufficient responses from the online questionnaire to parents, but inspectors looked at the school's own survey, as well as holding meetings with parents. Inspectors scrutinised the responses from the staff questionnaires..

Inspection team

Sandra Teacher, Lead inspector

Additional inspector

Full report

Information about this school

- Winston House Preparatory School is a co-educational independent school for pupils aged from three to 11. It opened in January 2008 in a Grade II listed building in South Woodford, London. A sole proprietor leads and manages the school.
- There are currently 21 pupils on roll taught in three separate classes. Sixteen children in the Early Years Foundation Stage (two of whom are of Reception class age) are taught by two qualified early years' staff. All have their places funded under the nursery grant scheme. One child in the Nursery class attends the school on a part-time basis. The five pupils in Key Stages 1 and 2 are taught by a qualified class teacher.
- None of the pupils have a statement of special educational needs or speak English as an additional language. The pupils come from a range of different cultures and heritages.
- The aim of the school is to help pupils become creative, self-motivated and independent by supporting and challenging them in all aspects of school life, whatever their ability. The school believes in providing a caring and sensitive approach to learning and teaching while aiming to uphold and encourage traditional values, to give children the best possible foundation for their future education and life in society.
- Ofsted last inspected the school in March 2012, when it was found to provide a satisfactory quality of education. There was a progress monitoring inspection in November 2012, which found that the school had made good progress in implementing its action plan and had met all regulatory requirements.
- The main feeder kindergarten is Winston House Kindergarten, which was inspected in 2010 and judged to be good.

What does the school need to do to improve further?

- Improve the quality of teaching to outstanding by:
 - ensuring that planning takes into account the wide range of differing ages and abilities in the primary department
 - making sure that pupils know how to improve their work and checking that they correct it when it is marked.
- Strengthen the leadership and management by ensuring that the monitoring of the teaching and learning sets rigorous targets to help both the teachers and their pupils to achieve even better.

Inspection judgements

The leadership and management are good

- The quality of leadership and management is good and has been well established since the school opened. There is a constant drive for improvement which has led to positive successes and, in particular, ensuring that all pupils achieve well and make good progress in their learning.
- The headteacher has high expectations and ambition for the school. Policies and procedures are up to date and successfully promote the welfare, health and safety of pupils. Risk assessments are in place, and health and safety checks are regularly completed.
- The school's self-evaluation is accurate and the headteacher has a very strong understanding of the strengths and areas needed to improve the school. She communicates her high expectations and ambitions to staff. Continuing professional development including leadership and early years' courses supports the good teaching in the school, which, in turn, secures good, and sometimes outstanding, achievement for the brightest pupils.
- There is a wide range of subjects on offer to all pupils that covers all the required areas of learning for independent schools. Teaching in the different subjects is underpinned by planning that appropriately engages all pupils' interest and participation. At times, a more tailor-made approach to meet the different ages and abilities in the primary class would support even better learning, particularly for the younger and less-able pupils. The subjects include academic, technical and sporting opportunities as well as learning about safety matters.
- There is excellent enrichment to the curriculum, through the breakfast club, the wide range of visits to all the best museums, and the after-school bike, football and other clubs, which are well attended and thoroughly enjoyed. In fact, pupils from other local schools also attend.
- Monitoring of lessons is carried out well on a regular basis, although teachers would benefit from more rigorous targets for improvement. All staff say they feel very well supported. They have regular informal meetings to identify targets to enhance their teaching and personal development as well as annual appraisals.
- Pupils' progress is carefully tracked and there are regular summative tests which are carefully considered when planning for future lessons.
- Personal, social and health education lessons are provided for all pupils, ensuring their spiritual, moral, social and cultural development is promoted well. Within each class, pupils come from families with differing cultures and beliefs, and these are shared and celebrated. Daily discussions occur in class to enable pupils to learn the importance of valuing the opinions of others and how their actions may affect others.
- Pupils learn about British institutions and values, so that they are well prepared for life in modern Britain. For example, a visit to the Houses of Parliament and discussions about the forthcoming election forms the focus of their work on democracy.
- Equal opportunities are promoted within the school and there is no discrimination. Each pupil has a full role to play. They sing in the choir, learn to play the recorder, and older pupils support and work with their younger peers, act as peer mediators, work as library monitors and all are included in the school council.
- The school has spacious and well-maintained premises which include excellent facilities and resources for both indoor and outdoor activities and play.
- All safeguarding arrangements are robust and meet requirements.
- All of the requirements regarding complaints procedures and the provision of information for parents and carers are met. Parents are wholly supportive of the school and there is excellent daily communication, as well as detailed school reports and pupils' progress meetings.
- **The governance of the school:**
 - As the headteacher is the sole proprietor of Educational World Ltd, she has excellent knowledge about all aspects of the work of the school, including the quality of teaching and pupils' progress.
 - She works tirelessly with all of the staff and ensures that they are given the best opportunities for professional development, and that their performance is linked to salary progression.
 - She ensures that all of the independent school standards are met and invites a range of appropriately qualified consultants to support her in keeping up to date with all the latest changes.

