

# Chepstow House School

108a Lancaster Road, Notting Hill, London W11 1QS

## Inspection dates

9–11 January 2018

|  |                    |
|--|--------------------|
| <b>Overall effectiveness</b>                 | <b>Outstanding</b> |
| Effectiveness of leadership and management   | <b>Outstanding</b> |
| Quality of teaching, learning and assessment | <b>Outstanding</b> |
| Personal development, behaviour and welfare  | <b>Outstanding</b> |
| Outcomes for pupils                          | <b>Outstanding</b> |
| Early years provision                        | <b>Outstanding</b> |
| Overall effectiveness at previous inspection | Outstanding        |

## Summary of key findings for parents and pupils

### This is an outstanding school

- The headteacher is an inspirational leader who leads the school exceptionally well. She has enhanced the excellent quality of education since the school's last inspection.
- The governors, who are also the directors of the Alpha Plus Group of schools, have a deep understanding of the school's performance. They provide a high level of challenge and support to senior leaders.
- The proprietors and school leaders have ensured that the school meets the independent school standards.
- Pupils make excellent progress in a wide range of subjects. This is the result of consistently outstanding teaching across the school.
- Pupils' behaviour is exemplary and supports their excellent progress. They are friendly, polite and respectful. Pupils value education and their attendance is well above the national average.
- The school's work to promote pupils' spiritual, moral, social and cultural development is highly effective in preparing pupils to take on their role as global citizens in modern Britain.
- In the early years, children play and learn in a safe and secure environment. Adults use assessments very well to identify children's next steps in learning. Excellent teaching ensures that children make exceptionally strong progress.
- The curriculum is inspiring and excites pupils to develop a love for learning in a wide range of subjects.
- Parents and carers are truly appreciative of the school's work. In the words of one parent, 'A lovely, nurturing, creative, dynamic environment filled with numerous opportunities for children to learn and thrive.'
- Leaders have established a culture of giving pupils the freedom to be creative, so they can flourish in all aspects of school life. They now need to continue embedding this to further enrich the already outstanding quality of education provided.

### Compliance with regulatory requirements

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

## **Full report**

### **What does the school need to do to improve further?**

- Continue to provide activities that give pupils the freedoms to be creative and to excel, both academically and in their personal development.

## Inspection judgements

### Effectiveness of leadership and management

### Outstanding

- Leaders and proprietors have ensured that the independent school standards are met.
- The headteacher and deputy headteacher have worked tirelessly to ensure that pupils continue to receive an outstanding quality of education. Leaders have put in place highly effective frameworks, systems and procedures. These set clear boundaries, so pupils can reach their full potential and develop as confident and well-rounded individuals. Leaders remain ambitious for the school. They are keen to provide even more exciting opportunities, such as the proposed forest area where pupils can explore, be adventurous and learn well.
- Leaders at all levels contribute to the school's accurate self-evaluation. Leaders have identified the right priorities for the school's further improvement. Consequently, the school continues to enhance the excellent quality of teaching that makes a positive difference to pupils' achievements.
- Leaders' checks on teachers' performance are incisive and highly effective in ensuring that the quality of teaching and learning across the school is outstanding. Leaders offer valuable guidance to teachers. Staff are truly appreciative of the training opportunities they receive to develop their teaching.
- Staff morale is very high. An overwhelming majority of staff agree that leaders have created a climate in which they are trusted to take risks and be creative in their ways of working with pupils. This contributes to an environment that enables staff to excel in securing the very best outcomes for pupils.
- The curriculum is broad and inspires pupils to learn. Pupils study a wide range of subjects and learn different languages such as French and Latin. The curriculum is adapted effectively to meet pupils' different learning needs. The school's personal, social, health and economic (PSHE) education adeptly develops pupils' skills and strategies to manage issues in their daily lives. For example, in Year 2, pupils learn about respecting others and celebrating the differences that exist within the school.
- Pupils' learning is extended beyond the classroom and school. There are plenty of opportunities for pupils to engage in extra-curricular activities such as chess and fashion coding. Other highlights include visits to museums, sporting competitions and visitors to the school who motivate and inspire pupils to reach their goals.
- The school's work to promote fundamental British values through pupils' spiritual, moral, social and cultural development is steeped in the school's ethos and is exceptionally strong. For example, recently pupils raised funds to support the victims of the Grenfell Tower fire within their local community. Other examples include visits to the Houses of Parliament to learn about democracy and parents visiting the school to talk to pupils about their cultures. Such experiences prepare pupils very well for life in modern Britain.
- Parents speak very highly of the school. One parent said: 'Chepstow House provides a perfect balance between strong academics and a balanced and nurturing learning environment where children feel very happy and valued.' An overwhelming majority of parents agree that the school is well led and managed.

