



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Report

Weston Green Preparatory School

March 2022

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School's Details

School	Weston Green Preparatory School			
DfE number	936/6556			
Address	Weston Green Preparatory School Weston Green Road Thames Ditton Surrey KT7 0JN			
Telephone number	0208 398 2778			
Email address	info@westongreenschool.org.uk			
Headteacher	Mrs Sarah Evans			
Proprietor	Mr Mark Malley			
Age range	2 to 11			
Number of pupils on roll	207			
	EYFS	58	Juniors	149
Inspection dates	22 to 25 March 2022			

1. Background Information

About the school

- 1.1 Weston Green Preparatory School is a co-educational independent day school situated in Thames Ditton, Surrey. It was founded in 1952. In 2008 it became part of the Bellevue Group, whose founder is the school's proprietor, and which provides governance for the school. The school comprises three sections: the Early Years Foundation Stage (EYFS) for children aged 2 to 5 years, Key Stage 1, for pupils aged 5 to 7 years, and Key Stage 2, for pupils aged 7 to 11 years. The current headteacher took up her post in 2018.
- 1.2 In January 2021 the school expanded to provide a Nursery for children aged 2 to 3 years.
- 1.3 The inspection took into account the circumstances faced by schools during the COVID-19 pandemic and the restrictions imposed by government guidance at various points of the pandemic.

What the school seeks to do

- 1.4 The school aims to provide opportunities for each child to reach their academic potential within an environment where they feel valued, fulfilled, confident and emotionally secure. It seeks to celebrate childhood and give pupils a breadth of opportunity to achieve individual success and equip pupils for the world in which we live.

About the pupils

- 1.5 Most pupils come from business and professional backgrounds and live in the surrounding area. Nationally standardised test data provided by the school indicate that the ability of the pupils is broadly average compared to those pupils taking the same tests nationally. The school has identified 24 pupils as having special educational needs and/or disabilities (SEND), all of whom receive additional specialist help. One pupil has an education, health and care plan (EHCP). English is an additional language (EAL) for four pupils, whose needs are supported by their classroom teachers. Data used by the school have identified 15 pupils as being the most able in the school's population and the curriculum is modified for them.

2. Regulatory Compliance Inspection

Preface

The Independent Schools Inspectorate (ISI) is approved by the Secretary of State to inspect schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and report on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Inspections of schools with early years settings not requiring registration also report whether the school complies with key provisions of the Early Years Foundation Stage statutory framework. Additionally, inspections report on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. Inspections also comment on the progress made to meet any compliance action points set out in the school's most recent statutory inspection.

ISI inspections are also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

This is a FOCUSED COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY. The FOCUSED COMPLIANCE inspection reports only on the school's compliance with the standards. The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified. In this focused compliance inspection, key standards have been inspected in detail. These are the standards on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety; arrangements to check the suitability of staff; the provision of information; the handling of parents' complaints; and other related aspects of leadership and management. The remaining standards and requirements are deemed to continue to be met unless evidence to the contrary has been found.

Inspections do not include matters that are outside of the regulatory framework described above, such as: an exhaustive health and safety audit; compliance with data protection requirements; an in-depth examination of the structural condition of the school, its services or other physical features; contractual arrangements with parents; an investigation of the financial viability of the school or its accounting procedures.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to specifically in published reports in this document but will have been considered by the team in reaching its judgements.

Links to the standards and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#), [Early Years Foundation Stage Statutory Framework](#).

Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, and relevant requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements, and no further action is required as a result of this inspection.**

PART 1 – Quality of education provided

- 2.2 The school's own framework for assessment confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.4 Pupils receive relationships education. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.5 The standards relating to the quality of education [paragraphs 1–4] are met.**

PART 2 – Spiritual, moral, social and cultural development of pupils

- 2.6 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens.
- 2.7 The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.**

PART 3 – Welfare, health and safety of pupils

- 2.8 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.9 The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, and the ban on corporal punishment under section 548 of the Education Act 1996 are met.**

PART 4 – Suitability of staff, supply staff, and proprietors

- 2.10 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required.
- 2.11 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.**

PART 5 – Premises of and accommodation at schools

- 2.12 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are

appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play.

2.13 The standards relating to the premises and accommodation [paragraphs 22–31] are met.

PART 6 – Provision of information

2.14 A range of information is published, provided or made available to parents, inspectors and the Department for Education. This includes details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any with education, health and care plans or English as an additional language. It also includes particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website.

2.15 The standard relating to the provision of information [paragraph 32] is met.

PART 7 – Manner in which complaints are handled

2.16 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful.

