

**INDEPENDENT SCHOOLS COUNCIL
(ISC)**

INSPECTION OF

WESTBOURNE SCHOOL

By the

**INDEPENDENT SCHOOLS INSPECTORATE
(ISI)**

on

15th – 19th March, 2004

MAIN REPORT

INDEPENDENT SCHOOLS INSPECTORATE

INSPECTION REPORT ON

Westbourne School

Full Name of the School	Westbourne School		
DfES Number	3736001		
Address	50 – 54 Westbourne Road, Sheffield. S10 2QQ		
Telephone Number	0114 2660374		
Fax Number	0114 2670862		
E-mail Address	info@westbourneschool.co.uk		
Name of Headteacher	Mr C Wilmshurst		
Chair of Governors	Mr W Warrack		
Age Range	4 – 16	Gender	Mixed
Number of Pupils	307	Number of Boarders	Nil
Inspection Dates	15th – 19th March 2004		

This inspection report follows the framework laid down by the Independent Schools Inspectorate (ISI). The inspection was carried out under the arrangements of the Independent Schools Council (ISC) Associations for the maintenance and improvement of the quality of their membership. It was also carried out under Section 163(1)(b) of the Education Act 2002, under the provisions of which the Secretary of State for Education and Skills has accredited ISI as the body approved for the purpose of inspecting schools belonging to ISC Associations and reporting on compliance with the Education (Independent School Standards) (England) Regulations 2003.

The school must not quote the report selectively in the school prospectus or other promotional literature.

The inspection does not examine the financial viability of the school or investigate its accounting procedures. The inspectors check the school's health and safety procedures and comment on any significant hazards they encounter: they do not carry out an exhaustive health and safety examination. Their inspection of the premises is from an educational perspective and does not include in-depth examination of the structural condition of the school, its services or other physical features.

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1. MAIN FINDINGS

Overall Summary

- 1.1 Pupils achieve good standards in relation to their ability and reach standards that are well above the national average for broadly equivalent schools. They reach very high standards in their personal development. The work of the staff and the positive ethos created with pupil participation nurture the development of the whole person and confer considerable benefit on all pupils.

What the School Does Well

- 1.2 The school has many strengths; outstanding amongst these are the following:
- The very high level of pastoral provision and the high quality of relationships staff have established with pupils which are very effective in supporting the personal development of pupils.
 - The contribution of pupils to the positive ethos of the school.
 - The very good use of Information and Communication Technology (ICT) throughout the school along with the generous provision of resources.
 - The well-informed and carefully structured activities of support staff in the Lower School which contribute to the high quality of education provided there.

What the School Should Do Better

- 1.3 The school has few weaknesses. The following areas could be improved.
- The whole school monitoring and evaluation of teaching are informal and do not contribute productively to raising standards.
 - The libraries are limited in their provision and are not widely used.
 - The facilities for design and technology are inadequate and the boys' changing rooms are in need of refurbishment.
 - Registers are not kept in accordance with requirements.

Standards of Attainment and Progress in Subjects

- 1.4 Pupils achieve good standards in relation to their abilities, and make good progress in their learning. In results in national tests at age 7 pupils are well above national averages in English, mathematics and science for all schools in England. In Common Entrance examinations almost all pupils achieve good results. The success level in claiming scholarships to senior schools is good.

The Quality of Pupils' Learning, Attitudes and their Behaviour

- 1.5 Pupils' attitudes in lessons and around the school are good at all stages of their schooling. Pupils show a good level of responsibility and maturity appropriate to their age in the manner in which they respond in lessons and in their behaviour around the school.

The Quality of Teaching

- 1.6 The quality of teaching throughout the school is good: it was sound or better in almost all lessons seen, with most of the teaching being good or very good and some of it excellent.

Other Aspects of the School

Attendance

- 1.7 The level of pupils' attendance is very good and enables the pupils to take full advantage of the opportunities provided by the school. Attendance registers do not always record the nature of absences with the necessary codes. Recording of attendance and punctuality are not monitored.

Assessment and Recording

- 1.8 The methods used for assessing and recording pupils' achievements are accurate and frequent, but they are not implemented consistently in all departments of the school, although much good practice exists in some areas.

Curriculum

- 1.9 The whole school curriculum is good: it is balanced and broadly based. It is suited to all pupils, thus contributing positively to their development.

Teaching and Non-teaching Staff

- 1.10 The number, qualifications and experience of teaching and non-teaching staff are adequate and contribute appropriately to the quality of education provided and the educational standards achieved by the pupils, and constitute one of the strengths of the school.

Resources for Learning

- 1.11 The textbooks, equipment, materials and ICT which are needed to support the teaching, learning, study and recreation of pupils at all levels, are adequate in quantity, quality and organisation. These are used effectively for all pupils, including those under the age of five and those with special needs.

Libraries

- 1.12 The limited book stock in the libraries does not allow them to be used well in supporting the curriculum and in furthering independent learning.

Premises and Accommodation

- 1.13 The buildings, accommodation and other facilities are adequate and appropriate for the numbers, abilities, ages and gender of the pupils; they are well used and enable the curriculum to be properly delivered.

Links with Parents and the Community

- 1.14 The school has developed a good partnership with parents and worthwhile links with the community. Parents are provided with satisfactory information about the school and about their children's work and progress, and reports to parents are clear and useful.

Pupils' Personal Development

- 1.15 The school provides a very good range of suitable opportunities through which its pupils can develop a system of spiritual beliefs and a moral code, as well as developing personally, socially and culturally.

Pastoral Care

- 1.16 The school provides very well for its pupils' well-being, development and safety. Policies are in place covering every aspect of pastoral care, guidance and health and safety. The quality of pastoral care throughout the school is excellent.

Governance and Management

- 1.17 The senior managers give very good pastoral support to teachers and pupils and contribute greatly to creating an ethos in which pupils are valued and through which the aims of the school are met. The aims of the school to recognise and respond appropriately to the individual needs of each pupil are achieved. The leadership of the school has created a very good ethos of care and consideration for others.

Achievement and Quality in Activities

- 1.18 Achievement and quality in the activities provided are suitable for the ages, aptitudes and abilities of the pupils concerned and the quality of provision supports the personal development of the pupils.

Progress Made by the School since its Last Inspection

- 1.19 The school has dealt with the issues raised at the last inspection.

Compliance with the Regulations for Registration

DfES Standard		Does the school meet the regulatory requirements?
1. Quality of education:	1.(2) Curriculum	Yes
	1.(3)-(5) Teaching	Yes
2. Spiritual, moral, social and cultural development of pupils		Yes
3. Welfare, health and safety of pupils		It meets almost all the requirements
4. Suitability of proprietors and staff		Yes
5. Premises and accommodation		Yes
6. Provision of information		Yes
7. Manner in which complaints are to be handled		Yes

Actions Required for Compliance with the Regulatory Requirements

- 1.20 In order to meet all the requirements the school must:
- (1) Draw up a comprehensive list of codes for accurate recording of absence at registration and monitor the keeping of registers.
 - (2) The school is asked to tackle any issues highlighted in What the School Should Do Better. These are set out as recommendations for the school in Section 2 of the report.

2. MAIN RECOMMENDATIONS

2.1 The main recommendations are set out below. The numbers in brackets refer to the relevant paragraphs in the body of the report.

R1 The school should comply with the Regulations for Registration requirements by observing all aspects of registering pupils on a daily basis. (4.11) [Regulation 3.(9)].

R2 A formal process of monitoring and evaluation of teaching should be instigated with clear descriptions of responsibilities built into the job descriptions of key leaders and managers. (7.4)

R3 The management of the library facilities should be restructured; book stocks should be augmented and guidance should be given to all staff on how to promote pupils' use of the libraries for study and personal use. (5.41; 5.43; 5.48)

R4 The school should designate a teaching area, properly equipped, for the teaching of design and technology. (5.50)

R5 The boys' changing rooms should be refurbished. (5.51)

3. INTRODUCTION

Characteristics of the School

- 3.1 Westbourne School is a day school for boys and girls. The school is situated in the Broomhill area of Sheffield not far from the University and is the only independent, co-educational school catering for 4 – 16 year olds in the city. The school stands on two sites facing each other across a residential road. The school has limited grounds and is housed in Victorian type buildings suitably adapted to provide the necessary educational facilities. It was founded in 1885 as a boys' school for the 'sons of city gentlemen'. It became an educational trust in 1968 and was changed to a co-educational school in 1997. It was a preparatory school until 2002 when the Senior School was opened. The first GCSE examinations were taken in the summer of 2002. The school caters for boys and girls between the ages of 4 to 16, from Reception through to GCSE examinations. The younger pupils are taught in the Lower School until the age of nine when they move to the Upper School. At age 13 they transfer to the Senior School. Each section of the school has its own Head of School. There are 103 pupils in Reception through to and including Year 4, with 73 boys and 30 girls. There are 126 pupils, 103 boys and 23 girls, in Years 5 to 8. In the Senior School, Years 9 to 11, there are 78 pupils, 56 boys and 22 girls.
- 3.2 The majority of day pupils are from the local Sheffield area. A very small number of pupils come from families where English is not their first language, mainly from families who are Asian, Afro-Caribbean, Middle Eastern or European.
- 3.3 One pupil has a full statement of special educational need and a further 79 boys and 21 girls also receive some form of learning support. The school is assisted by an independent learning support unit working on site giving additional help to those pupils identified as having special educational needs. In addition, the strong pastoral side of the school gives additional support to these pupils.
- 3.4 No entry requirements are set for admission to the school or any selection procedures. Admission to pupils who enter the school later than reception is based on interview and on an assessment that the school can offer a suitable education to the applicant. All pupils are tested and profiled after entry, using a variety of tests. The results of these tests show that the ability range of pupils is wide. The majority of pupils on entry are of average ability with some below average pupils. The school attracts some very able pupils also. As a result the school's ability profile is much wider than maintained selective schools. The comparisons made in this report are with all maintained schools but the ability range is slightly higher.
- 3.5 Very few pupils transfer out of the school at age 11. About one third of pupils transfer to independent senior schools at the age of 13 of whom about a half gain awards.
- 3.6 The ethos of the school centres around the belief that every individual matters and that every individual has considerable potential and talent which it is the task of the school to develop. It is against the background of this belief that the school aims to educate children for life in a family atmosphere. Accomplishment in sport and in art is regarded just as highly as academic achievement.
- 3.7 National Curriculum (NC) nomenclature is used throughout this report to refer to year groups in the school. The year group nomenclature used by the school and its equivalence are shown in the following table:

