

Westbury House School

80 Westbury Road, New Malden, Surrey, KT3 5AS

Inspection dates 2–4 March 2015

Overall effectiveness	Requires improvement	3
Leadership and management	Requires improvement	3
Behaviour and safety of pupils	Good	2
Quality of teaching	Requires improvement	3
Achievement of pupils	Requires improvement	3
Early years provision	Good	2

Summary of key findings

This is a school that requires improvement. It is not good because

- Procedures for monitoring the school's work, including the checking of pupil progress and staff performance, are not sufficiently well developed.
- Until recently, leaders have not been able until recently to identify precisely what they need to be done to secure rapid improvement, in mathematics.
- Teaching does not always provide high levels of challenge for all groups of learners in mathematics, particularly for the most able pupils
- Progress in mathematics is too slow. Too few pupils make better than expected progress in this subject.
- Some resources are of poor quality. Reading books for older pupils are out of date and tatty. Some of the resources in the nursery are old and do not inspire the children.

The school has the following strengths

- As a result of good teaching, particularly in writing, pupils' achievement in English is good.
- Pupils successfully obtain places at secondary schools of their choice.
- The curriculum is planned well and provides interesting and relevant learning experiences for pupils. It promotes their spiritual, moral, social and cultural development well.
- Pupils have an excellent work ethic. They behave well and consistently meet the high expectations of staff. They are kept safe and they say that they feel safe.
- Leaders have ensured that the provision in the early years is good. Children achieve at least a good level of development. Many exceed this in reading, writing and mathematics.

Compliance with regulatory requirements

- The school must take action to meet the schedule to The Education (Independent School Standards) Regulations 2014 and associated requirements. The details are listed in the full report.

Information about this inspection

- This inspection was carried out with a day’s notice. Inspectors observed the quality of teaching in 14 lessons, and paid short visits to five others, to look extensively at pupils’ work. Two of these observations were jointly undertaken with the headteacher. A learning walk was undertaken with the director of studies.
- Inspectors looked at pupils’ work and spoke to pupils about it. Meetings were held with the headteacher, other senior leaders, members of staff and pupils. Inspectors met with parents and carers at the beginning of the school day. Inspectors listened to pupils read.
- A wide range of documentation was analysed. This included the school’s safeguarding procedures and self-evaluation of the school’s performance. In addition, achievement data, development plans, health and safety policies, monitoring files, staff meeting minutes, records and performance management were also examined.
- There were insufficient responses to Ofsted’s Parent View online questionnaire to be taken into account. Nine questionnaire responses from members of staff were also taken into consideration.

Inspection team

Mary Hinds, Lead inspector

Her Majesty’s Inspector

David Davies

Additional Inspector

Full report

Information about this school

- Westbury House School is an independent co-educational day school. There are currently 104 boys and girls on roll aged three to 11. The school is located in the London Borough of Kingston.
- The school was founded by a family member of the current proprietor in 1966. There is no governing body.
- Pupils are from a wide range of ethnic heritages, with the majority having an Asian background. A small minority of pupils speak English as an additional language.
- The early year's provision consists of a Nursery and Reception class. Most children attend part time in the Nursery and full time in the Reception class.
- The proportion of disabled pupils and those with special educational needs is well below average
- The school prepares pupils for entrance examinations to independent secondary schools at the age of 11.
- The school uses the Kings College sports ground for physical education lessons, and the local leisure centre for swimming lessons.
- Inspectors undertook activities to check the school compliance with independent school standards.
- The school's aim is to provide 'a complete education by achieving a balance between academic and creative work, with a strong emphasis on music, drama, sport and art'.
- A director of studies was appointed in September 2014.
- The last inspection of the school by Ofsted was in November 2011. At the time of this inspection the school was judged to provide a good quality of education. Almost all of the independent school standards were met.

What does the school need to do to improve further?