## **Governance**

- Governors, who are also directors, fulfil their duties effectively. They provide a high level of challenge and support to senior leaders in maintaining the excellent standard of education.
- Governors make regular visits to the school and evaluate all aspects of the school's work, including safeguarding. These focused visits enable them to make thorough checks on the school's performance.
- Directors review the school's self-evaluation and plans for improvement through their annual cycle of visits to the school. Directors play a strategic role in the direction of the school exceptionally well.

## **Safeguarding**

- The arrangements for safeguarding are effective.
- A strong culture of vigilance ensures pupils' safety and welfare. Staff receive regular training and updates, which keep them fully informed of safeguarding procedures in line with the government's latest guidance. Consequently, staff are aware of signs and symptoms that may pose a risk to pupils, including signs of neglect and abuse, radicalisation and extremism.
- Leaders assess potential risks in the local community in a variety of ways, such as working closely with the community police officer and being part of their local safeguarding network. They also complete thorough risk assessments within school and for visits to consider and minimise any potential hazards that may affect pupils.
- Leaders have ensured that all staff working with pupils are vetted appropriately and in line with the latest statutory guidance.
- Leaders follow their safeguarding policies and procedures meticulously to safeguard pupils from harm. The safeguarding policy is reviewed annually and updated to reflect current government requirements. Leaders ensure that it is published on the school's website.

## **Quality of teaching, learning and assessment**

## **Outstanding**

- Teaching is outstanding because leaders and teachers have an incisive knowledge of each pupil's abilities, including those who have special educational needs (SEN) and/or disabilities. Teachers use assessments of pupils exceptionally well to plan and deliver activities to match their learning needs. As a result, pupils make substantial progress.
- Leaders have created an atmosphere for teaching and learning where staff and pupils are given the autonomy to be creative. As a result, pupils are highly motivated and make excellent progress in their learning. Pupils told inspectors that teachers make difficult learning fun.
- Teachers have excellent subject knowledge, some with specialisms in French, Latin, art, drama, computing, music, science and physical education. Leaders provide teachers with extensive training to continually improve their teaching. Teaching is highly effective in meeting the learning needs of all groups of pupils.

- Teachers have consistently high expectations of pupils. They are very skilled at asking questions to extend pupils' thinking and deepen their learning. Pupils take great pride in their work and present it beautifully.
- Pupils develop their writing skills very well to write in different styles and contexts across the curriculum. For example, in a Year 2 history lesson on The Great Fire of London, pupils wrote exceptionally strong diary entries showing high levels of empathy.
- The work in pupils' mathematics books shows that they acquire the basic skills in numeracy, such as fractions, and are given plenty of opportunities to apply these skills to solving problems and tackling challenges. As a result, they make substantial progress in their mathematical development.
- Pupils who read with inspectors did so with fluency, accuracy and understanding. Older pupils say that they really enjoy reading books that challenge them and confidently talk about how they choose books to read. Younger pupils use their phonics knowledge extremely well to read unfamiliar words. Pupils are encouraged to read at every opportunity within the school day, including lunchtimes.
- Teachers provide pupils with outstanding opportunities to use their imagination and creativity in their learning. For example, within an art lesson, pupils devised their own thoughtful questions to ask their peer who took on the role of Henri Matisse.

