

School inspection report

25 to 27 February 2025

Weston Green Preparatory School

Weston Green Road

Thames Ditton

Surrey

KT7 0JN

The Independent Schools Inspectorate is appointed by the Department for Education to inspect association independent schools in England. Our inspections report on the extent to which the statutory Independent School Standards and other applicable regulatory requirements are met, collectively referred to in this report as 'the Standards'.

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Summary of inspection findings

1. The proprietor ensures leaders have the knowledge and skills to carry out their roles effectively. Through systematic oversight of leaders' work, they assure themselves that the curriculum and school policies and procedures are implemented consistently to promote the wellbeing of pupils.
2. Leaders demonstrate a deep understanding of pupils' needs and stage of learning and development. They have developed a holistic approach to implementing a curriculum and school values that help pupils make positive choices about their learning, their behaviour, their aspirations, and their future lives. This is a significant strength.
3. Leaders have designed a well-structured curriculum that provides pupils with the knowledge and skills they need to achieve well across the full range of subjects that they study. Teachers are knowledgeable about the subjects they teach. The curriculum is adapted well to meet the needs of pupils.
4. Teaching enables pupils to develop their skills in critical thinking. Through questioning, reasoning and analysis pupils apply the knowledge they have learned to deepen their understanding. This approach is less well developed in mathematics than in other subjects.
5. Leaders ensure that pupils' special educational needs are identified at an early stage. Pupils who have special educational needs and/or disabilities (SEND) make good progress because teaching and support is adapted well to meet pupils' individual needs.
6. Pupils demonstrate high levels of mutual respect. Pupils listen carefully to adults and to what each other has to say. Pupils are encouraged to explore questions and topics from different points of view. Pupils develop empathy and understanding. They are sensitive to each other's needs.
7. Pupils behave well. They develop self-knowledge and the strategies that help them to manage their emotions and their behaviour. Bullying is rare. Pupils are confident that adults listen to their worries and concerns and take appropriate action to help pupils resolve any difficulties they may have.
8. Leaders ensure that the premises are well maintained. There is a thorough approach to assessing and managing risk. Staff are well trained in first aid, including in the early years.
9. Leaders maintain a strong culture of safeguarding. Staff promptly report all safeguarding concerns. Leaders work closely with external agencies, including the local authority, to protect pupils who may be at risk of harm.

The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance are met.
- Standards relating to the quality of education, training and recreation are met.
- Standards relating to pupils' physical and mental health and emotional wellbeing are met.
- Standards relating to pupils' social and economic education and contribution to society are met.
- Standards relating to safeguarding are met.

Recommended next steps

Leaders should:

- ensure that the mathematics curriculum and teaching enable pupils to apply their knowledge and extend their thinking consistently well across the school.

Section 1: Leadership and management, and governance

10. Leaders actively promote pupils' wellbeing through all aspects of the school's work. The values of kindness, curiosity and ambition underpin leaders' strategic decisions and their development of the school. Leaders ensure that the curriculum and wider school experience are fully accessible to pupils. Leaders and staff share a common aspiration for pupils to be successful in every aspect of their lives, both now and in the future. As a result, pupils thrive.
11. Leaders have established a culture of kindness and respect. This is reflected in the positive relationships that exist across the school. There is a consistent approach to supporting pupils to manage their behaviour. Leaders co-ordinate pastoral support effectively so that pupils learn strategies that help them manage their behaviour and emotions and interact positively with each other.
12. Leaders work closely with parents and, where necessary, external agencies such as speech and language therapists, occupational therapists and local authorities, to ensure that appropriate provision is in place to meet the needs of pupils who have SEND.
13. Leaders ensure that staff have the knowledge and skills they need to carry out their roles effectively. Early years leaders provide regular supervision and guidance to enable staff to support children's learning and development well. Training and support is in place for staff to ensure that pupils who have SEND are able to access the support they need across the curriculum and throughout the school day.
14. The school's accessibility plan is well considered. Leaders are ambitious in ensuring that all pupils are able to access the school's provision, including activities and clubs. Leaders fulfil their responsibilities effectively in meeting the requirements of the Equality Act 2010.
15. Leaders provide the relevant financial information to the local authority in relation to support for pupils who have an education, health and care (EHC) plan. Leaders liaise appropriately with the local authority in relation to pupils' attendance and when pupils leave and join the school at non-standard transition times.
16. Leaders are conscientious in ensuring the effective management of risk. Risk assessments are comprehensive and relevant to the full range of activities and trips. Risk assessments are regularly reviewed and updated as required. Leaders ensure appropriate mitigations are in place to reduce risks to pupils and staff.
17. A suitable complaints policy is in place. Leaders ensure that all concerns raised by parents are followed up promptly. Leaders take effective action to resolve complaints. Leaders maintain comprehensive records of complaints received, how they have been resolved and communication with parents. All concerns are shared with the proprietor who ensures that issues raised by parents are considered by leaders in their review of the school's systems, policies and procedures.
18. Leaders review the school's policies and procedures regularly to ensure they reflect current statutory guidance. Policies are suitably detailed and clear. All required information is made available to parents via the school's website.