School	NC
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School	NC
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Reception	Reception
Lower 1	Year 1
Lower 2	Year 2
Lower 3	Year 3
Lower 4	Year 4

Upper 5	Year 5
Upper 6	Year 6
Upper 7	Year 7
Upper 8	Year 8
Senior 9	Year 9
Senior 10	Year 10
Senior 11	Year 11

Key Indicators

3.8 Externally audited National Curriculum Assessments at age 7 (Key Stage 1)

Subject		Level 2 or higher	Level 3 or higher
Reading	Boys	100%	Not available
	Girls	100%	Not available
	All	100%	50%
Writing	Boys	100%	Not available
	Girls	100%	Not available
	All	100%	39%
Mathematics	Boys	100%	Not available
	Girls	100%	Not available
	All	100%	50%
Science	Boys	N/A	N/A
	Girls	N/A	N/A
	All	N/A	N/A

3.9 Externally marked National Curriculum Assessments at age 14 (Key Stage 3)

Subject		Level 5 or higher	Level 6 or higher
English	Boys	97%	60%
	Girls	100%	66%
	All	98.5%	64%
Mathematics	Boys	93%	80%
	Girls	100%	17%
	All	96.5%	62%
Science	Boys	97%	65%
	Girls	97%	33%
	All	97%	58%

3.10 GCSE

	Most recently completed Year 11			Average for the last two Year 11s		
	Boys	Girls	All	Boys	Girls	All
Entered for 5+ subjects	100%	100%	100%	100%	100%	100%
Achieved 5+ @ A* - C	100%	100%	100%	86%	94%	81%
Achieved 5+ @ A* - G	100%	100%	100%	100%	100%	100%
Average score per candidate*	5.4	6.4	5.6	5.1	5.2	5.2

* Scoring is 8 for GCSE grade A*, 7, 6, 5, 4, 3, 2, 1 for grades A – G.

3.11 Attendance for First Half of Spring Term 2004

	Authorised	Unauthorised
Percentage absence	0	0

3.12 Exclusions Over the Previous 12 Months

Temporary exclusions	Permanent exclusions
2	0

4. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and Progress

- 4.1 Pupils achieve good standards in relation to their abilities, and make good progress in their learning. In results in national tests at age 7 pupils have been well above national averages in English, mathematics and science for all schools in England. In Common Entrance examinations many pupils achieve good results. The success level in claiming scholarships to senior schools is good. In relation to the wide ability range in the school pupils achieve levels above those in comparable schools, demonstrating good value added by the school. In relation to the aims of the school to develop pupils as happy, independent and self-directing individuals it is successful.
- 4.2 Pupils' attainment at all age levels in the Lower School is good. Pupils' attainment is very good in relation to their ages and capabilities by the time they leave the Lower School at the end of Year 4, and also in national tests at age 7. By the time pupils leave the Senior School they are achieving standards that are good for their abilities and circumstances in most cases. More able pupils achieve good standards in English with speaking, listening and oral skills being well developed, while pupils with learning difficulties achieve good standards in many lessons. Pupils' attainment overall in mathematics by the time they leave the Senior School is good for their circumstances and abilities. In science pupils achieve standards that are good for their ability and circumstances by the time they leave school. In subjects overall boys and girls achieve good standards for their ability as do pupils with learning difficulties.
- 4.3 Pupils' attainment in lessons throughout each section of the school is at least in line with their abilities. In many lessons it is good and occasionally high. In the Lower School, pupils' attainment in lessons is mainly good with some high levels being achieved. In the upper school the attainment of pupils in lessons is good and sometimes very good for their abilities. In the Senior School lessons, attainment is good, often very good and sometimes high. Pupils' attainment is at least in line with and often good their ability in English in Years 1 to 4 and very good in years 5 to 11. Results in national tests at age 14 are above national averages and above the average for the city of Sheffield. Attainment in mathematics lessons is good and often high in relation to their abilities in Years 1 to 4, and very good in years 5 - 11. Results in national tests at year 14 in mathematics are above the national averages. Attainment in science in Years 1 to 4 is high in relation to their abilities and good in relation to their abilities in years 5 to 11. Attainment in national tests at age 14 is good in relation to their ability. Results in the GCSE are good and levels of attainment are good in all subjects. Throughout the school pupils achieve good standards particularly in French, geography, history, and ICT. The small number of candidates renders comparison with national averages invalid. Boys and girls attain similar levels, and pupils with special learning needs attain levels in line with their abilities.
- 4.4 Pupils' progress is good and sometimes rapid in relation to their ages and abilities. In lessons across most subjects it is good in each section of the school. Pupils identified by the school as having special educational needs and those with English as an additional language make good progress. Both boys and girls make good progress in their learning. Progress in literacy and numeracy is good. Pupils of all abilities make good progress in reading, writing, listening and speaking. Progress in numeracy is good in all sections of the school. Progress in French, ICT, history and geography is very good. Overall pupils make good progress in their learning skills and very good progress in their personal development. In some subjects the level of knowledge of pupils with special learning needs is unsatisfactory.

Quality of Pupils' Learning, Attitudes and Behaviour

- 4.5 Pupils' attitudes in lessons and around the school are positive at all stages of their schooling. Pupils show a good level of responsibility and maturity appropriate to their age in the manner in which they respond in lessons and in their behaviour around the school. They are well motivated and keen to improve. Their responses to teachers in lessons are very good. Pupils are supportive of their peers with learning difficulties, offering positive encouragement and support. At no time was there anything but consideration and support from one pupil to another.
- 4.6 The quality of learning is always at least sound. In most lessons it is good and on occasion it is very good. Pupils respond positively to the good teaching they experience. Pupils are self-confident and eager to participate in lessons and to share opinions and raise questions with their teachers. They are at ease working alone, or in pairs, or in small groups.
- 4.7 Pupils in all stages throughout the school, and across most subjects, demonstrate a good range of learning strategies and use them effectively and in a way that contributes to their making good progress. Numeracy skills are well used across the school. Pupils show good levels of literacy skills; in particular, they display very well-developed speaking and listening skills. They listen carefully to the exposition by the teacher and are good at applying what they have learned. In lessons that involve practical performance skills or require pupils to work in harmony with others, they display very good levels of consideration and help for each other. Skills in ICT are used in a very good manner by pupils across all age ranges in the school.
- 4.8 Behaviour in lessons and around the school is very good. Pupils display an ever-increasing sense of responsibility about their own behaviour. They move around the school in an orderly manner. They listen carefully to opinions and observations offered in lessons. The quality of relationships among the pupils and between pupils and staff is very high and is one of the key elements in the success of the school.

Attendance

- 4.9 The level of pupils' attendance is very good and enables them to take full advantage of the opportunities provided by the school. The admissions register is kept as part of the office database. It is printed off on a regular basis in accordance with requirements.
- 4.10 Attendance registers are completed by either tutors or form teachers at the beginning of morning and afternoon sessions. They do not always record the nature of absences with the necessary codes. Recording of attendance and punctuality are not monitored.
- 4.11 Pupils' punctuality to lessons and activities is good, apart from pupils moving from Senior to Upper School between lessons, where, as a result of late arrivals, some lessons start up to five minutes late.

5. QUALITY OF EDUCATION PROVIDED

Teaching

- 5.1 In the 102 lessons inspected, the quality of teaching throughout the school was good: it was sound or better in almost all lessons, with most of the teaching being good or very good and some of it excellent.
- 5.2 In the Lower School the quality of teaching is good. Teachers' knowledge is good and teaching meets well the needs of all pupils. The activity of classroom assistants is of considerable benefit both to the teachers and the pupils. Classroom management is good in all lessons and both time and resources are well used. Teachers are very active throughout lessons in a very sensitive way, supporting, and guiding pupils to develop their own ideas. The level of support for pupils with learning difficulties is very high.
- 5.3 The quality of teaching in the Upper School is very good. Teaching in the Upper School meets the needs of all pupils, including those who require special provision. These pupils are well supported in some subjects through individual interventions in lessons where teachers check the pupils are secure in their understanding.
- 5.4 In the Senior School the quality of teaching is good and sometimes excellent. In a number of subjects teachers are aware of the needs and abilities of each of their pupils and support their learning. In some subjects teachers are helped in their planning and teaching by pupil profiles built from assessment data and from profiles issued by the special educational needs co-ordinator which outline difficulties and provide recommendations on how these pupils may be helped in the classroom. Once the comprehensive assessment data base is developed, the school will have a powerful instrument to aid planning and to support individual target setting for pupils.
- 5.5 Throughout the school, teachers have high expectations of their pupils and provide them with challenging work that matches their abilities. Teachers have secure knowledge and understanding of their subjects. Throughout the school teaching of pupils with learning difficulties is good with evidence of tasks suited to their abilities being used widely.
- 5.6 In the good lessons, teachers used their knowledge of pupils to engage them and to create very good learning experiences. Assessment procedures provided useful information on performance and effort that was well used by teachers in planning lessons and in supporting individual pupils. The enthusiasm generated in the very good lessons created an active learning environment that involved pupils fully in their own learning, as was the case in Early Years teaching, in ICT, science, mathematics and modern languages. The excellent lessons were characterised by enthusiasm from the teacher and challenging tasks designed to extend the pupils. In these lessons pupils were given the chance to take responsibility for their own learning.
- 5.7 Pupils are managed well so that good standards of discipline are achieved which enable learning to take place. The relationship between pupils and teachers is very good and is a highlight of many lessons. It makes pupils confident enough to express opinions and ask questions, as they do in many subjects.
- 5.8 Schemes of work support teaching well. Lesson planning is good, with attention paid to detail and good arrangements made for the use of materials and activities. The planning and organisation take account of the curricular objectives and give good consideration to the abilities, prior work and the circumstances of pupils. Generally the needs of differing

abilities and the needs of pupils for whom English is not their first language are well catered for in the planning of lessons.

