

# The Webber Independent School

## EXCELLENT



IN ALL AREAS

INDEPENDENT SCHOOLS INSPECTORATE



THE WEBBER  
INDEPENDENT SCHOOL



INDEPENDENT  
SCHOOLS  
ASSOCIATION

EXCELLENT

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INDEPENDENT SCHOOLS INSPECTORATE



RATED ★★★★★

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



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Pupils of high ability are stretched and challenged at an appropriate level in lessons, through extension homework and enriching extracurricular activities



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Pupils are highly reflective learners and show great ability to adapt their learning.



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Pupils demonstrate high levels of understanding across all subjects and ages.

Incisive planning of lessons and teachers' high expectations contribute to the excellent acquisition of knowledge.

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At the end of the Early Years Foundation Stage (EYFS), children attain above expected outcomes in their Early Learning Goals.

Pupils with SEND and EAL achieve at GCSE in line with their peers.

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“Nationally standardised test data provided by the school indicate that the ability of the pupils is above average.

GCSE results for pupils at the end of Year 11 have been above the national average and pupils make good progress.



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Pupils fully embrace the school's personalised flexible learning programme, whereby pupils are grouped according to ability and often work above age-expected levels.

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Pupils communicate extremely well. They are articulate, thoughtful and able to expand on their reflections when challenged by their teachers and peers.

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The extensive cross-curricular links and strategies used for studying, further support pupils to develop problem-solving skills.

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Pupils eagerly explained how the ‘Even Better If’ and ‘What Works Well’ systems are used.

Pupils spoke of how the ‘What Went Well’ and ‘Even Better If’ strategies are so strongly embedded in the school’s philosophy that they just self-reflect and self-evaluate unconsciously.

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In line with the school's aims, pupils experience an exciting, challenging and enriching education that inspires and supports them.

Pupils across the school achieve a high level of success in a broad range of activities, at local, national and international level due to the dedication of the staff and because of their own inner drive and self-belief.



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Pupils demonstrate excellent attitudes to learning. They are positive thinkers who believe in themselves due to the confidence instilled in them as individuals.

Pupils take great pride in their work and are extremely well-organised. This was strongly evident within work scrutiny and pupil interviews where pupils spoke with great satisfaction and excitement about their learning.

Pupils spoke passionately about the school and how well it supports their learning and well-being. Pupils are highly motivated and want to succeed.

They are ambitious for themselves and aspire to achieve in order to take the next steps. Pupils are active and focused in lessons and they show a clear love of learning.

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Pupils show a genuine willingness to join in with activities and have no inhibitions.

Pupils show great resilience and a readiness to try things and fail, and to try again.

Self-esteem is high and pupils are ambitious to do the very best they can.

Pupils have a huge awareness of their strengths and weaknesses and confidently identify how to improve.

This is due to pupils feeling secure and safe in school and being accepted for who they are.



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Pupils of all ages show a clear understanding of what is right and wrong, the behaviour expected of them and the need for rules.

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Pupils are socially aware and mix extremely well both within and across year groups.

They value friendship and what the school does to facilitate that.

The quality of relationships between pupils and staff is one of mutual respect and empathy, created from the culture of collaboration across the school and observed in many lessons.



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