2.17 The standard relating to the handling of complaints [paragraph 33] is met.

PART 8 – Quality of leadership in and management of schools

2.18 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met, and they actively promote the well-being of the pupils.

2.19 The standard relating to leadership and management of the school [paragraph 34] is met.

3. Educational Quality Inspection

Preface

The **EDUCATIONAL QUALITY** inspection reports on the quality of the school's work. It focuses on the two key outcomes:

- The achievement of the pupils, including their academic development, and
- The personal development of the pupils.

The headline judgements apply one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory'.

Where necessary, National Curriculum nomenclature is used to refer to year groups in the school.

Key findings

3.1 The quality of the pupils' academic and other achievements is excellent.

- Pupils develop excellent knowledge, skills and understanding across the curriculum.
- Pupils are highly effective communicators in both the spoken and written word. They are highly accomplished listeners.
- Pupils demonstrate an excellent attitude to their learning across the curriculum.
- Leavers are successful in gaining places at a wide variety of highly competitive London day schools, with many being awarded academic and other scholarships.

3.2 The quality of the pupils' personal development is excellent.

- Pupils display high levels of self-confidence and belief.
- Pupils have a very secure moral compass, which they demonstrate without hesitation.
- Pupils are gracious in their social interactions. They delight in working together.
- Pupils show high degrees of mutual respect and tolerance to all, regardless of race, religion, family structure or cultural background.

Recommendation

3.3 The school should make the following improvement:

- Enable pupils to improve their knowledge, skills and understanding even further by providing broader opportunities for them to select the level of challenge in their own learning.

The quality of the pupils' academic and other achievements

3.4 The quality of the pupils' academic and other achievements is excellent.

3.5 Standardised assessment data provided by the school indicate that pupils' overall attainment in English and mathematics is above age-related expectations, compared with those children taking the same tests nationally. Attainment of pupils with SEND is also above expected levels in English and especially in reading, and broadly in line with nationally age-related expectations for mathematics. Those pupils with EAL also make good progress, with marked improvements in their English scores over time. Almost all EYFS children achieve a good level of development (GLD) by the end of the Reception year. Pupils make strong progress from their starting points in English, mathematics and spelling, with progress in reading ability being particularly excellent. Overall, progress was not

adversely impacted during the pandemic closures. There is no significant difference between the attainment of female and male pupils, who both make equally strong progress over time. Almost all parents who responded to the pre-inspection questionnaire agreed that teaching enables their child to make progress. Inspection evidence supports this view. The school has been successful in its aim of providing pupils with opportunities to achieve their academic potential.

- 3.6 The knowledge, skills and understanding of pupils develop to excellent levels across the curriculum. This is due to planning which emphasises the acquisition of skills over that of content, as well as innovative teaching which elicits much pupil enjoyment and excellent outcomes. Almost all pupils who responded to the questionnaire agreed that their skills and knowledge improve in most lessons. For example, pupils in a Year 6 Science lesson were able to utilise their acquired knowledge to generate creative and suitable task ideas, through which younger learners would be introduced to the properties of light. Year 3 pupils were able to apply their knowledge of plurals from English to predict successfully which possessive pronoun to choose in French. Year 6 pupils used their knowledge of colour from Art to choose high-contrast backgrounds for their enterprise challenge slide presentations. Teaching successfully promotes cross-curricular understanding and application. However, when common tasks are set and pupils are not able to select these at an appropriately challenging level, they are less able to extend their knowledge, skills and understanding.
- 3.7 Pupils are highly effective communicators in both the spoken and written word. They develop excellent standards of handwriting and in composition of expressive text from an early age. This was seen in Year 2 topic books and in extremely expressive and calming pieces of prose in Year 6 books. Pupils are highly accomplished listeners, who understand the need to hear what others say before asking questions based on what the speaker has said. Younger pupils demonstrated acute listening to beat variation in a music lesson, for example. Year 4 pupils explained the need for balance in persuasive writing between emotive suggestion expressing conviction and a calm and respectful tone so that the intended message can be heard and considered. Pupils' communication skills develop strongly because teaching is successful at incorporating opportunities for practice into daily experience. As a result, a strong culture of effective communication is firmly embedded.
- 3.8 From the earliest age, pupils' efficient use of numeracy skills becomes second nature to them. For example, Nursery children worked with immense care to draw around the outline of a friend in chalk, then used linking cubes to measure the length and width of the outline, almost entirely independently. Year 6 pupils made excellent use of numeracy when costing their business plans during an enterprise challenge, involving basic profit and loss accounts and spreadsheets. In discussions, pupils described how they can apply their numeracy learning in other subjects, such as when evaluating which brand of nappy held the most liquid; in science, Year 2 pupils were able to recognise $\frac{2}{4}$ as being equal to $\frac{1}{2}$ by visualising representations of equal fractions to arrive at this secure understanding. These outcomes were secured through skilled teaching and effectively structured learning.
- 3.9 Pupils' use of information and communication technology (ICT) in their learning is extremely well embedded. Pupils make frequent use of their laptop computers in short bursts to aid them in their research, or when they choose to record their work electronically instead of by hand. Pupils described using their computing skills in many curricular areas including in English for writing, humanities for research and recording, and creative subjects for digital artwork, game design and coding. They praised the school's online learning platform for making it easy for them to work effectively from home during lockdown or when self-isolating. Pupils use ICT to apply their learning very effectively. For example, Year 3 pupils navigated an ICT task with skill, to plot a palm tree from coordinates in keeping with a 'pirates' theme. Such outcomes are secured through effective planning in ICT and overlapping cross-curricular skills, utilising a stimulating range of appropriate learning tasks.
- 3.10 Pupils' study skills are well developed, with higher order skills practised and applied to great effect, such as seen when Year 6 pupils used Venn diagrams to help them to compare and contrast Rastafarianism and Christianity in religious education (RE). These begin to develop from the earliest ages so that by the time they leave, they are highly refined. Teaching makes frequent use of highly