- 5.9 Time and resources are well used by teachers throughout the school.

Does the school meet the regulatory requirements for teaching?

- 5.10 Yes.

Assessment and Recording

- 5.11 The methods used for assessing and recording pupils' achievements are accurate and frequent, but they are not implemented consistently in all departments of the school, although much good practice exists in some areas.
- 5.12 The systems for assessing and recording pupils' attainment and progress are very well documented and are implemented efficiently by class teachers and form tutors and are monitored closely by the heads of the Lower and Senior Schools.
- 5.13 An excellent system is in place for recording the results, grades and achievements of all pupils, together with any pastoral and welfare issues, and this has the facility for staff to have ready access to a complete picture of the academic attainment and personal development of every pupil. It is not used widely to track pupils' progress and the opportunity exists for this to be developed.
- 5.14 Assessment procedures are frequent, with a programme of internal and external tests and examinations, some of which are standardised to give a good indication of each pupil's attainment in comparison with the national average. Baseline assessments in the form of Performance Indicators in Primary Schools (PIPS) assess pupils' abilities on entry to the Reception class and again on exit. Reading and spelling ages are recorded each year in the Lower School, and these together with end-of-topic mathematics assessments, give a clear profile of each pupil's attainment and highlight areas in which the whole group and individuals do well or need more experience. National tests taken in Years 2, 6 and 9 measure attainment in English, mathematics and science; the Year 2 and 9 tests are marked externally, but the Year 6 tests are not. Standardised testing using the National Federation for Educational Research (NFER) tests are taken in English by pupils in the Upper School.
- 5.15 Some departments have developed detailed assessment schemes which measure the specific skills and knowledge of their subject and provide useful information on which subject teachers can base their planning for further teaching and reinforcement of topics.
- 5.16 The marking of pupils' work is frequent, prompt and accurate and usually follows the school's marking policy. Comments on the quality of the pupils' work are more often given orally by the teacher than written on the piece of work. Praise for good work is shared with other members of the class. It is the school's policy to write only positive comments on work. Where correction is needed or strategies for improvement have to be given this takes place on a one-to-one basis. Teachers' mark books are well maintained and individual teachers' continuous assessment of each pupil, by close observation and careful monitoring, identifies each pupil's attainment. The attention given to individual pupils during lessons is appropriate to their ability and greatly assists the progress of pupils.
- 5.17 The assessment information is used well in making a contribution to curriculum development and is integral in the planning of what is to be taught.

Curriculum

- 5.18 The whole school curriculum is good: it is balanced and broadly based.
- 5.19 In the Lower School there is a good, broad and balanced curriculum, which is suited to all pupils, thus contributing to their development. The under-fives are carefully taken through the key areas for learning. The Lower School curriculum is well planned to provide continuity and progression. Pupils are identified early on as requiring special educational provision and are well supported.
- 5.20 The Upper and Senior School curriculum provides for a broad and balanced experience of linguistic, mathematical, human and social, physical and aesthetic and creative education. In selecting subjects to study for Common Entrance and scholarship preparation, pupils call upon a very good range of support from staff who carefully guide them in making balanced choices of subjects. In the Upper and Senior Schools design and technology (DT) and ICT are taught and pupils are given every encouragement to use ICT widely in learning across all subjects. Drama is not in the timetabled curriculum but is provided through the activities programme. The subjects offered to older pupils at each stage of their development make a good contribution to their intellectual, physical and personal attainment and development. The experiences provided are appropriate to the age, ability and gender of the school population and prepare them well for the next stage of their education.
- 5.21 The overall planning for continuity and progression of learning within the sections of the school is sound. The continuity and progression between the Upper and the Senior School is good but that between the Lower and the Upper School is not well developed. The curriculum is well supported by key documents covering all information required to make them useful. The Lower School documentation gives good guidance on what is to be taught and how it is to be taught and is well supported by plans and schemes of work. The subject documentation in the Upper and Senior Schools is supportive and helpful to teachers. Further guidance and support are found in whole school policies.
- 5.22 Pupils with statements of special educational need are well provided for as are pupils for whom English is an additional language. Pupils with learning difficulties are given very good support by specialists when they are withdrawn from lessons. This support is not always well backed up by teachers when these pupils return to regular lessons.
- 5.23 All pupils have access to all aspects of the curriculum and to all those opportunities and support that contribute to their learning and progress.
- 5.24 The timetabling of a long lunch break for Senior School pupils gives rise to some difficulties. For instance, the time given to lunch break allows for only a limited number of activities. Moreover, the overlap of Senior School lunch breaks with Upper School afternoon lessons reduces the number of pastoral tutors who are available to be Senior School pastoral tutors because many teachers teach in the Upper and in the Senior School. Tutor time and the reading time in the Senior School at the end of the morning session are not well used and the school should consider restructuring the use of this time.
- 5.25 The school meets the curricular needs of its pupils. In the best of lessons more able pupils are challenged with demanding work and pupils with learning needs are well supported. Boys and girls have equal access to all parts of the curriculum. The curriculum is enriched by the wide range of sports, music, and drama provided and supported by the staff.

Does the school meet the regulatory requirements for the curriculum?

5.26 Yes.

Teaching and Non-teaching Staff

5.27 The number, qualifications and experience of teaching and non-teaching staff are adequate and contribute appropriately to the quality of education provided and the educational standards achieved by the pupils, and constitute one of the strengths of the school.

5.28 Staff are committed, hard working and have a wide range of experience which contributes greatly to the well-being and success of all pupils. The non-teaching staff make a valuable contribution to the quality of learning and educational opportunities in the school and towards the day-to-day running of the school. All staff are committed to the ethos of the school. Arrangements for professional development are satisfactory and a clear policy is in place for staff development. Statutory checks are carried out on all teaching and non-teaching staff through the Criminal Records Bureau (CRB) before an appointment is confirmed.

5.29 Staffing ratios for children under five years of age are in line with current guidance.

5.30 Teaching and support staff are well deployed to provide a well balanced education. Most teachers are well qualified for the tasks they are required to undertake. The good staffing ratios enable pupils to receive specific attention when needed. Teaching assistants in the Lower School are knowledgeable about learning outcomes and provide valuable support during lessons to pupils and staff alike; they are highly valued and an integral part of the staff team. Insufficient support staff are available in art, DT, ICT and science in the Upper and Senior schools and this significantly increases the workload for teaching staff and limits the support available for pupils. All administrative, catering and caretaking staff make a significant contribution to the smooth running of the school.

5.31 The provision of in-service support for staff is wide in its remit, responding well to staff requests as well as directing subject leaders and individual staff to appropriate forms of training. Policies and procedures for professional development enhance the activities of the staff, who make good use of the opportunities provided. In-school courses are helpful; for example the head of ICT has run a range of valuable ICT courses to develop staff computing skills and confidence. Planning for training is not included in the subject development plans. Staff share their learning with others as appropriate on their return from in-service training courses.

5.32 The procedures available for the induction of newly qualified teachers (NQTs) meet regulatory requirements but have not yet had to be used. Induction for teachers new to the school is in place and is reported to be working well. All Lower School teaching and non-teaching staff are appraised every two years; a shorter cycle of appraisal would be more supportive. An appraisal structure is available in the Upper and Senior Schools, and has been used with a number of staff.

5.33 Staff handbooks for the Lower School and whole school are well organised and contain necessary information and policies to ensure teachers know what is expected.

Does the school meet the regulatory requirements for the suitability of proprietors and staff?

5.34 Yes.

Resources for Learning

- 5.35 The textbooks, equipment, materials and ICT which are needed to support the teaching, learning, study and recreation of pupils at all levels, are adequate in quantity, quality and organisation. These are used appropriately for all pupils, including those under the age of five and those with special needs.
- 5.36 The quantity and quality of the computers is good, with 36 in classrooms and 30 in ICT specialist rooms. The music department has 13 computerised keyboards and a range of small instruments. Computers throughout the school are networked.
- 5.37 The provision for resources generally throughout the school is good. The supply of textbooks and materials, apparatus, including science consumables, is sufficient to support pupils' quality of learning, progress and attainment.
- 5.38 The facilities for the teaching of DT are limited with few resources for work with resistant materials and no provision for food or textiles technology, restricting the teaching of the full range of the subject. A few fixed machines and a small supply of hand tools are provided in both the Upper and Senior School art rooms where DT is taught.
- 5.39 Most teaching rooms have white boards and are equipped with a television and video recorder. Staff make good use of the photocopying facilities. One photocopier is located in each of the three areas of the school.
- 5.40 The school has two minibuses for taking groups to sports' fixtures and other events. The lack of facilities on site for PE and games, but with a wide range of good facilities in the city means that the minibuses are well used in supporting access to those city wide venues.

Libraries

- 5.41 The school has three separate libraries which offer some support for the curriculum. The limited amount of stock in the libraries does not allow them to be used effectively in supporting the curriculum and in furthering independent learning.
- 5.42 The Lower School library, for pupils in Years 1 to 4, is situated in a narrow corridor, with little space for personal research. The large collection of graded reading books is in good condition. The non-fiction section is very limited. The amount of library stock in class libraries is limited by space.
- 5.43 The Upper School library contains 800 fiction books. Many of them are well worn and the quantity and quality are insufficient to encourage broad reading. The room has a television and video recorder, a music centre and a range of tapes. Non-fiction books are held separately in their subject areas. The central provision is uneven, but history, geography and French have a good selection of accessible reference books in their subject areas.
- 5.44 The Senior School library, situated in a bright, adequately-sized room, has 800 books covering a range of fiction, reference, non-fiction and careers information. The number of books is inadequate. Some daily newspapers as well as journals are supplied. The two networked computers in this library offer opportunities for pupils to obtain information from the internet and to search for books on the school database. Comfortable chairs with tables make this a good area for personal study but it is not extensively used.
- 5.45 Named members of staff are responsible for the management of the libraries; each is assisted by volunteer, pupil librarians who help to maintain the shelves in order and file returned books.

