

Focused Compliance and Educational Quality Inspection Reports

Webber Independent School

February 2020



Contents

| | |
|--|-----------|
| School's Details | 3 |
| 1. Background Information | 4 |
| About the school | 4 |
| What the school seeks to do | 4 |
| About the pupils | 4 |
| 2. Regulatory Compliance Inspection | 5 |
| Preface | 5 |
| Key findings | 6 |
| PART 1 – Quality of education provided | 6 |
| PART 2 – Spiritual, moral, social and cultural development of pupils | 6 |
| PART 3 – Welfare, health and safety of pupils | 6 |
| PART 4 – Suitability of staff, supply staff, and proprietors | 6 |
| PART 5 – Premises of and accommodation at schools | 6 |
| PART 6 – Provision of information | 7 |
| PART 7 – Manner in which complaints are handled | 7 |
| PART 8 – Quality of leadership in and management of schools | 7 |
| 3. Educational Quality Inspection | 8 |
| Preface | 8 |
| Key findings | 9 |
| Recommendation | 9 |
| The quality of the pupils' academic and other achievements | 10 |
| The quality of the pupils' personal development | 12 |
| 4. Inspection Evidence | 14 |

School's Details

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| School | Webber Independent School | | | |
| DfE number | 826/6001 | | | |
| Address | Webber Independent School Soskin Drive Stantonbury Fields Milton Keynes MK14 6DP | | | |
| Telephone number | 01908 574740 | | | |
| Email address | info@wis.gems.co.uk | | | |
| Headmistress | Mrs Hilary Marsden | | | |
| Proprietor | GEMS UK | | | |
| Age range | 4 to 16 | | | |
| Number of pupils on roll | 208 | | | |
| | EYFS | 10 | Juniors | 72 |
| | Seniors | 126 | | |
| Inspection dates | 4 to 6 February 2020 | | | |

1. Background Information

About the school

- 1.1 The Webber Independent School is a co-educational day school for pupils from the age of 4 to 16.
- 1.2 The school has been part of the GEMS (Global Education Management Systems) group since September 2003. The directors of GEMS, based at their United Kingdom office in London, undertake the required proprietorial responsibilities. This includes the provision of a governing body, managing the financial and budgetary aspects and providing support and guidance to the school. In September 2019, the school underwent a restructure and closed its sixth-form provision. In February 2020, the school intends to open a nursery for children from the age of 6 months.

What the school seeks to do

- 1.3 The school's aim is to provide an exciting, challenging and enriching education that inspires and supports its pupils in achieving the highest possible standards of academic progress and emotional well-being. The objective is to nurture pupils' individual talents in an atmosphere where respect and empathy with others are promoted, to enable pupils to become ambitious, confident, successful global citizens of the modern world.

About the pupils

- 1.4 Pupils come from a range of socio-economic and cultural backgrounds from across Milton Keynes. Most pupils live within a 10-mile radius of the school. Approximately 12 per cent of pupils come from families who have moved into the UK from other countries. Nationally standardised test data provided by the school indicate that the ability of the pupils is above average. The school has identified 21 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia and dyspraxia. One pupil in the school has an education, health and care (EHC) plan. English is an additional language (EAL) for 11 pupils, whose needs are supported by their classroom teachers. Data used by the school have identified 25 pupils as being the most able in the school's population, and the curriculum is modified for them; 14 of these are on a badminton scholarship programme.

2. Regulatory Compliance Inspection

Preface

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. Additionally, the inspection reports 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. It comments on the progress made by the school in meeting the compliance action points set out in the school's most recent statutory inspection.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework and DfE requirements. The inspection may be of COMPLIANCE ONLY or a combined inspection of EDUCATIONAL QUALITY AND COMPLIANCE depending on a number of factors, including findings from their most recent inspection. Schools judged not to meet the standards may also be subject to a progress monitoring visit before their next routine inspection. The progress monitoring visit will judge whether the school has taken the necessary action to meet any un-met standards identified at their previous inspection.

The inspection was 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 report of which appears later in this document. The 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 regulations and standards have been inspected in detail. These are the regulations on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety, arrangements to check the suitability of staff; the provision of information to parents; 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 full regulations and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#).

Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014 and associated requirements and no further action is required as a result of this inspection.**

PART 1 – Quality of education provided

- 2.2 In the junior school, the school uses its own framework to determine attainment, instead of the national framework.
- 2.3 At GCSE in the years 2016 to 2018, performance has been above the national average for maintained schools.
- 2.4 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.
- 2.5 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 variously 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.