## **Personal development, behaviour and welfare**

## **Outstanding**

### **Personal development and welfare**

- The school's work to promote pupils' personal development and welfare is outstanding. An overwhelming majority of parents agree that their children are happy, feel safe and are well looked after. Typical comments from parents include, 'Pupils are learning important life values and skills.' Parents recognise the school's excellent work in striking a balance between pupils excelling in their learning and their personal development.
- Pupils told inspectors that they always feel safe at school. Pupils talked knowledgeably about how to stay safe online and the school's rules when using the computer and other technologies, such as electronic tablets.
- Pupils talked confidently to inspectors about the school's 'lock-down' procedures to manage risks and emergency accident procedures.
- Pupils report that there is no bullying and it is not an issue at their school. They have a strong understanding of cyber bullying. Pupils say that they trust adults to take their concerns seriously and that they will resolve their concerns.
- Pupils say that there is no name-calling. In the words of one pupil: 'People are not any different from you. They have different beliefs from you and it is not a problem.' School behaviour records show that incidents of poor behaviour are minor and resolved promptly.
- Pupils are highly confident and very proud of their achievements and talk enthusiastically about the school's achievement awards. One pupil commented: 'I felt motivated, happy and successful when I received an achievement award.'

- Pupils relish the opportunities to take on responsibilities such as house captain and school councillor. This prepares them very well for becoming leaders and effective team players.

## **Behaviour**

- The behaviour of pupils is outstanding.
- Pupils are taught to self-regulate their behaviour and are provided with many opportunities to take calculated risks and be creative. Their attitudes to learning are exceptional; this makes a positive difference to their progress.
- Pupils represent their school exceptionally well. They are very polite, courteous, respectful and friendly. They show respect for other peoples' views and listen attentively to each other.
- Pupils love coming to school and are extremely enthusiastic about the wide range of learning opportunities available. This is reflected in their excellent attendance, which is well above the national average.

## **Outcomes for pupils**

## **Outstanding**

- Pupils make substantial and sustained progress in a wide range of subjects. This is because leaders and teachers know pupils' abilities very well. Additionally, subjects such as science and art are taught by specialist teachers. This has a positive impact on pupils' progress in a wide range of subjects.
- The work in pupils' books and on displays around the school confirms their excellent progress in a range of subjects. The school's assessment information shows that current pupils are making exceptionally strong progress in reading, writing and mathematics.
- New pupils who enter the school at key stage 2 at various points catch up very quickly and make substantial progress across the curriculum. Leaders waste no time in identifying their learning needs and put in place support to ensure that they at least meet the standards expected for their age, particularly in reading, writing and mathematics.
- Pupils make excellent progress in reading and attain highly. Pupils acquire strong comprehension skills, which they apply to their own reading.
- The most able pupils are challenged because they are encouraged to move on to more demanding tasks that stretch their thinking as soon as they are ready. The work in these pupils' books shows that they make substantial progress in a wide range of subjects.
- Pupils who have SEN and/or disabilities make excellent progress. Teachers ensure that these pupils receive well-targeted support and interventions to meet their learning needs.

## **Early years provision**

## **Outstanding**

- Leaders have ensured that all the independent school standards relating to the early years and the safeguarding and welfare requirements are met. Several staff are trained in paediatric first aid and children are extremely well cared for. The school has exemption from the Department for Education (DfE) in relation to the learning and development requirements of the statutory framework for the early years foundation stage.