- 5.46 In the Upper and Senior Schools, library books are borrowed on trust, with a sign-in and sign-out system operated by the pupil borrowing the books. Limited use is made of the opportunities for borrowing books.
- 5.47 At present the libraries do not encourage pupils to read and research widely for information. Their stock is limited; the area in the Lower school is too small, while the room in the Upper school library is unattractive.
- 5.48 The lack of good facilities, the limited use of the libraries and the management arrangements are causes for concern.

Premises and Accommodation

- 5.49 The buildings, accommodation and other facilities are adequate and appropriate for the numbers, abilities, ages and gender of the pupils; they are well used and enable the curriculum to be well taught.
- 5.50 The location, condition and use of the available accommodation and facilities show wide variations in quality, from the many spacious and pleasant rooms in the Senior School, to some of the rather small rooms at the very top of the Upper School. Some rooms in the Senior School are large and spacious and provide a stimulating environment for learning. The French classroom is an excellent example, set out as a typical bistro, complete with a mock-up of a bar, circular tables, pictures, appropriate furniture and ornaments. Other departments are not so fortunate: very limited space is available for DT, music, and in the Lower School no designated play area is available for the youngest children that would allow the use of wheeled toys or opportunities to develop imaginative play outside. Overall, however, the school does make very good use of the space available.
- 5.51 The standard of maintenance, decoration and safety is generally very high; one or two areas of potential health and safety concerns were pointed out to the school and were dealt with immediately and satisfactorily. The quality of decoration, though generally high, does vary, the most notable example being the boys cloakroom/changing-room facilities in the Upper School, where the very pleasant and up-to-date accommodation enjoyed by the girls in all three sections of the school is in sharp contrast to that offered to the boys.
- 5.52 Some fine examples of pupils' work are on display all over the school, with plenty of beautifully illustrated imaginative writing, such as *The Snow Queen* theme in the Lower School, or some enjoyable pieces produced by young historians, showing powers of empathy and understanding. The pupils' skills in word processing and computer presentation, and attractive pieces of pupils' art work are to be seen in many areas. The plasma information screens in the main public areas of the school are a positive and eye-catching addition to the internal decoration.
- 5.53 The social and recreational spaces are generally good, with a few pleasant places in which to relax, and the yards for more energetic exercise. In the Senior School it is very good. While outdoor sports facilities are necessarily limited in the immediate vicinity of the school, the travelling involved in reaching and using international-class facilities is certainly not onerous, and does not affect the high standards achieved by the school.
- 5.54 Overall, and especially in view of the physical constraints placed upon the school, the standard and the use of premises and accommodation are good.

Does the school meet the regulatory requirements for premises and accommodation?

- 5.55 Yes.

Links with Parents and the Community

- 5.56 The school has developed a worthwhile partnership with parents and useful links with the community.
- 5.57 Parents are provided with satisfactory information about the school and about their children's work and progress, and reports to parents are clear and helpful.
- 5.58 The prospectuses for the Lower, Upper and the Senior Schools provide a good introduction to the school, and the school diary notifies parents of the events during each term. In addition, *Stepping Stones* and the *Westbourne News* are colourful termly newsletters that keep parents informed about activities and events which have taken place throughout the school. Special achievements of pupils are also publicised. *The Westbournian* is the annual school magazine and it gives a flavour of life at school and, in addition to the articles by teachers and pupils, welcomes contributions from parents. Further information is available on the school website, on the plasma screens in the entrance halls in the Upper School and the Senior School, and additional news updates are sent to parents whenever necessary. Helpful booklets giving information to parents of pupils at different stages in their school careers are also issued.
- 5.59 Home/school reading books in the Lower School and homework diaries in the Upper School are useful vehicles for conveying information between parents and teachers each day.
- 5.60 One hundred and three replies to the parents' pre-inspection questionnaires had been received by the end of the inspection week. An overwhelming majority of parents expressed themselves satisfied with all the school does. In particular, they appreciated the help given to individual pupils and commented on the attitudes and values promoted by the school. They welcomed the many opportunities for contact offered by the school. A small minority of parents were dissatisfied with the amount of extra-curricular activities offered by the school. The inspection team formed the opinion that the school does well in this context within the limitations of space and lack of physical education facilities on site.
- 5.61 Parents appreciate the open door policy and the opportunity to take breakfast with other parents, pupils and some of the staff each morning in the dining room. The headmaster is available at this time should parents have any urgent concerns.
- 5.62 Many formal methods of conveying information to parents on their children's progress and achievements include parents' evenings, grade sheets each half term and clear and detailed written reports twice a year.
- 5.63 The opportunities for parents to be involved in activities in the school and with their children's work contribute positively to pupils' learning and progress. A very small minority of parents said in the parents' questionnaire that they did not feel the school encouraged them to be involved. The inspection team found many opportunities for parents to be involved and indeed parents enjoy a high level of access to the school.
- 5.64 Parents are very supportive of the pupils in sporting activities, often travelling far afield to watch and cheer from the sidelines. They are invited to drama productions where their help in serving refreshments is appreciated. The parents' association, The Friends of Westbourne plays a valuable social and fundraising role and has contributed generously to the school funds as a result of their fund raising activities.
- 5.65 The school's work and pupils' educational experiences are enriched by links with parents and with the community. Contacts with public services and voluntary services, the use of visiting

speakers, as well as links with local employers and work experience for the older pupils, contribute to the rich curriculum offered by the school. Visits are organised to places of interest in the local community and further afield; local places of worship are visited to enhance studies in religious education. Visits to museums, theatres, the local botanical gardens and farms take place according to the pupils' ages and experiences. Journeys abroad include a trip to France, and Upper and Senior School sports teams have competed against teams in Venice. Parents are encouraged to arrange French exchanges.

- 5.66 The pupils enjoy many opportunities to serve the community locally, nationally and internationally and in so doing, raise their awareness of the situations and needs of others.

Does the school meet the regulatory requirements for the provision of information?

- 5.67 Yes.

Does the school meet the regulatory requirements for the manner in which complaints are to be handled?

- 5.68 Yes.

6. PUPILS' PERSONAL DEVELOPMENT AND PASTORAL CARE

Pupils' Personal Development

- 6.1 The school provides a very good range of suitable opportunities through which its pupils can develop a system of spiritual beliefs and a moral code, as well as developing personally, socially and culturally. Assemblies are held regularly throughout the school and all pupils are expected to attend. Assemblies cover Christian teaching, moral issues and current affairs. Religious differences are respected and what they have to offer the community is welcomed. Through religious education lessons pupils develop an insight into the values and beliefs of other faiths in addition to Christianity. An Upper School assembly included a reading from the Old Testament and the reading of the Lords Prayer and the singing of a hymn. A musical performance by two pupils contributed greatly to the spiritual and cultural experience. A Lower School assembly was very orderly and gave the pupils time to reflect.
- 6.2 The provision for moral awareness is very good. The staff know their pupils well and help them to develop a moral code in everyday exchange and interaction. Throughout the school consistently good management of behaviour, with high expectations helps to build up a moral awareness among pupils in teaching them to be responsible for their behaviour. Pupils understand clearly the difference between right and wrong being made aware of the difference from an early age. Good work and good behaviour are rewarded in a variety of ways. A "Good Work Assembly" is held every week in Lower School and deserving pupils show and talk about their work. House captains record points earned by all pupils each week on the Lego board on the wall of the Lower School corridor. The school community is a happy, caring one within which pupils are encouraged to support and be mindful of each other. Two Year 8 pupils attend Reception class each morning to help with the younger children. All pupils in Year 8 have a pastoral responsibility and report directly to the headmaster about their area of responsibility.
- 6.3 The raising of pupils' awareness of cultural traditions and their diversity is good and is apparent within the curriculum throughout the school. Pupils in the Foundation Stage celebrated Chinese New Year with their teachers and parents, eating Chinese food and opening special messages. Harvest Festival is celebrated and the food brought into school is given to a local home for the elderly. Music trips have been organised to Lincoln to play the Gamelan and to a Tabla workshop in Bradford. In religious studies (RS), visits form an integral part of each year group's curriculum. Upper School pupils have visited mosques and a Hindu temple. Links have been forged with the Interfaith Community Centre in Bradford. Members of the Centre introduced the school to leaders of faiths other than Christianity, who are able to help pupils understand other cultures as well as their holy rituals and beliefs.
- 6.4 The social development of pupils throughout the school is very good. The caring helpful approach of the staff encourages pupils to develop similar attitudes to those around them. Pupils clearly respect each other and show tolerance and are sympathetic to the values of others. Many worthy causes have benefited from the generosity and hard work of the staff and pupils.
- 6.5 The school has an appropriate Personal Social and Health Education (PSHE) programme which covers a range of important social, moral, cultural and current affairs topics, including sex education. In Years 10 and 11 the PSHE programme covers careers choices and what next steps pupils might take in their education as well as topics associated with the environment and peace and justice.

Does the school meet the regulatory requirements for the spiritual, moral, social and cultural development of pupils?

6.6 Yes.

Pastoral Care, including Welfare and Health & Safety

6.7 The school makes good provision for all its pupils' well-being, development and safety. Policies are in place covering every aspect of pastoral care, guidance and health and safety.

6.8 The quality of pastoral care throughout the school is excellent. A fine example is set in the Lower School, where the PSHE scheme in use, devised by the co-ordinator, ensures that all staff, and all lunchtime staff, as well as all the children, are trained in the ethos and in the application of the "golden rules". The Lower School has well-developed and sound policies on medical procedures, covering all eventualities. There is a very good risk assessment policy, both in Lower School itself and for those occasions where pupils leave the school for educational outings. Following such trips a brief report is filed that report on the accuracy and adequacy of the risk assessment and noting any unforeseen risks. This is a particularly good set of procedures.

6.9 The high standard of pastoral care is maintained as pupils move up through the school. In the Upper School they are divided into eight tutor groups. A male and female tutor are assigned to each group so that pupils can be feel more at ease discussing problems of a personal nature. A weekly PSHE session deals with such potential dangers as alcohol and drugs abuse as well as a broad range of other topics, including a well-constructed anti-bullying policy. The regular assemblies underpin the moral code by which the school encourages pupils to live.