The behaviour and safety of pupils**are good****Behaviour**

- The behaviour of pupils is outstanding. Pupils have a thirst for learning and are delightful, courteous, knowledgeable young people. They have excellent manners, care for the school environment and wear their uniform with pride. The ratio between staff and pupils is very high so that pupils receive individual attention. They are well supervised at all times and there are very few incidents of unacceptable behaviour.
- Relationships are excellent and all staff know their pupils exceptionally well. High expectations for even the youngest pupils promote independence and responsibility. Pupils care for the birds, look after the library, and older pupils act as excellent role models for their younger peers.
- Pupils clearly understand the systems for rewards and sanctions. They are very keen to earn the rewards, and are proud of themselves and each other when achievements are made. They respond very well to the consistent promotion of making correct choices.
- Pupils feel they have a say in helping the school to develop and are proud to be part of the school council. For example, they recently supported the fire safety drills.
- They say they enjoy coming to school and like all of their lessons, and their attendance and punctuality are excellent.

Safety

- The school's work to keep the pupils safe and secure is good. Safeguarding procedures meet requirements and are effective, including staff recruitment and the required aspects of training.
- Staff implement policies and procedures well and they are reviewed on an annual basis.
- Pupils are aware of different forms of bullying and how to keep safe. They are adamant that there is no bullying or racial prejudice in their school. They know how to keep safe when using computers and the internet. They are used to regular travel as they use public transport when they go on their frequent school trips around and about London.
- Pupils are willing to speak up if they have any concerns; this confidence is the result of the strong relationships they have with staff.

The quality of teaching**is good**

- As a result of good teaching, pupils make good, and sometimes outstanding, progress in reading, writing, communication and mathematics.
- Strong relationships between staff and pupils have established a very positive learning environment within school. Pupils are interested and highly motivated to learn. Teachers and support staff have high expectations of behaviour and attitudes to learning, and are sensitive to the emotional needs of the pupils.
- The lessons incorporate a wide range of interesting discussions, so that for example, when pupils learn about volcanoes, even the younger pupils are writing poems using descriptions such as 'intense heat' or 'powerful eruption'.
- Most pupils make exceptional progress in both English and mathematics, and they enjoy reading and talking about the characters in Kipling's *Jungle Book*. They know their tables well so they can calculate long division sums.
- However, for a small minority, this work is too challenging, and the school is already considering ways to ensure that lesson plans take into account the wide range of both ages and abilities who are taught in the primary department.
- Teachers' subject knowledge is good and pupils have exceptionally good general knowledge covering a wide range of topics such as detailed information about the life of the Romans in Wales, or how Buddhist goddesses protect their followers' homes.
- There are clear systems in place through the use of regular tests for assessing pupils' progress and these are implemented well. However, although pupils' work is marked, it does not always tell pupils how to improve their work. Some mistakes go uncorrected and pupils do not always respond to the work that is marked.
- Regular monitoring is in place for checking the quality of teaching and learning by the headteacher, who is ensuring that targets for improvement are set which will have a direct impact on improvements in teaching and pupils' academic progress.

