

School inspection report

15 to 17 October 2024

The Webber Independent School

Soskin Drive

Stantonbury Fields

Milton Keynes

MK14 6DP

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. Leaders' oversight of some areas of health and safety is not as rigorous as it should be. Potentially harmful objects are not stored securely.
2. Risk assessments relating to car parking and vehicle movement lack sufficient detail to show how risk is mitigated effectively.
3. Leaders have not ensured that due regard has been given to recent statutory guidance on attendance, for instance in the use of incorrect attendance codes.
4. Pupils make good progress from their starting points. Teachers have secure knowledge of the subject matter and they plan their lessons carefully and thoroughly to meet the needs of the pupils in their care. Pupils achieve well at GCSE.
5. The needs of pupils who have special educational needs and/or disabilities (SEND) are met well through carefully planned support and guidance.
6. The careers programme is generally thorough and supports the older pupils in their future plans. However, the programme is less well developed for younger pupils.
7. Pupils are encouraged to support younger pupils and do so whenever an opportunity arises. This is sometimes through structured activities or because they understand the importance of this in a cohesive community. Pupils readily take on roles of responsibility and make positive contributions to both the school community and the local area.
8. Leaders actively promote an education that is inclusive and centres around promoting equality and diversity. They foster positive, respectful relationships between staff and pupils. Pupils enjoy their learning and work well with one another.
9. Safeguarding leaders ensure that staff understand their responsibilities in keeping pupils safe from harm.

The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance are not 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 not met.
- Standards relating to pupils' social and economic education and contribution to society are met.
- Standards relating to safeguarding are not met.

Areas for action

The proprietor must ensure that:

- the leadership and management demonstrate good skills and knowledge
- fulfil their responsibilities effectively, so that the other standards are consistently met and
- they actively promote the wellbeing of the pupils

so that:

- vehicle movement in areas where pupils may be walking or playing is reviewed
- potentially harmful objects are stored securely
- risk assessments relating to vehicle movements around the site are strengthened
- due attention is given to statutory guidance on pupils' attendance to ensure that appropriate codes are used and understood by staff.

Recommended next steps

Leaders should:

- develop the careers provision for younger pupils to support their next steps in either education or the workplace.

Section 1: Leadership and management, and governance

10. Leaders have not ensured that school documentation and practice fully reflect current statutory guidance to promote good attendance. Staff guidance was not in place nor a suitable policy available to parents on the school website, and as a result some staff were not aware of the correct attendance codes.
11. Careful consideration has not been given to issues surrounding vehicle movement around the school, particularly in areas where pupils may be playing. Adequate care is not always given to ensuring potentially harmful objects, such as kitchen knives, are securely locked away. Associated risk management in these areas is not considered carefully enough.
12. Leaders understand the needs of children in the early years. 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.
13. 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. Academic leaders use the national curriculum as a structured approach to ensuring effective coverage of key areas of learning. Subject matter is then refined through careful planning to meet the needs of pupils.
14. 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.
15. 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.
16. 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.
17. There is a suitable accessibility plan in place that covers all required areas to support pupils' participation in the curriculum, the improvements to the physical environment and the accessibility to information. The school fulfils its duty under the Equality Act 2010.
18. Leaders ensure that all required information is appropriately made available, usually through the school's website. This includes the reporting of funds and information for any education, health and care (EHC) plans. Effective links are made with other agencies, such as those associated with local safeguarding partners.