6.10 In the Senior School three 30-minute sessions are held with tutors every week, and a pupil can request individual attention during such gatherings. Pupils speak of great openness during these meetings; they feel able to bring up any points that they wish, including for example, the suitability of the dress code or what constitutes appropriate behaviour in the community.

6.11 General academic guidance and support are given throughout the school by the teachers and tutors. At least one person, usually the form tutor, has a clear overview of how an individual pupil is progressing. A special feature of the Senior School is that a member of staff is directly responsible for careers education and guidance. All pupils in Year 10 have two weeks work experience.

6.12 Each head of school is responsible for discipline and pastoral care within his or her area, subject to the overall authority and responsibility of the headmaster. The head of school is the nominated Child Protection Officer for their section of the school. The measures taken to promote good discipline and behaviour, and to guard against harassment or bullying are effective and well understood by pupils, as is the general system of rewards and sanctions, with, for example, the Merit Award scheme, and the accumulation of "Stars", leading to "Star Outings" for the highest attainers in this area of school life. The school deals constructively with unacceptable behaviour when it does occur; during the period of inspection no such instances were observed, and the pupils were not merely well behaved but notably polite, helpful, and friendly.

6.13 The health and welfare of the pupils is suitably promoted and safeguarded. The school has good policies in place with staff, both teaching and non-teaching, all aware of current health and safety requirements and of the arrangements for dealing with accidents and emergencies.

A suitable, and growing number of staff are trained in first aid procedures. The mini-buses are required to carry first aid boxes when they are transporting pupils.

- 6.14 The kitchens have passed their own health and safety inspection; several pupils expressed their satisfaction with the quality and quantity of the meals, with the “healthy eating” option especially singled out for praise by some senior pupils.
- 6.15 Such necessary features as, for example, the re-circulating filter on the fume cupboard, the fireproof safe for the storage of potentially dangerous chemicals and the safety precautions undertaken during practical experiments have all been pronounced secure. Fire alarm checks take place at appropriate intervals, and the caretaker tests them on a weekly basis. Fire drills, suitably timed, dated and recorded, all take place as required

Does the school meet the regulatory requirements for the welfare, health and safety of pupils?

- 6.16 The school meets almost all the requirements. In order to meet all the requirements, the school must:
- (a) Ensure that the registers are kept according to requirements [Regulation 3.(9)]
 - (b) Publish guidance for correct marking of the registers.

7. THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Governance and Management

- 7.1 The headmaster leads the whole school, assisted by the director of studies, the head of Senior School, the head of Upper School and the head of Lower School. These senior managers give very good pastoral support to teachers and pupils and contribute greatly to creating an ethos in which pupils are valued and through which the aims of the school are met.
- 7.2 Management activities are strongly focused on the pastoral well-being and educational advancement of the unique requirements of individual pupils within a community atmosphere. The aims of the school to recognise and respond appropriately to the individual needs of each pupil are achieved. All achievements of pupils, in creative, academic and sporting activities are highly valued and publicly celebrated in the school. The leadership of the school has created a very good ethos of care and consideration for others. Staff exemplify the values of the school in their behaviour and they are excellent role models for pupils.
- 7.3 The management and leadership of the Lower School are good. The clearly stated aims are reflected in the activities of teachers. Monitoring and evaluating are used well in the Lower School and a good focus is placed on teaching and learning as well as on the needs and opportunities of pupils. In the Upper School, management and leadership are sound and successfully support staff, pupils and parents. An excellent data system to build accurate profiles of individual pupils has been established but the data input is currently incomplete. Some Upper School staff use the available data to support teaching and learning. In some subjects insufficient attention is given to the profitable use of the data. The school should consider using the good practice already in the school in some subjects as a starting point for this development. Leadership and management in the Senior School are good, being well organised and giving a high level of pastoral support to individual pupils. Data on Senior School pupils and their performance results are used well as a foundation for making appropriate responses to needs and opportunities.
- 7.4 The leadership and management of the academic work of the whole school vary from good in the Lower School to sound in the Upper and Senior Schools. For example the level of monitoring and evaluation of examination and test results are generally good. Moreover, in the Lower School a keen focus is placed on monitoring and evaluating teaching and learning. In the Upper School this monitoring and evaluating is too dependent on informal systems of gathering information. In the Senior School the role of monitoring and evaluating is restricted to identifying and supporting pupils' pastoral development by custom and by lack of clarity in the post holders' job description. The school should consider augmenting the informal systems with something more formal and focussed. In addition, all key post holders should have clearer briefs if they are to carry out their roles fully.
- 7.5 The management of teaching and learning by subject leaders is effective in the Lower School. Co-ordinators benefit from a very good recently introduced system that allows them to monitor their subject as part of a rolling programme. Regular meetings, both formal and informal, are held. In the Upper and Senior Schools the quality of leadership and management is sound; in some subjects such as English, mathematics, ICT, French, geography and history it is good. Heads of subjects have a responsibility across the Upper and Senior School in most subjects with many teachers teaching across both sections of the school. As a result there is a good degree of liaison and continuity between Upper and Senior School. This same good level of liaison does not exist between Lower and Upper

School. As a result there is a lack of continuity between these two sections of the school. The school should consider remedying this situation.

- 7.6 The quality of whole-school planning is sound. Published policies define procedures and outcomes in the key activities of the school. Routine administration and organisation serve the core activities of the school. The quality of support from the administrative staff is very good.
- 7.7 The day-to-day running of the school is well organised. Effective communication within the school takes place through the many informal and formal modes of contact between staff and senior management in the normal run of the school day. The accessibility of key post holders is an important element in the working practices of senior leadership and management.
- 7.8 Staff and resources are appropriately deployed in a manner that serves the well-being of pupils and supports the quality of teaching and learning.

8. ACHIEVEMENT AND QUALITY IN SUBJECTS AND ACTIVITIES

Achievement and Quality in Subjects: Lower School

The Foundation Stage

- 8.1 Overall the pupils make good progress in acquiring and consolidating the appropriate knowledge, skills and understanding in each of the six areas of learning. Entry is non-selective for boys and girls. From the September term, pupils aged four attend part-time for the first few weeks, then full-time in the Reception class. By the end of the Reception year, most pupils will have attained the Early Learning Goals. Some pupils will have exceeded these goals and be working towards National Curriculum levels. All pupils make good progress in acquiring and consolidating the appropriate knowledge, skills and understanding in each of the areas of learning. This progress is supported by the well-planned curriculum on offer. All pupils have equal access to all parts of the educational experience at this stage in the school. No pupil has a statement of special educational need.

Personal and Social Development

- 8.2 Attainment and progress are very good in personal and social development. All pupils are encouraged to be aware and sensitive to the needs of others, responding thoughtfully and appropriately to others' opinions and emotions. They participate well in activities, readily taking turns. They are independent and knowledgeable of class routines, and observe the routines of break times, tidying away, getting their own snacks, all with no prompting. Staff foster pupils' development through suitable well planned activities.

Language and Literacy

- 8.3 Attainment and progress both in and out of the classroom are very good. Pupils are able to talk about their experiences and give good, reasoned statements for their choices or views. All staff spend much time listening and talking both to individuals and groups of pupils; every opportunity is taken to extend vocabulary and meaning. Pupils' learning is furthered by the very good teaching they receive. A good range of reading skills is taught, underpinned by a sound knowledge of phonics; attainment for some more able pupils is very good and they are confident readers. Emergent writing is already well established and actively encouraged. All pupils know the initial letter of their name, some could write a good range of words with reasonable independence. Provision for the book corner is limited. Pupils enjoy stories; they listen attentively and willingly join in discussions and respond enthusiastically. Good opportunities for role play in "Westbourne Nursery" led to highly descriptive vocabulary and an imaginative interaction of the pupils (mainly boys) with each other in giving the dolls their bottles.

Mathematics

- 8.4 Pupils' attainment and progress in mathematics are good. Opportunities to count, recognise and order numbers to 20 are regularly taken. Most pupils understand terms such as *more*, *less*, *before*, *after*, *bigger* and *smaller* and the beginnings of telling the time. They recognise simple mathematical shapes. Pupils are taught correct number formation.

Knowledge and Understanding of the World

- 8.5 Attainment and progress of pupils' knowledge and understanding of the world are very good. Pupils observe seeds germinating and growing, they can identify leaves, soil and stem or

shoot and what is needed to promote growth. Pupils make a good start with computer skills; they made rapid progress in their ability to read the labels and move objects accurately, using the mouse to complete the task. French is taught to all pupils on alternate weeks, giving a valuable beginning in another language as well as further developing language and auditory skills.

Physical Development

- 8.6 Attainment and progress are good; pupils' physical development is well fostered. They move confidently in music and movement lessons, with a good awareness of space and of others in the vicinity. Very good progress was observed for all pupils in increasing their sense of spatial awareness. This awareness was helped by the good quality of teaching provided in PE and games lessons by PE specialists. Movement and fine motor skills are developed by the staff through writing activities and using tools such as scissors, paint and modelling materials competently and safely. At play times, pupils join the older pupils to play and share games. A satisfactory selection of large-wheeled toys is available to be used outside.

Creative Development

- 8.7 The standard of creative work is satisfactory and in line with pupils' abilities. Pupils have good opportunities for imaginative play in a home corner where they can express their ideas and communicate their feelings; dramatic play is encouraged. Lack of classroom storage for tools and materials gives pupils too few opportunities for making choices or organising their own work. This issue was identified in the last Ofsted report and still needs to be tackled. All pupils make satisfactory progress when exploring and responding to music during their regular music lesson with a specialist music teacher.