effective questioning techniques to elicit higher-order thinking skills. For example, Nursery children used skills of analysis and hypothesis to determine the optimum length of magnetic train which would negotiate a rise in the track they had built. Year 2 pupils worked together to analyse the features of various plants to match them to suitable habitats. Year 6 pupils created a detailed analysis of the features of bullying that make it easy to spot. Almost all parents agreed that the school equips their child with the team-working, collaborative and research skills they may need. Skilled application of innovative teaching strategies, which encourage independent enquiry, promotes these advanced outcomes.

- 3.11 Leavers are successful in gaining places at a large number of highly competitive London day schools, with many being awarded academic and other scholarships. They also achieve notable successes in a wide range of national and regional sporting, cultural and aesthetic endeavours. These achievements are supported and promoted by effective teaching and by an extensive extra-curricular programme in which pupils participate eagerly. Many pupils take individual musical instruments and achieve considerable success in grade examinations. Similarly, results in speaking, listening and speech and drama examinations include many pupils gaining merits or distinctions. The leadership and governance of the school has ensured that opportunities abound for pupils to experience excellence in achievement.
- 3.12 Across the school, pupils work with evident enthusiasm and relish their learning. Leaders have successfully embedded effective learning across the school through skilled use of resources and teaching that exhibits both rigour and pace. Pupils take much delight working together to solve problems, as seen when Nursery children worked happily together to design and build elaborate model owls' nests from natural materials. Similarly, Year 6 pupils eagerly consulted each other to glean inspiration for increasing their use of advanced punctuation, vocabulary and expression when refining their work during an English lesson. Year 4 pupils showed much independence in a music lesson when developing their own improvisations. Pupils were confident in their individual contributions and collaborative in producing the wider group sound.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils display high levels of self-confidence and belief, developing detailed self-awareness of their own strengths and areas for development. They make excellent use of strategies such as the well embedded feedback policy and 'purple polishing pen' to edit and improve their work in a different colour, for example. In discussions, pupils explained how the school's 'learner attribute animals', such as the squirrel, representing risk-taking, encourage them to understand themselves as learners and to improve their persistence, creativity, curiosity and determination. They record their self-esteem by choosing and marking an appropriate position on classroom 'zones of regulation'. This helps them to gain an increasing understanding of their feelings so that they can take appropriate action to deal with their emotions. They were seen to use these very effectively during the inspection. Pupils are confident in themselves as learners because they are empowered to understand and improve their own learning habits. Almost all parents agreed that the school helps their child to be confident and independent.
- 3.15 Across all ages, pupils learn to make clear and reasoned decisions, understanding that there are always consequences for any decision taken. They appreciate that decision making needs to be guided, initially, with safety nets applied. They explained not only how the school supports them to think carefully before making decisions but also their knowledge that making mistakes is part of learning. Year 6 pupils described the process of choosing their next school, revealing a clear understanding that the best choice would be the school which suits their needs, rather than the school which their friend had chosen. Year 2 pupils were overheard at the end of a mathematics lesson stating that the mistakes

they had made represented a good learning day. Pupils expressed to inspectors their appreciation for the sophisticated pastoral guidance that aids this process.

