



ISI

INSPECTION HIGHLIGHTS

October 2024

Welcome

I am delighted to share with you the findings of our recent Independent Schools Inspectorate (ISI) inspection, conducted in October 2024.

This glowing report showcases the dedication and hard work of our entire school community, from our passionate teachers and supportive parents to our ambitious and hardworking students.

In this guide, we will explore the key highlights of the ISI report, showcasing the strengths and successes that define our school. From our students' exemplary attitudes to learning to their outstanding communication skills, the report affirms the quality of education we provide.

We are committed to maintaining and building upon these high standards, ensuring that every student continues to thrive.

Hilary Marsden
Headmistress





“Leaders create a warm and welcoming environment. Pupils appreciate the many opportunities afforded by the school’s varied co-curriculum, in which they participate enthusiastically.”

- ISI Inspection Report



Leadership, Management & Governance



Leaders monitor the quality of teaching and learning rigorously. Staff identify children's needs through observation and evidence collection and ensure that effective strategies are put in place to support their learning and development.

Leaders across the school are effective in fostering a high degree of curiosity and a love of learning in pupils. Leaders have high expectations for their pupils and the quality of pupils' work reflects this. Regular evaluations and reviews help refine teaching strategies through the sharing of skills and practice.

The school handles complaints effectively through a three-stage process. School leaders are proactive in dealing with any concerns and worries at an early stage.

Members of the community know each other well and respect is a cornerstone of positive interactions. Leaders encourage senior pupils to mentor younger ones, which they do with enthusiasm.

School leaders listen to and consider the suggestions that pupil groups put forward. They act on them when this is practicable. Outcomes are fed back to pupils through a 'you said, we did' report. This encourages collaboration and accountability within the school community.



Quality of Education, Training & Recreation



The broad curriculum across the school is well planned to meet the needs of pupils.

Regular information about a child's progress is provided for parents, enabling strong links between home and school.

The needs of pupils who have SEND are met effectively. Deep knowledge of individual pupils' needs is evident

Teachers are knowledgeable about their subjects and share this knowledge and expertise in a manner that engages pupils and enables them to make good progress.

Teachers use data to indicate to pupils the level towards which they are working and to set clear targets. This supports pupils in making good progress from their starting points and is reflected in their results at GCSE.

This access to subject specialists allows pupils to develop a depth of knowledge that has a particularly positive impact on pupils with high prior attainment.

Focused support is given to pupils who speak English as an additional language (EAL), such as differentiated instruction sheets in different languages and tailored intervention times.

Pupils benefit from their teacher's knowledge in and passion for their subjects. Teaching is effective and engaging, predicated on firm teacher-pupil relationships.



Pupils' Physical and Mental Health & Emotional Wellbeing



Leaders protect pupils by ensuring that a comprehensive mitigation of the risks from fire and electrical malfunctions is in place.

The school is clean and well maintained.

Pupils of all ages are appropriately supervised during the school day.

The well-structured PSHE course, with relationships and sex education (RSE) content included, is firmly embedded within the school's curriculum.

Leaders also use pupil pastoral survey findings to shape content, responding positively when any topics are raised where further discussion and clarification may be required.

Key aspects such as pupils' wellbeing and understanding of equality, diversity and inclusion are effectively woven into the PSHE programmes of study.

RSE is well covered and, alongside lessons on mental health and wellbeing, helps pupils to develop their self-knowledge and understanding of others.

Curriculum time is well supported by a range of additional physical activities such as yoga and dance. Additionally, students can engage in PE through external sports festivals and fixtures, further enhancing their athletic experience.

Pupils appreciate the diversity of backgrounds, cultures and religions they find in their peers. Their behaviour in class, in social areas and around the school is of a high quality.

Leaders create a warm and welcoming environment. Pupils appreciate the many opportunities afforded by the school's varied co-curriculum, in which they participate enthusiastically.

The school adopts a comprehensive approach to supporting pupils' mental health and emotional wellbeing.

The school further supports students by providing clear avenues for addressing concerns.