Other Aspects of the Foundation Stage

- 8.8 The quality of learning, attitudes and behaviour among the pupils of all abilities is good. In some lessons observed it was excellent. All pupils are purposefully occupied, interested in everything they do and keen to participate in all that is offered. They have very good relationships with their teachers. They concentrate and listen well for appropriately long periods. The pupils clearly enjoy school and are very well behaved.
- 8.9 The quality of teaching for all pupils is good and at times excellent. The teacher and teaching assistant work as a closely knit team sharing ideas and experiences to ensure continuity for pupils' learning. Excellent questioning during the story *Owl Babies* probed pupils' feelings and reactions, encouraging them to elaborate appropriately on each others observations. Lessons are well planned, and paced; staff are relaxed and calm. High teacher expectations of pupils, along with the strong and measured support provided, are a major factor in the standards achieved by the pupils. The very good relationships between all teachers and pupils give pupils the confidence they need to explore ideas, become independent thinkers and confidently ask for help.
- 8.10 Short- and medium-term plans cover all six areas of learning well and ensure a good curricular cover and balance. These plans include the National Literacy Strategy and the school published mathematics scheme but do not include plans for specialist taught music, French and PE lessons. Planning for these specialist taught lessons should be included in the planning for Foundation Stage. In addition, the planning lacks some detail; for instance role play is not fully documented in the plans for language and literacy development. Planning of activities could usefully be varied, allowing additional opportunities to paint, model make and experience sand and water on demand.

- 8.11 The Foundation Stage is well resourced. Areas for display are good and very well organised. Ready accessibility to sand, paint and a modelling table is limited. Pupils do not have easy access to equipment and tools, thus hindering their ability to make choices, a requirement for part of the Early Learning Goals for developing knowledge and understanding of the world and creative development.
- 8.12 The Foundation Stage is very well managed. All staff have relevant teaching or child care qualifications, are experienced and appropriately deployed. Staffing ratios for pupils under five are in line with current guidance. Staff attend training for this stage of learning as members of the Sheffield Early Years Partnership and other courses when possible.
- 8.13 Very good, well-organised and on-going assessment procedures are in place for completion of the Foundation Stage Profile; data is easily accessible and is well used. Beginning and end-of-year assessments and end-of-year reading and spelling ages are also completed. All assessments are used effectively to guide short- and medium-term planning. Teachers meet the needs of pupils of differing abilities very well. Assessment information is passed to the Year 1 teacher. Pupils with learning difficulties are identified and effectively supported by staff.
- 8.14 Accommodation is well organised but limited space affects the provision of sand, water and painting and means that the book corner is too small. The classroom on the ground floor of the new building is light and airy; provision for coats and toilets is good. Ready access to the grassed playground is possible in good weather but specific outdoor play provision for Foundation Stage pupils for is not available. Staff make the best use they can of the available facilities.
- 8.15 Relationships with parents are very good. Parents are involved with the learning process and are always made to feel welcome in school. They can settle their child in the classroom at the start of the day. The Lower School publishes a termly news letter, *Stepping Stones*, giving news about activities in all classes, specifically for parents and pupils attending other nurseries and considering Westbourne School. All pupils receive a written report at the end of the autumn and summer terms covering the six areas of learning. Opportunities for parents to discuss their child's progress are held in the same terms.
- 8.16 Required policies including health and safety and child protection are in place and are implemented.

English

- 8.17 Pupils' attainment is good in relation to their ages and abilities. Pupils' results in national assessments taken at the age of seven are well above national expectations and above average for broadly equivalent maintained primary schools. Attainment in the work scrutinised was good in relation to pupils' abilities. By the time they leave the Lower School, at the age of 9, attainment is good in relation to their abilities. Pupils are able to write independently, and they reach very good levels in speaking and listening.
- 8.18 In almost all the lessons observed attainment was good. Reading skills develop steadily, building on secure foundations laid in Year 1. Pupils develop the skills of letter recognition, phonics, blends and word building. Pupils in Year 1 enthusiastically built words using blends 'sm,' 'sc' and 'sl.' In Years 1 and 2, reading to an adult reinforces good practice and develops competence to a good level. Reading comprehension is good. Pupils' writing skills are good. Early letter formation in Year 1 develops steadily to a joined-up and legible script by Year 3. Strong emphasis is placed on the presentation of work. From Year 2 onwards pupils learn that a dictionary and thesaurus are useful tools in extending their knowledge. No

significant difference was apparent between the attainment of boys and girls. Pupils with special educational needs achieve well in relation to their needs.

- 8.19 Progress is good and sometimes rapid. Good progress is made in all lessons throughout the Lower School. In a Year 2 lesson pupils made good progress in identifying, through vowels, syllables in simple words through to multi-syllabic words. In a Year 1 lesson pupils made rapid progress in developing a wider vocabulary and in spelling words beginning with 'de-'. In a Year 3 lesson pupils made good progress in finding identified words and replacing them with similar ones. In another Year 3 lesson pupils, having read a text, discussed what they had read and then used reference books to select suitable vocabulary to improve the original text. They then rewrote the story and read their results to each other.
- 8.20 The quality of learning and behaviour is very good. Pupils of all ages are well motivated and hard working. They are articulate, keen to participate and show a respect for each other's ideas. They listen attentively, are able to marshal their own ideas and ask intelligent questions. Year 1 pupils were able to compare the differences and similarities between two stories read to them- *Jack and the Beanstalk* and *Jim and the Beanstalk*. They can work individually, in pairs or in a group; for example, in a Year 4 lesson pupils worked together to identify features of text. Pupils have a warm relationship with their teachers and as a result are confident in asking for help and in answering questions. From an early age pupils take responsibility for their own learning. For instance Year 1 pupils added their names to a list to show that they had learnt a specific skill.
- 8.21 The quality of teaching is very good. Teaching moves at a good pace and the range of teaching styles is adapted to the needs of the pupils. Praise and encouragement feature in all lessons. Effective lesson planning ensures a good balance between activities, combining all the required literacy skills. Tasks are designed to respond appropriately to the needs and the abilities of the pupils. In a Year 2 lesson where pupils identified syllables, follow-up work consisted of a variety of activities according to the abilities of the pupils. Homework, set regularly, is marked carefully, with evaluative comments being made.
- 8.22 Pupils with special educational needs are well supported by a learning support teacher who, with the classroom assistants, works very effectively with the teachers. A special programme has been devised to reflect individuals' stage of literacy development and to reinforce learning.
- 8.23 The curriculum follows closely the National Literacy Strategy and is broad and balanced. The curriculum document of communication, language and literacy gives effective support and guidance to staff. The English co-ordinator for Years 1 to 4 manages the subject well and ensures continuity and progression of learning takes place across the year groups through the monitoring of teaching and learning.

Mathematics

- 8.24 Pupils achieve a good standard in relation to their abilities. In national tests at age 7 they attain levels above the national average. Those with special learning needs achieve standards in line with their abilities. No significant differences were apparent between the achievement of girls and boys.
- 8.25 Attainment in lessons and in pupils' written work are good and frequently high. Through observation and regular class assessments, the teachers keep a record of the pupils' attainment and of their progress. Good numeric skills are encouraged throughout the age group. Year 1 pupils had a sound knowledge of number, could explore number sequences, manipulate, add to and subtract with numbers up to 20. With the aid of large dice, they were

able to explain how they reached their answers. Concepts are reinforced through the use of ICT, evident from classroom charts, and a variety of games, such as number fans used in one of the younger classes. In Year 2, pupils working on time used clock faces and worksheets to illustrate their knowledge of 'quarter to' and 'quarter past'. Pupils in Year 5 and 6 display good number skills and the facility to add, subtract, multiply and divide whole numbers. Year 6 pupils are confident in identifying square numbers and their roots and use correct mathematical language when working with multiples, factors and products of numbers.

- 8.26 Pupils' progress is good and sometimes rapid. In all of the lessons observed pupils were building on previous knowledge. Year 3 revised the mathematical skills needed to give a result *greater than* or *less than*. Applying this, they calculated how to solve money problems and explained their methods. Throughout Years 1 to 4, good development of skills and the use of correct, mathematical language take place. Pupils with learning difficulties are supported well in class, teachers frequently helping them on an individual basis. In Years 1 to 4, classroom assistants work very productively with a small group, alongside the teachers.
- 8.27 The quality of pupils' learning and behaviour is good and often very good. They show a good understanding of the task set. Pupils have a positive attitude to their work, are attentive and keen to improve, with the more able pupils enjoying the challenge of difficult work. They confidently contribute to lessons, discuss their outcomes and enjoy a range of practical work. Pupils work collaboratively and relate well to each other. The presentation of work is satisfactory, with pupils taking a pride in their documented work.
- 8.28 The quality of teaching is good and sometimes very good. Teachers have a secure knowledge of the subject and the requirements of the curriculum. Effective planning of lessons ensures a good balance between different activities. Objectives are clearly stated at the start of lessons. Pupils understand the tasks and what is expected of them. Teachers have a good knowledge of their pupils' abilities, setting tasks that are measured against the abilities and needs of the pupils. Different ability groups in Year 4 worked with a variety of graded material and practical activities to reinforce their knowledge of equivalent fractions.
- 8.29 Teachers follow the school's marking policy and subject guidelines for correction and improvement are clear and helpful. Work is marked thoroughly, accurately and frequently with many encouraging comments. Praise for good work and effort boosts the pupils' confidence. The curriculum follows the National Numeracy Strategy and is well supported by supplementary material.
- 8.30 The mathematics co-ordinator oversees the medium- and long-term planning and monitors teaching and learning. The responsibilities of leading and managing the subject are carried out with good effect. Good consultation takes place between teachers of all the year groups, from Year 1 to 4, to ensure consistency and continuity of the curriculum.