Since the school was last inspected, the framework for inspection has changed. The current inspection framework uses different criteria and arrangements for grading from those used in previous inspection frameworks. The judgements made on this inspection are, therefore, not directly comparable to judgements made on previous inspections.

All independent schools are required to meet the requirements of the Independent School Standards. However, different inspectorates apply different frameworks that are suited to the different types of schools they inspect. The ISI terminology reflects quality judgements that are at least equivalent to those used by the national inspectorate, Ofsted. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement about key outcomes for pupils and information on the quality of the school's work.

The headline judgements must include 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 exhibit exemplary attitudes to learning.
 - Pupils are highly reflective learners and demonstrate a true passion for acquiring knowledge.
 - Pupils communicate extremely well and express themselves with great confidence.
 - Pupils develop strong skills in numeracy and information and communication technology (ICT).
 - Pupils achieve highly, and a few at exceptional levels, in a wide range of extra-curricular activities.
- 3.2 The quality of the pupils' personal development is excellent.
- Pupils have high levels of self-understanding, self-esteem and self-confidence.
 - Pupils are empowered to make their own decisions.
 - Pupils are socially aware and mix extremely well both within and across year groups.
 - Pupils' desire to contribute to the whole school community is strong.
 - Pupils show great levels of respect and tolerance for each other and have a deep understanding of other cultures.

Recommendation

- 3.3 In the context of its excellent outcomes, the school may wish to consider:
- helping all pupils to develop their independence and become free-thinking and creative learners by providing more opportunity for them to engage in open-ended, independent learning tasks.

The quality of the pupils' academic and other achievements

- 3.4 The quality of the pupils' academic and other achievements is excellent.
- 3.5 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. Pupils use subject terminology accurately and with confidence. In a music lesson, for example, pupils clearly expressed how they were using 'ostinato' and 'leitmotif' to create atmospheric music to accompany a film extract used as a stimulus. Pupils fully embrace the school's personalised flexible learning programme, whereby pupils are grouped according to ability and often work above age-expected levels. Pupils explained how they rise to the challenge of the stretch provided by this approach as well as appreciating the support it offers. For example, pupils in Year 11 spoke with excitement and great pride of how they had sat GCSE subjects in Year 10, as a consequence of being part of this staged approach to learning lower down the school. Detailed feedback is given to pupils of all ages via the school's highly structured directed independent reflection time (DIRT) approach, which enables pupils to hone their knowledge and understanding due to the targeted feedback this system provides. An effective and embedded marking policy, which feeds into a rigorous approach to the use of performance data to inform teaching and learning, has resulted in improved progress across all year groups and fully meets the recommendations of the previous inspection.
- 3.6 Nationally standardised test data provided by the school indicate that the ability of the pupils is above average. In the period 2017 to 2019, the latest period for which comparative data are available, results in GCSE examinations for pupils at the end of Year 11 have been above the national average and pupils make good progress. 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. They integrate seamlessly into lessons under the skilful direction of teachers, with tailored tasks used to develop understanding of new concepts. Pupils of high ability are stretched and challenged at an appropriate level in lessons, through extension homework and enriching extra-curricular activities. An adapted curriculum for pupils on the badminton scholarship programme enables them to maintain an elite sporting programme whilst also succeeding academically. In their responses to the pre-inspection questionnaires, an overwhelming majority of parents and pupils agreed that teaching enables pupils to make progress.
- 3.7 Pupils communicate extremely well. They are articulate, thoughtful and able to expand on their reflections when challenged by their teachers and peers. In lessons, pupils of all ages were seen to discuss their ideas in a purposeful and positive manner. For example, when discussing what special features a place of reflection might need, junior school pupils showed excellent dialogue skills and used expressive terminology. In chemistry, pupils at GCSE level succinctly explained how electric current is used to create a chemical reaction during an electrolysis practical. An air of encouragement and acceptance in lessons allows pupils to take risks in articulating their opinions. Pupils listen attentively to one another showing great regard for the opinions of their peers. Work scrutiny showed excellent examples of convincing and compelling writing, such as mood-setting poetry, persuasive letter writing and suspense-evoking story openers, demonstrating excellent skill and flair.
- 3.8 Numeracy skills across the curriculum are excellent. Pupils use numeracy to great effect and demonstrated excellent aptitude when doing time calculations in French, reading graphs in geography, and in science when calculating the weight of a gas during an experiment. In young entrepreneur club, pupils' skilful management of the finances was understood by the pupils to be integral to the success of the task. Pupils use of ICT across the curriculum is extremely secure. Extensive opportunities are given for pupils to apply their ICT skills creatively in different and often challenging contexts. For example, pupils in physical education (PE) were observed using ICT in an analytical way to record their movement, hone technique and improve ball skills. Children in Reception skilfully manoeuvre a programmable robot around a maze, and pupils in Year 3 confidently use animation software within geography. Pupils see ICT as an integrated learning tool and use it to help

with independent study. Pupils are adept users of interactive software which they use to collaborate with one another as well as organise their work and communicate effectively with teachers.