Pupils' Social and Economic Education & Contribution to Society



Leaders, through the curriculum, assemblies, co-curriculum and by their example, encourage pupils to show mutual respect for other pupils' backgrounds and cultures.

Leaders foreground the importance of human rights on matters such as equality through PSHE lessons and discussion times right across the school. This means that pupils can discuss their views, understand others and recognise individuality.

Pupils of all ages act respectfully towards one another and learn to be empathetic members of the school community.

Pupils receive helpful guidance from their teachers on subject option choices as they progress through the school.

Older pupils in the senior school are supported in making decisions.

Many of the charities that the pupils support are local, showing the importance they see in supporting their local community.

Pupils demonstrate a clear understanding of democratic principles and recognise the importance of diverse viewpoints.

Roles such as head pupils, prefects, charity leads, heads of houses and sports leads give pupils a well-rounded understanding of others within their school community

In instances of differing opinions, teachers, and often students, present a balanced point of view, fostering an environment of respectful dialogue and critical thinking.

Pupils of all ages develop economic awareness and heighten their entrepreneurial and decision-making skills through learning in real-world contexts.





Safeguarding

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The school's safeguarding policy is suitable and applied effectively.

Staff understand their roles and know how the safeguarding team supports their work.

Staff understand the importance of the code of conduct, knowing that it is in place to keep both pupils and themselves safe. They are trained to recognise and report child-on-child abuse, and understand the dangers of extremism.

A clear, methodical approach to the relevant checks is in place and supported by accurate staff files. Checks are recorded accurately on the record of appointments.

Leaders liaise appropriately with local agencies. This strengthens local contextual understanding.

ICT lessons prepare pupils to develop strategies to support them in staying safe online.

Filtering and monitoring systems are effective, and staff take appropriate action if a concern is flagged.

Any safeguarding concerns are logged on the school's electronic management system.

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The Quality of the Early Foundation Stage



Leaders and staff construct an ambitious curriculum. They understand what children know and can do, and ensure that the educational programmes meet the unique needs of each child and build on previous learning.

Staff monitor children they are concerned about and put provision in place to ensure that they are supported well and make good progress for future learning.

Staff expectations for children's behaviour are high and children respond positively.

Staff encourage children to make their own choices, follow instructions and investigate during group and individual activities. This helps them to become curious and active learners.

Staff support and encourage children's physical development and promote their emotional security well.

Staff provide opportunities for children to learn to understand their emotions and they encourage children to express how they are feeling and why.

Leaders and staff promote a positive culture of safeguarding throughout the setting that puts children's interests first.

Staff are regularly trained in safeguarding and recognise that safeguarding is everyone's responsibility.



The Quality of the Early Foundation Stage



Leaders successfully monitor each child's progress. For instance, they observe in rooms and frequently check planning.

Staff monitor children who they are worried about, completing observations and drawing on their knowledge of the learning programmes to provide further support.

Staff rigorously ensure that curriculum aims are clear for both indoor and outdoor activities. They focus on developing their skills and knowledge.

Staff support children to manage their own behaviour. For example, they encourage children to use their own voice to solve problems as they recognise right from wrong.

Staff provide regular opportunities for children to manage their own learning.

Staff have a secure understanding of their safeguarding responsibilities.

There is a strong partnership between parents, staff and children, who all recognise the need for prompt and regular arrival at the setting.

Staff support children's emotional security and confidence at mealtimes, as their careful adherence to routines enables children to know what is happening next.

Staff encourage children to be independent learners who find their own way to take part in activities ... This demonstrates their confidence and initiative.





The Quality of the Early Foundation Stage

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Leaders are ambitious and have clear plans for improvement.

A strong partnership between home and school is an important aspect of the setting. Staff find out about children's needs and interests before they begin school.

Staff give time for uninterrupted play and exploration so that children engage well, concentrate and become confident learners.

Leaders and staff provide a safe environment for the children in their care.

Staff promote the language development of older children in planned group activities well.

Children are encouraged to make their own choices and staff provide a variety of resources in the outdoor environment to encourage children to be curious and test out their thinking.

Staff provide a range of stimulating opportunities to help children develop their mathematical skills.

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