Science

- 8.31 Attainment in science is good in relation to pupils' ages and abilities throughout the Lower School. Pupils' results in national assessments taken at the age of seven are well above national expectations and above average for broadly equivalent maintained primary schools. Attainment in work scrutinised is high in relation to their abilities. By the time they leave the Lower School at the age of 9 pupils' attainment is high in relation to their abilities. Pupils are able to write independently, using appropriate scientific language and writing styles such as reports, observations and summaries. Boys and girls perform equally well.
- 8.32 Progress in lessons and in work scrutinised is very good in relation to the ages, abilities and aptitudes of the pupils. Rapid progress was made in a Year 3 lesson on sound pitch by all

- pupils in predicting and testing a hypothesis; once their tests had been completed most pupils swiftly compared their results with those they had predicted.
- 8.33 The quality of learning is good. Pupils demonstrate a positive attitude to their learning. Behaviour is always good and sometimes very good throughout the Lower School. Pupils are highly motivated and thoroughly enjoy their work. They are keen to explore their tasks and to discover the results of their enquiries and to monitor their ongoing experiments.
- 8.34 The quality of teaching is very good. Teaching meets the needs of all pupils very well including those with special needs and the more able. Pupils are taught by class teachers in their classrooms and this imposes some limitations on the range of investigative work that can be carried out, although Year 4 pupils are taught in a science laboratory. However, it does not deter teachers from working through experiments with pupils, giving them valuable experience of science in action. All teachers are knowledgeable and enthusiastic about the science they are teaching. They encourage the correct use of scientific terminology during lessons and in written work. They set interesting tasks appropriate to the age and abilities of the pupils. Excellent teaching was observed in a Year 3 lesson when lesson aims were clearly stated on the board. Very good questioning by teacher and active pupil participation showed that all clearly understood the requirements of a *Fair Test*. Lessons are well planned with a high degree of first hand practical enquiry and observation for all ages. This use of investigative work is a good feature of the science teaching. Medium- and short-term plans are in place. Planning takes careful account of the ability of pupils, including those pupils with learning needs and those with English as an additional language. Teaching assistants are well used; they are knowledgeable about the tasks and the learning outcomes, successfully helping to manage two groups of pupils on separate tasks.
- 8.35 Assessment of pupils' progress is based on teacher observations in Years 1 to 3 and on the national tests at age seven. In two year groups assessment procedures are included in the planning documents. In Year 4 a good system of numbers records pupils' attainment and is related to examination results. Verbal comments made to the pupils during lessons were helpful and appreciated. A good portfolio of work aids assessment by exemplifying the standards required for pupils in Years 1 to 4.
- 8.36 Teachers use schemes of work developed according to National Curriculum programmes of study and with regard to QCA documents. Year 4 pupils are taught using a published scheme supplemented or enriched if necessary. These schemes of work are well balanced and provide a good introduction to all aspects of science. Good cross-curricular links are established when appropriate. The time allocated to teaching science varies between year groups. In Year 2 time allocation is good, in Year 4 it is insufficient.
- 8.37 Resources are well maintained and are enough for subject requirements. There are too few science books in the Lower School library to support pupil learning and attainment.
- 8.38 Occasional use is made of ICT to generate tables or to record results, but the approach is otherwise underused.
- 8.39 Leadership and management of the subject are under the direction of two co-ordinators, one for Years 1 to 3 and the other who has responsibility for Years 4 to 6. Both play a key role in development work in the curriculum and are responsible for resources and planning. Good monitoring procedures of all aspects of the subject are in place in years 1 to 3.

Achievement and Quality in Subjects: Upper and Senior Schools

English

- 8.40 Pupils' attainment is good. In national tests at age 14 pupils perform very well and above the national average. Attainment in examinations at GCSE is very good.
- 8.41 Attainment observed in lessons is very good in the Upper and Senior Schools. Year 5 pupils showed good ability in identifying verbs, adverbs, adjectives and nouns as they examined a given text. In a Year 8 lesson pupils were very good at spotting language features and clearly identified the writer's intentions and the techniques she used to control the responses of the reader. In Year 9 pupils were able to respond with some sophistication to quite complex narrative. The girls were among the best in the class. Year 10 pupils were able to articulate personal and critical responses to poetry from other cultures while Year 11 pupils could make comparisons between poems of different centuries, from Jonson to Armitage, the boys coping well with exploring mother-son relationships under stress. Writing and speaking were at a similar level, as in a written analysis of Macbeth's language by Year 9 or narrative writing in Year 10.
- 8.42 The progress of the pupils at all stages is very good. Year 5 pupils were making good progress in using their vocabulary knowledge in drawing a word web. A Year 6 class developed their understanding of complex words by puzzling through together the meaning of a poem they were studying. Year 9 grew in their understanding of how rhetorical devices draw the reader into a persuasive text. By Year 10 boys and girls had acquired a sophisticated personal response without prompting, were able to see the sub-text in a poem and comment on structural devices. Year 11 were doing the same but went further with the added complexity of making links between poems of different cultures.
- 8.43 The learning and behaviour of the pupils is very good. Almost all were very focussed on the tasks set, teasing out the subtext, enjoying creative and imaginative thinking. Year 9 pupils were particularly active in struggling with the manipulative language of a persuasive text. Relationships with each other and with the teachers are constructive and pupils show the start of independent learning.
- 8.44 The teaching is good in the Upper School and always sound and often good in the Senior School. Teachers know their subject. Lessons are well planned, using well-developed resources. There is good use of variation in tasks and a lively pace keeps the interest of the able without discouraging the weak. Pupils are taught how to achieve the highest grades at GCSE and worksheets are used effectively.
- 8.45 Marking is related to public examinations and the pupils understand the written comments on their work. Written comments on work in Years 7 and 8 are encouraging but do not always indicate ways to improve. Corrections are not always completed.
- 8.46 The department is well managed. Clear documentation including a development plan and appropriate assessments support learning. Resources are very good. However there is a shortage of books that could be used to enrich and support independent learning. Plans are in place to develop a newsletter which will give more opportunities for pupils to develop their writing skills. Wall displays of pupils' work, the annual play, the poetry live workshop and regular visits to the Crucible Theatre extend language development. It is recommended that more books are made available to the pupils to encourage independent study, to deepen and extend their reading and to teach library skills.

Mathematics

- 8.47 The attainment of pupils is high. In the national tests at age 14 in 2003 pupils achieved results well above the national average and above expectations for pupils of this age. The results in GCSE examinations in the two years since they were introduced into the school show a marked improvement, with 90% of the pupils gaining grades A to C in 2003.
- 8.48 The standard of work observed in lessons and in the scrutiny of written work in the Upper and Senior Schools is high. Pupils are confident in their ability to process numbers and in applying their mathematical skills in a variety of contexts. Pupils in Years 5 and 6 display good number skills and a facility to add, subtract, multiply and divide whole numbers. Year 6 pupils are confident in identifying square numbers and their roots, and all pupils use correct mathematical language. Pupils in Year 7 demonstrated a secure knowledge of number properties. Pupils in years 8 to 11 displayed increasing levels of competence in designing and solving algebraic equations.
- 8.49 In the Upper School pupils make good, and often very good, progress in relation to their ability. In the Senior School pupils make good progress over time, and in some cases, rapid progress in the course of a lesson. Pupils in Year 6 gained confidence and competence in constructing and interpreting conversion graphs, using graph paper to produce more accurate readings. Year 10 pupils made good progress in a lesson on error bounds and were able to apply this concept to a variety of examples. Year 11 pupils made rapid progress in their understanding of inequality and their ability to solve connected problems.
- 8.50 The quality of learning in both Upper and Senior Schools is good. Pupils display very good attitudes to learning, being enthusiastic and well motivated. They take part enthusiastically in all activities, settle to written work quickly and progress to further exercises smoothly and willingly, with the more able pupils enjoying the challenge of difficult work. They co-operate well with each other when appropriate and are industrious when working independently. They show perseverance in resolving questions which they find difficult, confidently seeking and receiving help when needed.
- 8.51 The quality of teaching in all lessons in the Upper School is good and at times it is very good. Lessons were well planned to meet the needs of the pupils and all resources were readily available and were used effectively to promote learning. Lessons were conducted at a brisk pace, engaging all pupils and attending to their individual needs efficiently and calmly, giving reassurance and support to those who needed it. The quality of teaching in the Senior School is good and sometimes it is very good. The best teaching was marked by enthusiasm, energy and a desire for every pupil to do well. Lessons in which the teaching was good or very good were planned and prepared thoroughly and were conducted at a brisk, lively pace. In these lessons, concepts were placed in interesting contexts, which engaged all the pupils and introduced a sense of fun. There were good working relationships in the classroom.
- 8.52 The marking of pupils' work is thorough, accurate and frequent and in accordance with the school marking policy. Continuous assessment informs teachers of the strengths and learning needs of the pupils, enabling them to respond in a way that promotes learning and drives up standards. Lessons are planned to cater for the abilities of all pupils, with more challenging work being set for the more able pupils and extra support provided for those who require it.
- 8.53 The department is well managed and led, with evidence of good collaborative planning involving all teachers of the subject. The curriculum is well planned and coordinated to ensure coverage, continuity and progression. Good consultation takes place between teachers to ensure consistency in the coverage of what is taught to parallel class groups.

- 8.54 The subject is well resourced with textbooks, which are maintained in good condition and adequate supplies of materials are available for practical activities.

Science

- 8.55 Pupils achieve good standards in relation to their abilities. Results in national tests at age 14 are good for their abilities and above the national average for all maintained schools. Results in GCSE examinations are good and in line with the candidates ability. In the GCSE science double award examination, all pupils achieved A-C grades with almost one third of them gaining A* or A. This was an improvement on the results of 2002. Comparisons cannot be made with schools nationally because of the small number of pupils sitting these examinations so far.
- 8.56 Attainment in lessons was high in the Upper School and good in the Senior School in relation to pupils' ability. In an introductory lesson on anatomy, Year 5 pupils quickly identified organs and their relative position in the body. In a Year 10 lesson pupils knew the characteristics of the various types of mammalian teeth. They were able to identify animals and the type of food they eat by examination of their skulls and dentition. Pupils are articulate and communicate their ideas well. The volume and quality of the work are good. The organisation and presentation of the work varies in quality from very good for their ability in the case of the more able pupils to work that is sometimes poor for their ability in the case of some of the less able pupils.
- 8.57 The progress of pupils in Years 7 to 11 is good and in some lessons very good. Below average pupils, including those with learning difficulties, make appropriate progress. Pupils make substantial gains in knowledge, understanding and investigative skills as they advance through the senior school. For instance, in several lessons there was a clear development in understanding of a topic, building on experimental work undertaken in previous lessons.
- 8.58 The quality of learning and behaviour is very good throughout the Upper and Senior Schools. Pupils enjoy science; they are competent learners who respond enthusiastically. They are motivated, co-operative and keen to do well. Pupils work well as members of a team during practical lessons, discussing the problem to be solved, making sensible suggestions and working in a safe and structured manner. Two special needs pupils in Year 5 worked co-operatively with their partners to distinguish levels of pitch accurately and then record the findings. The attitude of pupils is good. They enjoy science and have a high regard for their teachers. All respond well to questions. The more able pupils are articulate and show a lively imagination. All pupils are well behaved.
- 8.59 The teaching in the Upper and Senior Schools is good and is sometimes very good. Teachers' expectations are high and pupils rise to the challenge. Lessons are generally well organised and well planned. Objectives of lessons are always clear and teaching meets the needs of most pupils, although, on some occasions, it does not stretch the higher attaining pupils. Good use was made of question-and-answer techniques and all pupils were involved. Teachers responded positively to pupils giving them great encouragement even when their answers were incorrect, sensitively guiding them to the correct solution. Homework is regularly set and tasks given are appropriate.
- 8.60 The marking of pupils' work is carried out regularly but is often quite cursory. Pupils get very little positive feedback or helpful criticism with the exception of work marked in biology. Marking is largely based on impression rather than published criteria and does not follow a marking policy. The subject should correct this situation as soon as possible.