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

19. Not all the relevant Standards are met. A schedule of unmet Standards is included in the report.

Section 2: Quality of education, training and recreation

20. The broad curriculum across the school is well planned to meet the needs of pupils.
21. In the Reception class, planning for children is informed by the early years foundation stage (EYFS) requirements and teachers build effectively upon children's prior learning. Regular information about a child's progress is provided for parents, enabling strong links between home and school. Staff in the Reception class skilfully deliver lessons that support mathematical development. Teaching motivates the children to have greater confidence as they communicate naturally using mathematical language. Inspiring activities meet the needs and engage the interest of children so that they grow in confidence, for example, as they spilt numbers to ten.
22. 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 give advice to pupils through written and verbal feedback. The school's approach to marking and feedback is applied consistently, meaning pupils have a clear understanding about how to improve their work.
23. Subject leaders keep up-to-date records of pupil assessment and attainment data, including in-class assessment and standardised external testing results. Teachers use this combination of 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.
24. Pupils enjoy challenging projects that require them to think creatively. In the senior school, they apply their research skills to new topics in science. Pupils in the prep school benefit from having access to specialist teachers in various subjects such as history, geography, music and modern foreign languages. 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. Pupils make connections between different subjects in their learning, for example, by drawing links between content in humanities, English, and personal, social, health and economic (PSHE) education, leading to a greater depth of understanding.
25. Pupils in the prep school study mathematics according to their level of prior attainment. This allows pupils to access a curriculum that suits their needs and to make good progress. Senior school pupils with high prior attainment in mathematics have the option to study further mathematics at GCSE level. This provides appropriate challenge for these pupils. 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. As a result, pupils access the curriculum successfully and quickly strengthen their English language skills.
26. 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 settle quickly into tasks and respond thoughtfully and knowledgeably to teachers' prompts using mature and sophisticated vocabulary. Pupils' written work, whether longer pieces of prose or shorter notes or mathematical solutions, is well organised and structured. Teachers encourage pupils to select challenging tasks, which has a positive impact on their progress and attitude to learning.
27. The needs of pupils who have SEND are met effectively. Deep knowledge of individual pupils' needs is evident, such as when ensuring appropriate classroom positioning and targeted support for dyslexic pupils. The use of technology, such as specifically designed tablets and speech-to-text tools,

further enhances pupils' access to the curriculum, while ongoing collaboration with external bodies ensures proper adaptations for pupils with more complex learning needs.

28. Extra-curricular activities, such as art, team talk, film and mindfulness clubs, provide practical experiences and opportunities for creative expression. Involvement in volunteering initiatives, particularly for older pupils, further enriches their educational experience and cultivates responsibility.

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

- 29. All the relevant Standards are met.**

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

30. Health and safety risks have not always been mitigated on the school site. Due attention has not been given to the movement of cars in areas where pupils may be walking or playing, or to ensuring that potentially hazardous objects are securely locked away.
31. Leaders protect pupils by ensuring that a comprehensive mitigation of the risks from fire and electrical malfunctions is in place. All associated health and safety documentation is methodically kept. The school is clean and well maintained. There are suitable numbers of staff who are trained in first aid and pupils have a room to visit when they feel unwell or have a minor injury. Pupils of all ages are appropriately supervised during the school day. In Reception class the monitoring of children's arrival and departure at the start and end of the day are of the utmost importance to the staff.
32. Staff in the early years encourage children to be respectful in their daily interactions. Children know this fundamental value well and demonstrate respect for others when sitting on the carpet and when learning together. Staff in the early years support children as they manage their feelings. Puppets are used to demonstrate emotions and problem solving. Children increase in confidence as they learn how to manage problems and solve conflicts independently.
33. The well-structured PSHE course, with relationships and sex education (RSE) content included, is firmly embedded within the school's curriculum. The subject is led by the pastoral leads through discrete lessons. Tutor times provide an additional occasion to discuss specific areas that may arise. 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. Senior pupils are confident that they know what sexual harassment and consent are in relation to relationships and sex, following workshops delivered by external organisations and through specific content in PSHE lessons. Pupils are aware of the dangers of social media and how to protect themselves online, supported by specific content within the information and communication technology (ICT) curriculum and PSHE programme.
34. Pupils' physical health is supported through physical education (PE) and games activities each week. Instruction focuses on effectively applying learned skills and participating in team games. The PE curriculum provides a rolling programme of activities to suit pupils' strengths and interests, and includes aspects such as outdoor adventures, which strengthen pupils' physical resolve as well as successfully incorporating teamwork skills. 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.
35. 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. When there are more serious incidents, they are followed up robustly and appropriate sanctions are applied. Effective record keeping allows leaders to monitor any patterns or trends in pupils' behaviour.