- Improve the quality of teaching and speed up rates of progress in mathematics, by ensuring that:
 - assessments are improved so that activities are pitched at the right level of challenge for the range of abilities in each class
 - pupils' understanding is regularly assessed in lessons so that once pupils have mastered a concept their learning is moved on at a brisk pace in order to make them think harder about their work
 - there are more opportunities for pupils to investigate and problem solve in other subjects
 - the good marking in English is replicated in mathematics so that pupils have clear pointers for improvement and time to practise and extend their mathematical skills
- Replace all poor quality resources in the nursery and for Key Stage 2 reading.
- Strengthen leadership and management by making sure that:
 - pupils' starting points are checked and the progress different groups of pupils make is regularly and accurately assessed
 - this information is compared to national expectations in order to measure the impact of the school's work, and to gauge how well the school is performing against these national markers
 - teachers' subject knowledge in mathematics is assessed in order to provide bespoke training to improve their practice and confidence
 - the information gathered from monitoring the quality of teaching is used to set teachers challenging targets based on pupil progress rates, so that good performance is rewarded
 - teachers and support staff are given professional development opportunities to improve their work, including sharing best practice both in school and beyond
 - the school development plan is sharpened up, so that it includes measurable targets and is focused on improving the quality of teaching and pupils' achievement.

The school must meet the following independent school standards

Ensure teaching enables pupils to acquire new knowledge and make progress according to their ability so that they increase their understanding and develop their skills in the subjects taught (paragraph 3 and 3(a)).

Ensure teaching involves well planned lessons and effective teaching methods, activities and

management of class time (paragraph 3 (c)).

Ensure teachers have a good understanding of the aptitudes, needs and prior attainments of pupils, and ensure that these are taken account of in the planning of lessons (paragraph 3 (d)).

Ensure that classroom resources are of a good quality, quantity and range (paragraph 3 (f)).

Ensure there is a framework in place to assess pupils' work regularly and thoroughly and use assessment to plan teaching so that pupils can progress (paragraph 3 (g)).

Ensure that there is a framework for pupil performance to be evaluated, by reference either to the school's own aims as provided to parents or national norms, or to both, in place (paragraph 4).

Ensure that suitable showers and changing accommodation are provided for pupils aged 11 years or over at the start of the school year who receive physical education. 23(1)(c).

Inspection judgements

The leadership and management

require improvement

- The proprietors and leaders have not made sure that all of the independent school standards are met in part 1. The school has not used pupils' starting points to measure progress of individual pupils or of different groups. Leaders do not know if pupils are making the progress they are capable of over a year or over a key stage, because the standardised tests they use do not provide the right sort of information. Furthermore, they are not fully aware of national trends, and therefore do not know how well the school is performing compared to other schools. New assessment procedures are better focused on pupil progress, but, to date, there is not enough information to draw any conclusions.
- Last year, the proprietors and headteacher recognised that the school needed to adapt the way it operated in order to improve rapidly. The appointment of the director of studies in September 2104 has bolstered the capacity of senior leaders to secure much needed improvements. She has quickly focused on improving the quality of teaching and raising pupils' achievement. Team work is strong and staff morale is good. This all gives confidence in the school leadership's capacity to bring about the necessary improvements.
- A monitoring cycle for the quality of teaching has been started. Teachers are provided with clear and effective feedback on what they are doing well and what they need to do to get better. Teachers have had some training, including how to improve on-going assessments in lessons.
- Leaders have yet to implement a full audit of teachers' strengths and areas of weakness, in order to prioritise training, particularly in mathematics. Teachers have no opportunities to observe good to better teaching. Furthermore, teachers are not set targets linked to their own and the school's priorities. There is no formal system to ensure that good performance is rewarded and weaker performance eradicated.
- Self-evaluation is not rooted in precise evidence and it does not focus well enough on improving the quality of teaching and raising pupils' achievement. The proprietors are not able to hold senior leaders fully to account because there are no measurable targets for their performance.
- Leaders have not made sure that there are quality resources in the early years and more up to date reading books for older pupils.
- Middle leaders' skills are being honed well so that leaders can support their colleagues in their areas of responsibility. Under the guidance of the director of studies, they have improved the quality of the curriculum. It is well planned and supported by detailed schemes of work which set out clearly how pupils will gain skills, knowledge and understanding as they progress through the school.
- Pupils study a wide range of subjects. They also pursue, in greater depth, those subjects which they are interested in or excel in, academically and in sport, art, music and drama. This promotes pupils' spiritual, moral, cultural and social development well. The curriculum also secures good outcomes in English, and in pupils' behaviour and welfare. Numerous visits and activities enrich pupils' experience, such as visits to the Natural History Museum and Science Museum.
- Pupils come from a wide range of ethnic backgrounds. They apply the principles of tolerance and respect on a daily basis. The school's ethos is totally inclusive and promotes equality of opportunity for all. Pupils study the origins of democracy and the rule of law when studying life in Ancient Greece. They have a good appreciation and understanding of different cultures, which they study through religious education and other subjects. Pupils are well prepared for life in modern Britain.
- The school's arrangements for safeguarding pupils meet statutory requirements. Leaders have made sure that all aspects of safeguarding are addressed, including the safe recruitment of suitable staff and training in child protection, first aid, fire safety and the assessment of risks. As a result, the school provides a safe and secure environment for pupils.