- 3.9 Pupils are highly reflective learners and show great ability to adapt their learning. Junior school pupils were able to hypothesise about the suitability of materials to build houses in different locations, using previously acquired knowledge about materials. Pupils stated that opportunities for creative thinking are numerous which enables them to be open-minded and imaginative. The extensive cross-curricular links and strategies used for studying, further support pupils to develop problem-solving skills. Pupils explained how open-ended extension tasks in science challenge them to think analytically and how debate in history develops their reasoning and logic through argument. Pupils are empowered and motivated by the self-assessment and peer-assessment strategies endorsed by the school. For example, the '6 Bs' for pupils to follow if they get stuck, 'Be Brave, Be Still, Backtrack, Buddy, Bits and Bobs, Boss', give pupils a highly effective framework from which to develop their own strategy for learning. Pupils eagerly explained how the 'Even Better If' and 'What Works Well' systems are used, as was seen in an art lesson and used to excellent effect, enabling pupils to reflect purposefully on their drawing techniques. When given the opportunity, pupils demonstrate the ability to work well independently and to use their initiative. The expectation of independent learning is a notable feature in a number of lessons in the senior school but is less widespread in the junior school which prevents pupils from becoming the free-thinking and creative learners that some of the best practice enables.
- 3.10 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. The senior leadership of the school empowers staff to develop opportunities for extra-curricular enrichment that energise and stimulate pupils. An exceptional badminton scholarship programme nurtures talent and yet drives pupils to achieve, with several badminton scholars winning gold medals in national and international tournaments. The high level of expectation and discipline that comes from these scholars provides younger pupils with role models, and their success inspires others to achieve. Pupils talked enthusiastically about the challenge of the crest award in science and how election onto the local youth parliament had provided them with a unique experience. Pupils in Year 11 look forward with excitement to completing their national citizenship service award in the summer following their GCSE examinations, appreciating the skills that they will acquire mixing with pupils from other schools and carrying out volunteer work.
- 3.11 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 step onto sixth form and beyond. Pupils are active and focused in lessons and they show a clear love of learning. In mathematics, pupils confidently tackled complex problems with open-minded eagerness. Pupils embrace every opportunity and are keen to take ownership of their learning. Pupils are eager to achieve and are motivated to get on with the task in hand, with junior school pupils describing how their imagination bursts as they try to get their ideas on paper.
- 3.12 Relationships between pupils and teachers are strong and mutually respectful which encourages pupils to speak freely and share their views openly. In a senior-school English lesson, for example, pupils showed great esteem for the teacher and other pupils' views during their reflections on a war painting, the clear expectations of behaviour set by the teacher creating a calm atmosphere within the room. Pupils work collaboratively in many lessons and show careful regard for the opinions of others. Pupils are extremely responsive to the help offered by their peers and, in turn, are active in offering help to others. For example, pupils in PE successfully used peer-to-peer coaching, confidently conveying instructions to organise and umpire their own matches.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils show high levels of self-understanding. Pupils are acutely self-reflective and keen to understand how to improve their own learning. They embrace the tools given to them, such as the DIRT self-evaluation system, and peer-to-peer assessment strategies to help them gain deeper self-knowledge. 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. 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. Pupils feel extremely well-supported and emboldened due to the complete trust that exists between pupils and staff. Pupils stated that the 'You Are Awesome Club' is brilliant as it has given them strategies to cope in stressful situations or when things go wrong, for example, by taking a breather and going to a happy place if they are feeling stressed, in an attempt to calm down. Pupils talked about using the school's strategies, the 6Bs and the 5Ps, to regulate themselves and persevere when they are finding things hard. The support structure that staff provide through the pastoral system and the work of the safeguarding team are fundamental in creating a culture that gives pupils the security to be themselves.
- 3.15 Pupils feel empowered to make their own decisions. They see themselves as masters of their own destiny and understand that the decisions they make are important for their own success. Teaching facilitates and provides the stimuli for pupils to learn and develop decision making at every opportunity. For example, pupils across Years 7 to 11 take ownership of and prioritise the next steps in their individual study programme by completing a detailed diagnostic gap analysis post examination. Pupils show great awareness of the cause and effect of their decisions. For example, they understand that the opportunity to reflect weekly in form time gives them dedicated time to re-think and make alternative choices.
- 3.16 The spiritual understanding of pupils is excellent. Pupils are particularly thoughtful and reflective about their community due to a culture of absolute acceptance and the expectation that everyone celebrates everyone else's faiths. Pupils have a great awareness of the world around them. For example, in a project on birds, pupils expressed a true understanding of the precariousness of the environment and how many differing species rely upon interrelated provisions within nature. Pupils are open-minded thinkers who respect the notion of peace and tranquillity as a factor necessary to life, and just being in the moment is important to them. In interviews, pupils eloquently expressed how they saw the beauty of the world as an inspiration to them when producing work in art. In a junior school religious studies lesson, pupils recognised how knowing of different religions brings greater understanding and appreciation of people which equips them to be more tolerant and aware of the needs of others.
- 3.17 Pupils of all ages show a clear understanding of what is right and wrong, the behaviour expected of them and the need for rules. Pupils are confident in their understanding of the need for them to take responsibility for their own actions. Younger pupils explained how they actively look to older pupils to get things right. Prefects from Year 6 upwards take their supervision and mentoring duties seriously, and the system is well understood and welcomed by younger pupils. 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. During interviews, pupils of all ages showed an inner ability to listen respectfully to one another's opinions and to encourage their peers in the discussion. The cooperation and collaboration of pupils is highly developed and is clearly an established element of everyday learning. For example, in a GCSE