36. 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. They learn new skills, keep healthy both physically and mentally, and work well together. Older pupils take on the various leadership positions on offer and in doing so provide excellent role models for their younger peers as well as acquiring key life skills.
37. The school adopts a comprehensive approach to supporting pupils' mental health and emotional wellbeing. Strong teacher-pupil relationships create an environment where pupils feel safe and show a willingness to share any concerns that they might have. Pastoral leads ensure that mental health is a topic that is openly discussed, both in PSHE times, in assemblies and through focused one-to-one sessions. Additional activities further support pupils in a variety of ways, for example, a healthy choices focus group that promotes healthy habits and leadership, and extracurricular activities such as art clubs that nurture creativity and self-expression. The school further supports students by providing clear avenues for addressing concerns, such as worry boxes in prep classrooms and corridors, or an email option for senior pupils. The school's 'mental health champions' provide an additional line of support and guidance to which pupils respond positively.
38. Leaders have not shown sufficient knowledge and skills to ensure that the requirements of current statutory guidance around attendance are in place, and as a result attendance codes are not always being applied correctly.
39. The school's admission register is kept up to date with the appropriate information, and the local authority is informed of any pupils leaving or joining the school at non-standard transition points.

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

- 40. Not all the relevant Standards are met. A schedule of unmet Standards is included in the report.**

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

41. Leaders, through the curriculum, assemblies, co-curriculum and by their example, encourage pupils to show mutual respect for other pupils' backgrounds and cultures. Pupils develop morally and understand the difference between right and wrong. Children in Reception are accepting of others who may be different and have different ideas. Teachers discuss cultural traditions with a clear understanding that different people will celebrate differently and that this is something to be understood and accepted. 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.
42. Pupils receive helpful guidance from their teachers on subject option choices as they progress through the school, as well as advice on next steps when they leave the school. Pupils are well prepared for life beyond the school through the work of pastoral leaders, who support pupils in the creation of digital portfolios and with curriculum vitae design and application letter writing. Older pupils in the senior school are supported in making decisions about possible future careers through a multi-faceted approach, including careers fairs, 'work experience week', 'go to work with an adult day', and a guest speaker programme to which parents also contribute. When applying for a prefect role, pupils develop skills in interview technique. The programme is not as well developed for younger pupils in Years 7 to 9. There are limited opportunities to engage with the workplace or to focus on the skills base that would support them.
43. The Year 11 head pupil executive and Year 10 prefects' lead on charity initiatives. Pupils liaise directly with charities, decide on which to support and plan fund-raising activities. They visit form groups to publicise plans and to encourage participation. Many of the charities that the pupils support are local, showing the importance they see in supporting their local community. This includes local hospitals and food banks.
44. Pupils demonstrate a clear understanding of democratic principles and recognise the importance of diverse viewpoints. Regular discussions around curriculum choices promote inclusivity, with academic leads actively reviewing long-term plans to mitigate bias and discrimination. The school cultivates a culture where all issues are discussed in a non-partisan manner. In instances of differing opinions, teachers, and often students, present a balanced point of view, fostering an environment of respectful dialogue and critical thinking. This approach not only enriches students' understanding of democracy but also enhances their ability to engage thoughtfully with differing viewpoints.
45. Pupils take advantage of the wide variety of positions of responsibility available to them, and these roles enable them to work across different age and social groups. 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 and of the importance of making a positive contribution to the society in which they learn and grow.
46. Pupils of all ages develop economic awareness and heighten their entrepreneurial and decision-making skills through learning in real-world contexts. For example, in GCSE business studies, pupils are given money to start and maintain a business in the '£1 Business Challenge'. They decide how they can use their initial funding and carry out market research. Younger pupils often become

involved in the 'prep entrepreneurs programme', which looks at the knowledge required to manage a budget and how to make bids for resources through the school council. Units within the PSHE curriculum support pupils on how to manage a budget and a regular focus on the news often centres on financial matters, and pupils discuss the impact of these on themselves and their families.

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

47. All the relevant Standards are met.

Safeguarding

48. The school's safeguarding policy is suitable and applied effectively. Staff, including those with specific safeguarding responsibilities, are appropriately trained. Leaders liaise appropriately with local agencies. This strengthens local contextual understanding.
49. Staff understand their roles and know how the safeguarding team supports their work. They understand how to raise any low-level concerns about other staff members and how the whistleblowing arrangements may apply. 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.
50. Any safeguarding concerns are logged on the school's electronic management system. The leads use this input to analyse patterns and trends but more importantly to ensure targeted support is provided for pupils and their families. Safer recruitment procedures are secure. 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.
51. 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.

The extent to which the school meets Standards relating to safeguarding

52. All the relevant Standards are not met.

Schedule of unmet Standards

Section 1: Leadership and management, and governance

The following Standards in this section of the Framework are not met.