19. The proprietor maintains close governance oversight. Through systematic and detailed scrutiny, the proprietor holds leaders effectively to account for their work. They ensure that school leaders have the knowledge and skills they need to be effective in their roles and ensure that the independent school Standards are consistently met.

The extent to which the school meets Standards relating to leadership and management, and governance

All the relevant Standards are met.

Section 2: Quality of education, training and recreation

20. Leaders have developed a broad and rich curriculum that enables pupils to widen their knowledge, interests and skills so that they become confident and enthusiastic learners. Carefully constructed plans and schemes of work enable pupils to make connections in their learning and between subjects. This helps deepen pupils' thinking and fosters their curiosity and eagerness to learn. Pupils develop the knowledge and skills that enable them to be well prepared for the next stage of their education and their future lives.
21. Teachers have secure subject knowledge. They plan lessons that help pupils build on what they know and understand. They check pupils' understanding before moving on to new concepts. Teachers' focused feedback helps pupils know what to do to improve their work. The curriculum and teaching enable pupils to increase their knowledge and skills across the full range of subjects that they study. Pupils make good progress.
22. Teachers use questioning and class discussion well to challenge and extend pupils' thinking. Pupils develop their reasoning skills and are able to explain their thinking based on what they know and understand. Pupils communicate their ideas clearly. In most subjects, teachers plan lessons that enable pupils to apply their learning in different contexts and to solve problems. This helps pupils practise their knowledge and deepen their understanding. However, this is less consistently well developed in mathematics.
23. Class texts are well chosen to complement the school's thematic curriculum. This helps pupils make relevant cross-curricular links and understand the broader context of the books they read. In the early years, children develop their language and listening skills well through songs, games and rhymes. In the early years, leaders appropriately emphasise the importance of developing children's listening skills and phonological awareness in preparation for later learning of letters and the sounds they represent. Staff are well trained to teach the school's phonics programme. Children quickly develop confidence and fluency in reading and in writing. Children across the early years enjoy exploring picture books with adults, with each other and independently.
24. Pupils develop their creative skills, for example in art and music, by developing their knowledge of techniques and how these are applied by composers and artists in their work. Pupils learn the meaning of technical terms in music which helps them develop their musical expression and performance skills. Pupils learn to sing with accuracy and expression. They quickly learn new songs, including songs that are written in two or more parts. Pupils participate regularly in musical and dramatic performances in school and within the wider community.
25. In science, pupils practise and secure their knowledge of scientific concepts through regular practical activities. They develop skills in observation, collate scientific evidence and draw reasoned conclusions from the results of their investigations and experiments. Teaching encourages pupils to relate their learning in science to real life contexts, drawing on pupils' experiences and knowledge of the world around them. The computing curriculum enables pupils to become confident coders and helps pupils develop their digital literacy. Pupils learn how to use the internet and social media responsibly and are well informed about the opportunities and risks of artificial intelligence (AI) and how it works.