- In 2017, an overwhelming majority of children acquired excellent literacy and numeracy skills by the end of the early years. Equally, they developed exceptional social and personal skills, and emotional resilience. Consequently, they are well prepared for their learning in Year 1 to become successful and confident learners.
- The teaching of phonics is highly effective. Children use their phonics knowledge and skills very well to spell unfamiliar words and write sentences, such as writing information about their holidays. Children apply their phonics skills exceptionally well in reading activities.
- Adults know the children superbly well. They use highly effective observations of children's learning to inform their assessments. Adults plan the next steps in children's learning carefully. These systems ensure that children make excellent progress in all areas of learning.
- Adults offer a range of highly exciting and stimulating activities to enthuse children in their learning. For example, children were excited and highly focused when they built a 'dinosaur trap'. Teachers provide a variety of excellent activities that encourage children to think creatively and solve problems.
- Children's behaviour is exceptional. Children listen very carefully to their teachers and concentrate without distracting each other. They play and learn happily together and demonstrate an excellent understanding of cooperation. Children thrive in the extremely calm and purposeful learning environment.
- The two-and-a-half year olds are very well settled in the Nursery. Children happily join in with the exciting range of activities planned, including singing. Adults are highly responsive to children's needs and are never far away to give comfort to those children who need it.
- Parents say that their children love attending the early years. They talk positively about all aspects of the provision and are particularly impressed with the progress that their children make. Partnerships with parents are highly effective. Leaders' communication with parents is extremely strong. Parents are well informed about their children's learning and development throughout the year.

## School details

|                         |          |
|-------------------------|----------|
| Unique reference number | 136057   |
| DfE registration number | 207/6005 |
| Inspection number       | 10038172 |

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                      | Other independent school   |
| School category                     | Independent school   |
| Age range of pupils                 | 2 to 11  |
| Gender of pupils                    | Mixed  |
| Number of pupils on the school roll | 377  |
| Number of part-time pupils          | 68   |
| Proprietor                          | Alpha Plus Group Ltd   |
| Chair                               | Sir John Ritblat   |
| Headteacher                         | Angela Barr  |
| Annual fees (day pupils)            | £19,770  |
| Telephone number                    | 020 7243 0243  |
| Website                             | <a href="http://www.chepstowhouseschool.co.uk">www.chepstowhouseschool.co.uk</a>   |
| Email address                       | <a href="mailto:info@chepstowhouseschool.co.uk">info@chepstowhouseschool.co.uk</a> |
| Date of previous inspection         | 25–27 November 2014  |

## Information about this school

- Chepstow House School expanded in September 2015 to admit two-and-a-half-year-olds in the Nursery and key stage 2 pupils in the preparatory school.
- The school has exemption from the early years statutory framework in relation to the learning and development regulations, but not the statutory safeguarding and welfare requirements.
- The school's last standard inspection was in November 2014. The school was judged to provide an outstanding quality of education.



- There are no pupils looked after by the local authority. The proportion of pupils who have SEN and/or disabilities, including those who have an education, health and care plan, is below average.
- The Little Chepstow Nursery accepts children from the age of two-and-a-half years old and offers morning or afternoon places only. There are currently 68 children on roll.
- Chepstow House is part of the Alpha Plus Group, which has 19 other schools and colleges.
- Chepstow House School aims to develop pupils 'as well-rounded individuals, while growing and interacting as part of a community that promotes the spirit of collaboration and collective responsibility'.

## Information about this inspection

- This full standard inspection took place with one day's notice.
- Inspectors visited 24 classes to observe pupils' learning across a range of subjects, some jointly with senior leaders. Inspectors scrutinised pupils' work within lessons and jointly with leaders outside of lessons.
- Inspectors spoke with pupils in a range of contexts, including play times, lunchtimes and within lessons. They met formally with two groups of pupils from key stage 2. Two pupils accompanied an inspector on a tour of the school to share their views on school life. Inspectors listened to pupils read from Years 2 and 6.
- Inspectors held meetings with the headteacher and other leaders, including the proprietors and governors. They also met with a group of staff members.
- Inspectors took into consideration the 77 responses to Parent View, Ofsted's online survey, which included 54 written responses. They also met with parents informally at the start of the school day.
- Inspectors considered the 62 responses to Ofsted's staff survey.
- Inspectors scrutinised a range of school documentation, including safeguarding documents, assessment information and the school's self-evaluation and plans for school improvement.

## Inspection team

|                                 |                  |
|---------------------------------|------------------|
| Rajeshree Mehta, lead inspector | Ofsted Inspector |
| Nick Flesher                    | Ofsted Inspector |

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