mathematics lesson, pupils positively encouraged and supported their peers when modelling higher-level solutions on the board.

- 3.18 The desire of pupils to contribute to the whole school community is strong. It is inculcated in who they are, naturally done and inherent in the everyday life of the school due to pupils feeling a true sense of belonging. Pupils are eager to give of their time to support and inspire their peers and younger pupils, with working together being at the heart of the school. For example, pupils from Year 6 lead clubs for pupils in younger years, such as the young entrepreneurs club and dance club, and gain invaluable skills and experience themselves in the process. Pupils are greatly involved in the local and wider community through charitable endeavours such as collecting for the local foodbank at harvest festival, participation in an annual half-marathon for a children's charity and collecting and packing teaching materials for sixteen schools in Malawi. In line with the school's aims, pupils are enabled to become ambitious, confident, successful global citizens due to the many opportunities that the school provides for them to engage in wide-ranging activities which give pupils a tremendous platform on which to grow and develop as young people.
- 3.19 Pupils are extremely inclusive and show great respect for everyone. Pupils have deep understanding of other cultures helped by being part of a rich and diverse school community. In their responses to the pre-inspection questionnaire, an overwhelming majority of pupils agreed that the school encourages them to respect and tolerate other people. Teaching encourages pupils to celebrate diversity by promoting positive attitudes, and pupils are extremely proud of their origins. Pupils with EAL are embraced and supported by their peers, and attitudes between peers are exceptionally positive. Pupils freely debated in a lesson the difference between racism and prejudice and felt confident and comfortable doing so. Pupils greatly appreciate and openly embrace the diversity of cultures and nationalities within the school and feel enriched by the experience that affords them. In an EYFS lesson about people who help us, resources were used effectively to help children appreciate a broad range of ethnicities and genders in the context of carrying out potentially stereotypical roles such as a doctor, teacher and fire officer. Posters and displays around the school openly encourage and celebrate diversity, such as the international greetings poster. Pupils show sensitivity and understanding of the fundamental British values which are reinforced in lessons, with pupils highlighting the values in exercise books as they arise within the context of the subject.
- 3.20 Pupils are confident that they know how to stay safe and understand who to go to if they need help. In their responses to the pre-inspection questionnaires, an overwhelming majority of parents and pupils agreed that the school keeps pupils safe. In the EYFS, children showed a superb understanding of how to stay safe and look after each other if accident or danger occur, by practising calling 999 and using first aid on their imaginary injuries. Pupils across the school see the sharing of problems as a normal occurrence, due to the culture of openness and trust between pupils and staff. Health and well-being are promoted through a well-structured personal, social, health and economic education curriculum, and pupils feel that the great sense of community that exists in school is an important part of providing them with the support they need to grow and flourish. Pupils have a good awareness of the safeguarding team and early intervention strategies employed by the school and, consequently, feel safe.

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 the chair of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended assemblies. Inspectors visited 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

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|----------------------|---|
| Ms Adrienne Richmond | Reporting inspector |
| Mrs Hilary Wyatt | Compliance team inspector (Head, ISA school) |
| Mrs Bethan Kerr | Team inspector (Former deputy head, HMC school) |
| Ms Deborah Mills | Team inspector (Head, ISA school) |