26. The provision for pupils who have SEND is highly effective. Leaders ensure that pupils' needs are identified at an early stage through accurate assessment and observation. Leaders and staff work closely with parents to understand pupils' individual needs as well as their strengths. Individual support plans (ISPs) are carefully considered. ISPs set out clearly the strategies and support that is in place to help pupils who have SEND make good progress. Staff are well equipped with the knowledge and skills they need to implement appropriate strategies to support learning in the classroom. The ISP process also identifies meaningful ways in which parents can support their children at home through activities that help pupils practise and demonstrate their success. This helps build pupils' confidence and self-motivation. Suitable transition plans and support are in place for pupils who have SEND when they join the school, including for in-year admissions. This helps pupils settle quickly and enables them to develop positive relationships with staff and other pupils.
27. Leaders have established an effective framework for assessing pupils' progress. Staff use assessment information well to adapt the curriculum and their teaching to meet the individual needs of pupils. Pupils who are at risk of underachieving are identified quickly and appropriate support is put in place to help them make good progress. Pupils access additional support that helps them secure their knowledge and skills through enrichment clubs. Leaders share meaningful information with parents about their child's progress regularly through the school year, including in written reports.
28. A comprehensive programme of extra-curricular activities is in place and includes before- and after-school clubs, as well as lunchtime activities. Activities are well planned to foster pupils' musical, dramatic, artistic, linguistic and sporting interests, as well as chess, origami and creative writing.

The extent to which the school meets Standards relating to the quality of education, training and recreation

All the relevant Standards are met.

Section 3: Pupils' physical and mental health and emotional wellbeing

29. Pupils are consistently welcoming and polite. They understand the importance of the school's values in their daily lives. They recognise how the value of kindness helps them to be confident in making choices about their behaviour and in guiding how they treat each other. Adults in school model the respectful behaviours they expect from pupils. Pupils respond well to the high expectations staff have of their behaviour and conduct in school and in the wider community. Pupils behave well.
30. Leaders have adopted a range of approaches and programmes that support pupils well to learn how to regulate their emotions and practise empathy. Pupils develop self-awareness and understand that people respond differently in different circumstances. Pupils learn to anticipate where difficulties may arise and try to understand each other's point of view. Pupils learn strategies that help them to resolve any disagreements they may have. Pupils are confident to share their concerns with adults at an early stage. This helps leaders intervene effectively to help pupils resolve any issues they may have. This also helps to reduce the risk of bullying.
31. Children in the early years develop confidence and independence because they understand the routines and staff are responsive to children's needs. Staff are well trained and know how to intervene effectively to help children develop their play and relationships with each other. Children are well supervised throughout the day. Sleeping arrangements for the younger children are well organised, calm and cosy.
32. There is a well-planned curriculum in place for physical education (PE) which begins in the early years. Children in the pre-prep and Reception classes develop their strength and co-ordination through taught group sessions, including yoga, and regular well-resourced outdoor play. Pupils of all ages participate regularly in sport and physical activity. The curriculum and teaching enable pupils to develop their technical skills and control which they apply confidently in a range of team games and sports. Pupils learn the importance of regular physical activity to their physical and emotional health.
33. The personal, social, health and economic (PSHE) curriculum incorporates the curriculum for relationships and sex education (RSE). The PSHE and RSE curriculum is designed to enable pupils to revisit themes year-on-year. This helps build on pupils' knowledge and understanding and enables pupils to explore relevant themes with increasing maturity. Pupils learn there are different kinds of relationships and the importance of developing healthy and respectful relationships. Teachers assess pupils' understanding in PSHE and RSE regularly through discussions and pupils' written work. Pupils reflect on their own learning and are able to ask questions to clarify their understanding.
34. Leaders ensure that the pupils who attend the school's breakfast and after-school clubs are well cared for. There is a suitable range of activities and opportunities for pupils to play together, relax and socialise. Food is well prepared and provides suitable nourishment at the start and end of the school day. Pupils enjoy the food at school, which is prepared to a high standard, is appetising and provides a good range of healthy options.
35. Systematic and regular checks help leaders maintain a safe school environment. Staff take swift action to rectify any issues when they occur. Records of maintenance and safety checks are well organised and kept up to date. Regular fire risk assessments and routine alarm system checks are in

place. Termly fire drills help ensure that all members of the school community know how to respond in an emergency.