The behaviour and safety of pupils

are good

Behaviour

- The behaviour of pupils is good. It contributes well to their overall academic achievement, as well their personal development.
- The excellent quality of relationships established with staff make a strong contribution to pupils' self-confidence and self-belief in their ability to achieve their best. The pupils promptly respond to instructions and requests. This allows learning to proceed without any interruptions.
- Pupils are very polite and respectful, to each other, staff and visitors. Their behaviour contributes strongly

to the warm and caring ethos of the school.

- In class, pupils mostly demonstrate positive attitudes to their learning. They are usually absorbed in their learning, and are able to sustain their concentration and show perseverance. They clearly enjoy their time in school as their above average attendance reflects. Just occasionally, their attention wanders if activities fail to make them think or work hard enough.

Safety

- The school's work to keep pupils safe and secure is good. The proprietors and leaders have made sure that all the safeguarding, health and safety requirements in the independent school standards are met. Arrangements for assessing risks on the premises and during off-site activities are effective. All aspects of health and safety, including fire safety, are checked and recorded regularly. Arrangements for the recruitment of staff and training in all aspects of safe practice are robust.
- Themes within the curriculum enable pupils to consider and manage potential risks such as cyber bullying and road safety. At the time of the inspection, older pupils were learning about how to keep themselves safe when riding their bikes. The school's records show no recent serious incidents or any evidence of bullying.
- Staff, parents and pupils are unanimous in their views that the school is vigilant in keeping pupils safe and secure.

The quality of teaching

requires improvement

- The proprietors and leaders have not ensured that all the independent schools standards are met. While there is good practice in English, insufficient assessment information restricts teachers' ability to pitch the work at the right level of challenge in mathematics.
- Teachers use an old commercial scheme of work to teach mathematics. This does not keep pace with the more demanding national expectations. This, in turn, holds pupils back from achieving well in mathematics.
- In mathematics, too often pupils complete the same work irrespective of their level of understanding. Teachers are not sufficiently attuned to pupils' level of understanding in this core subject. Too often, pupils needlessly complete the same activities even when they have mastered the concept. Their learning is not moved on at a brisk pace, particularly the most able pupils.
- Pupils do not have enough opportunities to problem solve in other subjects. This limits their ability to apply and extend their mathematical thinking skills in relevant situations.
- There has been no audit of teachers' strengths and weaknesses in their teaching in mathematics in order to support them professionally.
- In English, teachers help pupils to develop their self-confidence and knowledge of themselves as successful learners because they provide them with clear feedback on their efforts; writing is developed well across the curriculum.
- This developmental feedback encourages pupils to reflect on their learning. Additionally, through this thorough marking, teachers assess where pupils are in their learning. They are able to plan work which usually provides the right level of challenge, building on what pupils already know and can do. The strength of this work in English gives confidence that the school is quickly able to rectify weaknesses in mathematics teaching.
- Teachers have high expectations and secure subject knowledge in English. They have an aptitude for making sure that pupils are motivated and keen to learn. They capitalise on the exceptional work ethic pupils have.
- Pupils read with fluency, understanding and with intonation. The school has invested in quality reading books for the younger pupils, as well as some texts to develop literacy skills with older pupils. However, the bulk of reading books for older pupils are uninspiring, dated and dog eared.
- Nonetheless, irrespective of the quality of work pupils are given, they remain confident learners who enjoy their work. This promotes their spiritual, moral, social and cultural development well.
- Teaching in other subjects captures and meets the interests, needs and abilities of all groups of pupils. Specialist teachers in music, art and science provide effective levels of expertise resulting in good achievement and highly creative work.