The achievement of pupils**is good**

- The school has been successful in ensuring that most pupils reach high levels of achievement by the time they leave at the end of Year 6. Most pupils, including those in the Early Years Foundation Stage, make rapid and sustained progress in their reading, writing and mathematical skills while at the school. Pupils achieve above the national expectations by the time they leave the school.
- Pupils join the school with above average standards, having had a strong start in the early years. Teachers ensure that most pupils continue to achieve and improve on their standards as the teaching appeals to pupils' interest and imagination. The school is aware that, with only one primary class, the planning needs to carefully consider the differing ages and abilities within the class to ensure that everyone makes the best possible progress.
- Pupils are articulate and confident speakers as well as strong readers. The school's well-stocked, attractive reading areas and strong emphasis on reading develop pupils' pleasure in reading. They read widely and with enjoyment. Younger pupils have a good knowledge of letters and the sounds they make.
- Mathematical achievement for most pupils is high. They are given challenging work and one-to-one support if required.
- The most-able pupils make rapid progress and there is additional cultural input with all of the pupils learning French, with signs in French around the school to reinforce the learning.
- Achievement in personal development is equally strong and pupils are well able to discuss the Charter of Human Rights in terms of both the provision for children but also to include 'The Rights of Man'.
- At the end of their time at the school, pupils are well prepared for the next stage of their education, and they all gain places in schools of their choice.

The early years provision**is good**

- Children join the school from the Kindergarten with above average standards, and they quickly make good progress so that by the time they leave the Reception class, most of them will have exceeded the early learning goals and are ready for Year 1.
- The practitioners work well as a team and all of the statutory requirements of early years' provision are met. Welfare and health and safety procedures are robust, and parents say that their children settled in very well, and that they are happy and safe, and learning.
- Children behave well and quickly develop key skills needed so that they can already write their names, count at least to 10, and some to 20. Even the youngest children are learning their letters and sounds, and can identify: 'cake, bake and make'.
- Teaching is good as the practitioners make the learning fun. The spacious and well-equipped outdoor area is well used for physical development as well as growing a range of vegetables which promotes their understanding of the world. On occasions, there are some missed opportunities to ensure that the range of activities has clear learning outcomes, for example when the children are playing with the sand and water.
- The range of activities is wide and varied, and personal, social and emotional development is very strong. This is because of the strong individual support provided and also because the children often join in with the older pupils for visits such as to a wild life centre. Expectations are high and the children respond accordingly. Specialist practitioners organise physical and dance activities, and the children are adept at doing somersaults and practise dance steps.
- Practitioners carry out detailed observations of the children, and their learning journals clearly demonstrate what the children have learnt and what they can do. However, the descriptions do not always relate to the learning and development age-range bands.
- The headteacher carries out regular monitoring and there is a concerted effort to improve the provision with support from early years' consultants.

What inspection judgements mean

| School | |
|---------|----------------------|
| Grade | Judgement |
| Grade 1 | Outstanding |
| Grade 2 | Good |
| Grade 3 | Requires improvement |
| Grade 4 | Inadequate |

Detailed grade characteristics can be viewed in the *Non-association independent school inspection handbook* which is published on the Ofsted website: www.gov.uk/government/publications/non-association-independent-school-inspection-handbook.

School details

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| Unique reference number | 135472 |
| Inspection number | 462886 |
| DfE registration number | 317/6078 |

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

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| Type of school | Preparatory |
| School status | Independent school |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 21 |
| Proprietor | Educational World Ltd |
| Chair | Shirmila Sharma |
| Headteacher | Shirmila Sharma |
| Date of previous school inspection | March 2012 |
| Annual fees (day pupils) | £4,857-£7,050 |
| Telephone number | 020 8505 6565 |
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