- 3.16 Pupils develop excellent awareness and understanding of the value of intangibles such as love, friendship, family and happiness. They explained in discussions that love is priceless and essential for happiness, expanding that while it might be possible to own everything in the world, this would not necessarily ensure contentment. They also contemplated Pontius Pilate's inner turmoil in a religious studies lesson, exploring and rationalising that his desire to free Jesus had been compromised and ultimately determined by the people's political will. Pupils take great pride in each other's successes, applauding enthusiastically when friends received awards in assembly and congratulating each other when their work is praised in lessons. Teaching models this awareness, which inspires pupils to reciprocate in kind.
- 3.17 Pupils develop a very strong moral compass from the earliest age. Year 6 pupils contemplated the morality of one decision against another in an RE lesson, arguing that Jesus chose not to flee from his captors as he wanted to be a role model for others. They understand and respect the rules and the ethos embedded within school and they respond willingly to guidance. Interactions are based upon mutual regard and respect. For example, the youngest children were seen supporting each other and sharing toys very willingly, all without prompting from adults. Older pupils value not only the school's scheme of yellow and red cards which help them to understand the difference between right and wrong, but also expressed their gratitude for the advice and mentoring which they receive from their teachers and school leaders. Pupils were observed to be kind and discreet, understanding that any distracting behaviour exhibited by others may be due to frustration. Pupils say that sanctions are rare because they actively want to behave well and support each other to do so. The school has been successful at identifying opportunities for support and timely intervention, as well as inculcating high expectations and standards of behaviour.
- 3.18 Pupils across the school delight in working together. They are extremely sociable and enjoy each other's company. Pupils are gracious in their social interactions in pursuit of shared harmony. Older pupils described regularly leaving school at the end of the day, buoyed by the interactions they had experienced during school. They explained that they learn how to regulate their own approach in social situations to ensure others have their say as well. Lesson observations confirm that pupils enjoy working collaboratively, with a majority choosing to do so where activities allow. For instance, in a Year 3 French class, pupils marched around the room singing a song together in French while enacting a scene about venturing into the woods to find a wolf. The school ethos of positivity and of the equality of all members supports the value and success of collaborative working.
- 3.19 Pupils relish helping others and readily undertake responsibilities that contribute to the good of all. Shared interactions are invariably positive and pleasant and where there are opportunities to influence and to serve, pupils are keen to grasp these. They serve variously as librarians, sports captains, digital leaders, music and science mentors and also sit on the eco, food and harmony committees. Pupils undertake independent initiatives, such as organising uniform collection and donation in aid of a Kenyan school, conducting cake sales in aid of Ukrainian and other refugees and litter picks in the local park. Year 6 enjoy the opportunity to help a younger class, using a 'sign up' system. They described how much they enjoyed their seniority and being a positive influence on younger pupils. Whole school initiatives such as 'Weston Goes Green' successfully support and encourage pupils to think of and serve others.
- 3.20 Pupils show high degrees of mutual respect and tolerance to all, regardless of race, religion, family structure or cultural background, as seen in evidence of high-quality discussions on diversity in pupils' PSHE books. They have a keen awareness of the protected characteristics, explaining that everyone is a human being, deserving of the same respect. Pupils appreciate and indeed celebrate difference. In discussion and as widely observed, pupils appreciate each other for all aspects of their character and offering. Any notion that difference might be problematic or divisive is entirely alien to pupils, due to the universally adopted school values.

3.21 From the earliest age, pupils develop a keen understanding of how to stay safe and healthy. For example, pupils understand what nutritional choices they should make and explained that they are guided by this most of the time. The youngest children took immense care when giving their dolls baths, sitting them in shallow water and delicately and gently washing them clean. Year 2 pupils clearly explained the need for avoiding stepping on or touching cacti in their desert environment. Older pupils described how their learning in personal, social, health and economic education (PSHE) helps them to make sensible choices in diet, exercise, when online and about their own mental health. Leaders and governance have been highly successful at embedding a culture of safety across the setting. Almost all parents and most pupils who responded to the questionnaire agreed that the school encourages them to be healthy. In addition, all pupils who responded to the questionnaire agreed that they knew how to stay safe when online. Inspection evidence supports these views.

4. Inspection Evidence

- 4.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with directors of the managing group, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings and assemblies. Inspectors visited the facilities for the youngest pupils, together with the learning support and educational resource areas. The responses of parents, staff and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mr Kerry Lord	Reporting inspector
Mr Richard Raistrick	Compliance team inspector (Former head, IAPS school)
Mrs Deborah Shephard	Team inspector (Head of seniors, IAPS school)