The achievement of pupils**requires improvement**

- Inspectors looked thoroughly at the work in pupils' books. This confirmed that progress is much slower in mathematics than in English. This scrutiny also confirmed that pupils' starting points are usually above, and sometimes well above, the national average in all year groups.
- In mathematics, attainment levels are above average. However, given their starting points, too few pupils make better than expected progress in mathematics.
- Most pupils make good progress in writing. From above average starting points, current levels of attainment in most year groups are well above average. The curriculum provides excellent and regular opportunities for pupils to write for a purpose in both English lessons as well as in other subjects such as history, geography and the classics. Pupils are taught grammar, punctuation, spelling and comprehension systematically, which provide them with the right tools and confidence to write proficiently at length.
- Disabled pupils and those with special educational needs are identified swiftly and the school makes sure that they are given additional lessons in English and mathematics. Teaching assistants work with these pupils, often on a one-to-one basis. They make similar progress to all other pupils.
- The small minority of pupils who speak English as an additional language are well supported by adults and their peers. They quickly become fluent speakers. These pupils often make better progress in mathematics than in English.
- The most able pupils are given open ended opportunities to write for meaning and purpose. They are highly motivated writers, producing some impressive writing in many different genres. They make rapid progress in this subject. However, they are not able to deepen their understanding and extend their mathematical skills well enough because they usually complete the same work as everyone else. Their progress is much slower in this subject.
- The school prepares all pupils thoroughly to take up scholarships to secondary schools of their choice.

The early years provision**is good**

- Most children join the Nursery class with skills that are at least typical for their age. Staff regularly assess children's skills levels and provide activities which meet their needs, abilities and interests well. Records of their achievement are regularly recorded and shared with parents via an electronic programme.
- As a result, children make good, and sometimes rapid, progress in their learning. Almost every child achieved a good level of development in 2014, and at least 25% were working beyond this. Children are more than ready to take on the challenges of Year 1.
- Staff are skilled in making sure that activities interest and fascinate the children. This sustains their concentration and deepens their understanding of key concepts. As a result, children are able to read, write and calculate confidently and with increasing accuracy.
- Staff use all the resources effectively. Although the school has invested in some new equipment, some apparatus in the Nursery is old and worn out.
- Staff encourage the children to find things out for themselves. They confidently use non-fiction books and electronic devices to research facts about whales, for example. There are many opportunities for children to think creatively and to reflect on their learning. Work in the children's folders and books shows how quickly they learn to use and apply their phonic knowledge (the sounds that letters make) to read and spell words accurately.
- Progress in writing is rapid. There are many opportunities for children to make marks and to write for a purpose. Children in the Nursery were delighted to write letters to their parents and post them at lunch time. Consequently, children are soon using punctuation, including question marks, when they write for meaning.
- There is an effective balance of exciting things to do, in an atmosphere where children feel safe and secure. Children are confident to say when they are not pleased with their work and are keen to have another go. They show perseverance and the tenacity to get things right.
- Children behave well because adults have high expectations of them. Children are polite and kind to each other.
- The leader of the early years knows what works well and what needs to be done next. She monitors the work of all adults and provides effective support to improve their practice through peer mentoring. Nonetheless, there is a lack of analysis of the progress made by different groups of children and how performance relates to national expectations.

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

Unique reference number	102618
Inspection number	454243
DfE registration number	314/6066

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.

Type of school	Primary
School status	Independent school
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	104
Number of part time pupils	13
Proprietor	Paddenswick Ltd
Headteacher	Margaret McSherry
Date of previous school inspection	November 2011
Annual fees (day pupils)	£2,638 – £2,936
Telephone number	02089425885
Email address	info@westburyhouse.surrey.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

Interested in our work? You can subscribe to our website for news, information and updates at <https://reports.ofsted.gov.uk/user>.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015