36. The procedures for admissions and attendance are managed effectively and records are well maintained. Pupils attend well. Leaders act swiftly to ensure that the small number of pupils who are at risk of low attendance improve their attendance quickly.
37. First aid training is up to date for staff. Leaders ensure that a first aider with full paediatric first aid training is available at all times when children are on site. Appropriate procedures are in place to administer first aid and safely manage the administration of medicines. Leaders review records of accidents to inform their assessment of risk.

The extent to which the school meets Standards relating to pupils' physical and mental health and emotional wellbeing

All the relevant Standards are met.

Section 4: Pupils' social and economic education and contribution to society

38. Pupils understand the importance of respecting difference, both within school and as members of society. Pupils are knowledgeable about different religions, traditions and beliefs. The curriculum for philosophy and religious education has been carefully considered and enables pupils to see the commonalities between ideas and beliefs as well as compare differences. For example, in considering the question 'do clothes change the person you are?' pupils explore their own understanding of the significance of clothing. They build on this to deepen their understanding of the significance of the robes worn by Buddhist monks.
39. Pupils learn to consider different opinions as well as their own. This is developed through purposeful class discussion. For example, when creating impressionistic models of the moon's surface in art, pupils in Year 2 discuss the ethics of sending fruit flies into space. Older pupils have developed their skills in holding several contrasting perspectives simultaneously so that they can weigh the pros and cons of a particular view. Pupils are actively involved in class discussions and understand that all questions are relevant. They listen carefully and build on each other's ideas to reach a reasoned view, for example when discussing the ethics of decision-making by individuals, companies and governments in relation to the development of artificial intelligence.
40. From the early years there is a clear focus on helping children understand the difference between right and wrong. In PSHE and computing lessons, pupils learn the importance of ensuring that sources of information are reliable and to check the accuracy of information, in particular, information published online. Pupils learn how to fact check using search engines and 'child-friendly' websites. This helps pupils practise social responsibility as well as develop skills that help them stay safe online.
41. In the early years, staff support children's social development well. During snack time children practise sharing and talking together around a meal table. Children enjoy counting pieces of fruit, discussing their preferences and comparing the texture, size and taste of the fruit they have chosen. Well-considered activities in the indoor and outdoor environment promote children's positive collaboration, for example, when building houses to protect the three little pigs. Children learn the rules of the road and to take account of other 'drivers' when they are playing outdoors on the bicycles and tricycles. This develops children's wider social awareness as well as the confidence to interact positively with each other.
42. Through the school's SkillQuest programme, pupils broaden their perspective of their role as citizens and connect with the wider community. Pupils design collaborative projects that enable them to apply their learning in a purposeful way. For example, through the recent theme of food, pupils worked together to find ways to raise awareness of food sustainability, heritage and traditions. As part of this, pupils took the opportunity to explore with local businesses their strategies for avoiding food waste. Pupils extend their knowledge of different cultures and traditions when researching different recipes and types of ingredients to compile a digital recipe book. Pupils learn that fruit and vegetables contribute to the sweetness of cakes and apply this in baking cakes for a charity event. They plan the best use of resources to reduce costs and maximise profits. In the school dining hall, pupils play an active role in helping members of the school community understand their individual responsibility in reducing food waste. SkillQuest provides a purposeful context in which pupils develop their economic understanding and social responsibility.

43. The curriculum is well designed to help develop pupils' understanding of the role of public institutions, democracy and the rule of law. Pupils learn how the democratic process allows everyone to have a say in important decisions. They practise voting, for example, when deciding which charities they want to support as a school community. Pupils can explain that there are laws in place to protect people from discrimination. They know it is important to speak up if they feel someone is not being treated fairly. Pupils explore global issues and consider the art of diplomacy through the curriculum and wider opportunities such as Model United Nations club.