Paragraph number	Standard
ISSR Part 8, paragraph 34(1)	The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school –
34(1)(a)	demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently
34(1)(b)	fulfil their responsibilities effectively so that the independent school standards are met consistently; and
34(1)(c)	actively promote the wellbeing of pupils.

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

The following Standards in this section of the Framework are not met.

Paragraph number	Standard
ISSR Part 3, paragraph 11	The standard in this paragraph is met if the proprietor ensures that relevant health and safety laws are complied with by the drawing up and effective implementation of a written health and safety policy.
EYFS 3.64	Providers must ensure that their premises, including overall floor space and outdoor spaces, are fit for purpose and suitable for the age of children cared for and the activities provided on the premises. Providers must comply with requirements of health and safety legislation, including fire safety and hygiene requirements.
ISSR Part 3, paragraph 15	The standard in this paragraph is met if the proprietor ensures that an admission and attendance register is maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006.
ISSR Part 3, paragraph 7	The standard in this paragraph is met if the proprietor ensures that—
7(b)	such arrangements have regard to any guidance issued by the Secretary of State.
ISSR Part 3, paragraph 16	The standard in this paragraph is met if the proprietor ensures that-
16(a)	the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy; and
16(b)	appropriate action is taken to reduce risks that are identified.
EYFS 3.76	Providers must ensure that they take all reasonable steps to ensure staff and children in their care are not exposed to risks and must be able to demonstrate how they are managing risks. Providers must determine where it is helpful to make some written risk assessments in relation to specific issues, to inform staff practice, and to demonstrate how they are managing risks if asked by parents and/or carers or inspectors. Risk assessments should identify aspects of the environment that need to be checked on a regular basis, when and by whom those aspects will be checked, and how the risk will be removed or minimised.

The quality of the early years foundation stage in the registered early years provision

Overall effectiveness: the quality and standards of the early years provision

53. The overall effectiveness of the early years provision is good.
54. 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.
55. 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.
56. Staff support and encourage children's physical development and promote their emotional security well. For instance, they follow clear routines, which help children to know what is happening next. Staff provide opportunities for children to learn to understand their emotions and they encourage children to express how they are feeling and why.
57. Leaders support staff in their planning through their extensive knowledge of how young children learn. Staff embrace new ways of planning both the curriculum and the learning environment. For example, they have recently made changes to provision to enable children to make choices and investigate resources, which has helped increase children's curiosity.
58. Leaders and staff promote a positive culture of safeguarding throughout the setting that puts children's interests first. Leaders fulfil statutory duties in ensuring staff understand and correctly implement policies and procedures. Staff are regularly trained in safeguarding and recognise that safeguarding is everyone's responsibility.

Quality of education

59. The quality of education is good.
60. 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. Parents also provide valuable information about their child's needs and interests, which staff use to inform their planning.
61. Staff rigorously ensure that curriculum aims are clear for both indoor and outdoor activities. They focus on developing their skills and knowledge. For example, staff use clear explanations and picture cues during a yoga class so that children understand the instructions and further develop their physical skills and agility.

62. Staff provide a range of stimulating opportunities to help children develop their mathematical skills. For example, children match shapes to pictures on cards, match colours, count shapes and 'find one more' and younger children use their hands to measure and discover which dinosaur is the tallest.
63. Staff promote the language development of older children in planned group activities well. For example, in an investigative activity, they focus on encouraging children to name and describe flowers, fabrics and colours, and ask them what they observe when they add blue ink to yellow. As children anticipate the outcome, they make their own thoughtful predictions. However, at times, spontaneous opportunities that present themselves to promote younger children's spoken language development are not used fully by staff. For instance, during routines, staff are less successful at considering the vocabulary that they can introduce and model to children to help them develop and use simple words.

Behaviour and attitudes

64. Behaviour and attitudes are good.
65. 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 demonstrate to children positive ways to respond to their peers as they choose what they want to play with.
66. Staff provide regular opportunities for children to manage their own learning. For instance, as children enthusiastically investigate a tray of water, they choose to use pipettes and scoops to move water from one container to another, increasing their skill and independence. Children learn to cooperate with each other as they negotiate space, such as when they manoeuvre large plastic shapes outdoors. At the same time, children demonstrate their imaginative understanding as they pretend the shapes are cars.
67. 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. For example, as children explore different musical instruments, they recognise which sound each one makes. Staff support children as they repeat an activity, for example, as they climb a ladder and go down a slide. They develop their physical skills as well as demonstrating their determination and a sense of achievement.
68. Staff give time for uninterrupted play and exploration so that children engage well, concentrate and become confident learners. Opportunities for focused investigation are provided as children discuss sinking and floating, using tweezers to sort objects and to demonstrate their understanding. This promotes children's positive attitudes to learning.

Personal development

69. The personal development of children is good.
70. There is a strong partnership between parents, staff and children, who all recognise the need for prompt and regular arrival at the setting. This encourages children's attendance. Staff and parents understand the importance of routines and this attitude promotes positive habits for the future.

71. Staff support children's emotional security and confidence at mealtimes, as their careful adherence to routines enables children to know what is happening next. Children know that routines are important and follow them competently, demonstrating their own knowledge. For example, as staff wipe younger children's hands and put their apron on before snack time, they wait patiently, recognising this familiar daily routine.
72. Staff promote a healthy diet. For instance, at lunch times they help older children to discuss the names of vegetables, and they talk about what makes them a healthy choice. During mealtimes, older children demonstrate their physical development as they attempt to use a knife and fork. Younger children show their increasing confidence when using a spoon.
73. Staff encourage children to be independent learners who find their own way to take part in activities. For example, children choose a book to read and decide to share it with a visitor. This demonstrates their confidence and initiative. Children make their own choices during outdoor play using a variety of resources, such as a large wooden xylophone, to create different sounds.

Leadership and management

74. Leadership and management are good.
75. Leaders are ambitious and have clear plans for improvement. For example, they have a comprehensive development plan. Actions are based on evaluations of practice gathered from monitoring activities. The development plan is shared with the staff team to ensure that the way forward is known by all.
76. The manager supports staff, including those new to their role, through regular appraisals and supervision meetings. At these meetings, staff have opportunities to discuss concerns and areas for development. The manager has recently helped staff to implement new approaches to planning and the organisation of the learning environment.
77. 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 and provide familiar activities for them when they start attending. This helps to reassure parents and children from the start. Leaders engage well with parents, who receive comprehensive information about their child's progress, such as through daily updates and through information provided online.

Safeguarding

78. Safeguarding is effective.
79. Leaders and staff provide a safe environment for the children in their care. They ensure that children are safely dropped off and collected. Secure procedures are in place at these times, including a password system for alternative collectors. Children also know that the door is kept closed.
80. Staff have a secure understanding of their safeguarding responsibilities. The manager monitors staff knowledge of policies and procedures using a variety of methods so that she knows they are fully aware of the steps to take in the event of a concern.

Recommended next steps

Leaders should:

- strengthen staff support and training to develop confidence and knowledge of how to promote younger children's early communication and language.

The extent to which the school meets the requirements of the early years foundation stage

81. The school's registered provision for childcare meets the requirements of the Childcare Act 2006.

School details

School	The Webber Independent School
Department for Education number	826/6001
Registered early years number	2560795
Address	The Webber Independent School Soskin Drive Stantonbury Fields Milton Keynes Buckinghamshire MK
Phone number	01908 574741
Email address	info@webberindependentschool.co.uk
Website	www.webberindependentschool.co.uk
Proprietor	The Webber Independent School Ltd
CEO of Bellevue Education	Mr Mark Malley
Headteacher	Mrs Hilary Marsden
Age range	0 to 16
Number of pupils	284
Number of children in the early years registered setting	32
Date of previous inspection	4 to 6 February 2020

Information about the school

82. The Webber Independent School is a co-educational day school. The school is divided into three sections, the registered nursery for children under compulsory school age, the prep school and the senior school.
83. Early years children are in The Webber Nursery between the ages of six months and four years, and the Reception class in the prep school from four to five years.
84. The school has identified 39 pupils as having SEND. One pupil in the school has an education, health and care (EHC) plan.
85. English is an additional language for 29 pupils.
86. The school states its aims are 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 wellbeing. 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 and successful global citizens of the modern world.

Inspection details

Inspection dates

15 to 17 October 2024

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

88. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods and assemblies
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussions with the chair and other governors
- discussions with the head, school leaders, managers and other members of staff
- discussions with pupils
- visits to the learning support area and facilities for physical education
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

89. 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**.

Independent Schools Inspectorate

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For more information, please visit isi.net