The extent to which the school meets Standards relating to pupils' social and economic education and contribution to society

All the relevant Standards are met.

Safeguarding

44. Safeguarding is effective. Staff are knowledgeable about safeguarding and the arrangements to report and record any concerns about pupils' welfare. Staff benefit from regular safeguarding training. They are alert to potential safeguarding risks and know how to identify the signs that a pupil may be at risk of harm. Induction for new staff is comprehensive. This includes for agency staff when they are employed at the school.
45. Safeguarding leaders are well trained. They are diligent in following up safeguarding concerns promptly. Leaders maintain detailed records of all safeguarding concerns and how these are followed up. Leaders ensure that the rationale for decisions and actions taken is also recorded on the school's system. Leaders work effectively with other agencies, such as children's services and the police, to ensure that the right support is in place to protect children who may be at risk of harm.
46. Leaders ensure that statutory safeguarding guidance is implemented effectively. This includes in relation to attendance. Any unexplained pupil absences are followed up promptly, including reporting absences to the local authority where necessary. Staff regularly review pupils' attendance and take prompt action to maintain high levels of attendance.
47. Pupils make good use of a range of communication channels and know who they can talk to if they have worries or concerns. Leaders maintain detailed records of pupils' concerns which they review regularly. This helps inform the school's PSHE curriculum as well as the ways staff work with pupils to resolve any issues they may have. Pupils feel they are listened to and that adults are there to help them.
48. Through the curriculum, assemblies, and wider discussions in school, pupils learn how to keep themselves and others safe, including when they are using the internet. The school's internet filtering and monitoring systems are tested regularly and routinely reviewed.
49. Recruitment procedures are rigorous. Leaders ensure that all the required checks are carried out before a new member of staff takes up their appointment at the school. The record of pre-appointment checks is well maintained.

The extent to which the school meets Standards relating to safeguarding

All the relevant Standards are met.

School details

School	Weston Green Preparatory School
Department for Education number	936/6556
Address	Weston Green Road Thames Ditton Surrey KT7 0JN
Phone number	020 8398 2778
Email address	info@westongreen.org.uk
Website	www.westongreenschool.org.uk
Proprietor	Bellevue Education International Limited
Chair	Mark Malley and Steve Wade
Headteacher	David Brown
Age range	2 to 11
Number of pupils	190
Date of previous inspection	22 to 25 March 2022

Information about the school

50. Weston Green Preparatory School is a co-educational independent day school located in Thames Ditton, Surrey.
51. There is Nursery provision in the pre-prep for up to 50 children.
52. The school has identified 23 pupils as having special educational needs and/or disabilities (SEND). A small number of pupils in the school have an education, health and care (EHC) plan.
53. The school has identified English as an additional language for no pupils.
54. The headteacher took up his role in September 2024.
55. The school states its aims are to foster ambition, curiosity and kindness and to create a supportive environment where children flourish academically, socially and emotionally, ready to take on the future with confidence and compassion.

Inspection details

Inspection dates

25 to 27 February 2025

A team of three inspectors visited the school for two and a half days.

Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods, class time and assemblies
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussions with the chair of the proprietor body
- discussions with the headteacher, school leaders, managers and other members of staff
- discussions with pupils
- scrutiny of samples of pupils' work
- discussions with safeguarding leaders and review of safeguarding records
- scrutiny of a range of policies, documentation and records provided by the school.

The inspection team considered the views of pupils, members of staff and parents who responded to ISI's pre-inspection surveys.

How are association independent schools in England inspected?

- The Department for Education is the regulator for independent schools in England.
- ISI is approved by the Secretary of State for Education to inspect independent schools in England, which are members of associations in membership of the Independent Schools Council.
- ISI inspections report to the Department for Education on the extent to which the statutory Independent School Standards, the EYFS statutory framework requirements, the National Minimum Standards for boarding schools and any other relevant standards are met.
- For more information, please visit **www.isi.net**.

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