- 8.61 The department is soundly managed. Regular departmental meetings are held but not formally minuted. In addition, the teachers meet regularly every day to exchange ideas and to discuss pupils. Since there is no laboratory technician, teachers have to carry out all preparation work themselves. The work of the teachers would be greatly improved by the appointment of a laboratory technician, on at least a part-time basis.
- 8.62 The department is well resourced and allows for a range of experiments to be carried out. In particular, the use of cameras enables close up pictures of experiments to be shown, giving further opportunities to improve the teaching of science. Both laboratories are pleasant and well equipped, although the decorative condition of the Upper School laboratory is not up to the standard of the one in the Senior School.

Geography

- 8.63 Attainment in geography is good. Pupils' performance in GCSE examinations is very good. Comparisons with schools nationally are not possible in view of the small number of pupils sitting these examinations.
- 8.64 Levels of attainment in geography, as observed in a scrutiny of written work and in lessons, were good across the age range in relation to the abilities of the pupils. The neatness of diagram and map work is a strong feature in most of the books examined. A Year 7 class was able to construct a model of urban land use through which all towns and cities could be compared; they had sensible ideas and came up with rational conclusions. The reasons for urbanisation, especially the economic imperatives in less affluent countries, were being studied by a Year 10 group, and some good arguments were put forward, in particular in written work. The performance of some of the pupils with special educational needs was high in relation to their ability.
- 8.65 Progress is good throughout the Upper and Senior Schools and verging on the rapid by the end of Year 11, where the employment of well-developed ICT skills results in much high quality course work. Good progress was seen in a Year 6 lesson, where small groups, each with its own editor, were launching collaborative research projects on the theme of mountains, and working particularly well together. In a Year 8 lesson on National Parks, making special reference to transport links and accessibility, the pupils showed a clear understanding of the problems involved.
- 8.66 The quality of learning is very good. In every lesson seen pupils had an enthusiastic attitude to their work. They showed an ability to combine the theoretical and practical aspects of the subject successfully and they were able to sustain their concentration. They co-operate sensibly together and they are prepared to listen to one another's suggestions. Behaviour is very good and pupils have a positive rapport with their teachers.
- 8.67 The quality of teaching is good; sometimes it is very good and in only a few lessons was it no more than satisfactory. Teaching was at its best when there was a lively interaction between teacher and pupil, with a brisk pace and a real sense of challenge; only when pupils were allowed to be more passive learners was a lesson less successful.
- 8.68 The department makes very good use of assessment to aid the development of each pupil and to make whatever changes in the curriculum seem necessary. There is a steady move towards enquiry-based work as pupils advance through the school.
- 8.69 Marking is carried out on time and is accurate, with helpful and encouraging comments that serve to assure pupils that their hard work has been recognised.

8.70 The classrooms in Upper School are a little cramped, though teachers and pupils do move about quite freely; classroom accommodation in the Senior School is excellent. Resources are good, with particularly good use being made of ICT, very widely used in every year group. Excellent use is made of field work, sometimes on site but more often further afield. The field trips to Malton are a highlight of the work done in Years 10 and 11, giving pupils a chance to build on the theoretical work they have done in the classroom.

8.71 The department is efficiently managed and led with great enthusiasm.

History

8.72 Good results are obtained in examinations in the Common Entrance examination. Results in GCSE are very good. Comparisons cannot be made with schools nationally in view of the small number of pupils sitting these examinations

8.73 Levels of attainment throughout the Upper and Senior School are high in relation to the pupils' abilities: this was seen in the work books from every year group and the colourful and entertaining wall displays, and was confirmed in every lesson visited. The answers, for example, given by Year 9 pupils as to the arguments for and against the dropping of the Hiroshima and Nagasaki bombs displayed considerable maturity in their understanding of the complex issues involved, while in Year 6 pupils showed gifts of empathy and imagination as they devised a newspaper giving details of one crucial day in the conflict between the Aztecs and the Spaniards.

8.74 Progress is rapid, especially so in the case of several pupils with special educational needs, whose work over time was seen to have greatly improved, both in presentation and essay writing skills. In a Year 7 lesson pupils were helped to make rapid gains in their understanding of what it might have been like to live in mediaeval times, by a discussion of what people ate – and were then served a mediaeval pudding to underline the point. The Year 11 GCSE candidates were using their impressive ICT skills to ascertain the state of readiness of the U.S. Army to deal with the Plains Indians; their knowledge of databases and their keyboard skills enabled them to move forward at speed and with understanding.

8.75 The quality of learning is very good. Pupils are very proficient learners, highly motivated, good at thinking and at solving problems. They are eager both to ask and to answer questions, and, particularly as they move up the school, they are good at evaluating their own work. Their behaviour is excellent and they work well together when required to do so.

8.76 The quality of teaching is very good throughout the Upper and Senior Schools. Complete familiarity with the subject matter, high expectations and considerable enthusiasm combine to make lessons both enjoyable and successful. Discreet support and encouragement is given to all who need it, while the higher ability pupils are suitably challenged and extended. No time is lost; every lesson seen moved at a lively pace. The range of questioning styles is good and used well to prompt learning as well as to gather information. Pupils are encouraged to think for themselves and to express opinions on the topics studied.

8.77 The curriculum, while it broadly follows the demand of the National Curriculum and GCSE, is not constrained by them, so that interesting departures such as the mediaeval pudding are possible. Thus the school encourages visits to castles and museums, including, rather unusually, the Leeds Medical Museum. An *Apprentice Day* at Styal Mill is supported by the school each year, with last year's visit being commemorated in a splendid display of imaginative writing.

- 8.78 Assessment is efficiently carried out and all records are kept on a database; marking is notable for the helpful suggestions which appear at the end of many pieces of work. Resources and accommodation are at least adequate: a good stock of reference books is available and pupils are encouraged to carry out further research on the internet.
- 8.79 Close contacts are maintained between the Lower School teachers of history and the co-ordinator of Upper and Senior School history, to avoid unnecessary repetition and to ensure continuity of planning. This is just one example of the efficiency with which the department is managed. Leadership and management of the subject are very good.

Achievement and Quality in Subjects: Whole School

Information Technology

- 8.80 Results in GCSE are satisfactory for the abilities of the pupils. The attainment of pupils in lessons in this subject is high in relation to their ages and abilities. Pupils, from the very youngest in the school, are able to use computers efficiently and confidently and all of them, with a wide range of previous experience, are able to produce work of a high standard. Pupils in the Reception class were observed using the mouse accurately to move objects across the screen when running an object-labelling program. Year 4 pupils were able to use spreadsheets to record data and use the AutoSum function to add numbers in columns. Pupils in Years 5 and 6 produced and improved documents using desktop publishing software, and pupils in Years 10 and 11 were able to design multimedia presentations and websites importing text, graphics and spreadsheets.
- 8.81 All pupils make good progress. Rapid progress took place in the Reception Class as pupils quickly gained familiarity with the software program and were able to help each other. Year 4 pupils made very good progress in their ability to create spreadsheets and convert these to bar charts and pie charts. Year 8 pupils set up websites, created “hotspots” and used hyperlinks. Year 9 pupils made rapid progress in producing a database and creating a data-capture sheet. Pupils in Years 10 and 11 made excellent progress on assignments for their GCSE coursework, using their knowledge and skills to develop and refine their presentations. They evaluate their work, completing their own Record and Assessment Sheets, which have been designed by teachers.
- 8.82 The quality of learning is very good. The pupils are very enthusiastic and well motivated. They listen carefully to explanations, follow instructions both written and oral and watch demonstrations thoughtfully. This good behaviour helps make them competent learners. They work with increasing ability and confidence, share their expertise willingly with other class members and are able to apply their skills to work in other subjects. The pupils demonstrate enjoyment of the subject and a clear sense of achievement.
- 8.83 The quality of teaching in lessons is very good, and at times was excellent. The teaching strengths evident in all lessons include enthusiasm for and knowledge of the subject, high expectations and understanding of the abilities of the pupils, and thorough planning and preparation. Lessons are well paced, with very good management of time, the pupils and resources.
- 8.84 The assessment of pupils’ work is thorough and detailed, using criteria which closely mirror the requirements of the examination systems. Pupils are given clear guidelines which enable them to meet expectations. The assessment records are very well maintained.
- 8.85 The management of the ICT department is strong and secure. Detailed planning takes place, involving all teachers of the subject throughout the school, to ensure coverage, continuity

and progression. The curriculum is very good in breadth and depth, with a wide range of applications using word processing, databases, spreadsheets, multimedia presentations, desktop publishing and website design, following published schemes of work for use with pupils in the Lower and Upper Schools and the European Computer Driving Licence (ECDL) and GCSE in the Senior School.

- 8.86 The subject is very well resourced with 15 computers in each ICT suite in the Upper and Senior Schools, a laser printer and superior colour printer in the two suites, and an interactive white board. All the computers are linked to the Local Area Network and the internet, which is screened for educational use. A good supply of technical books is provided. All pupils and staff have access to the ICT resources and much appropriate use of ICT takes place in teaching areas throughout the school.
- 8.87 Teachers receive regular training to update and upgrade their skills, and the head of department has provided training for all staff that increases their knowledge, skills and confidence and develops the use of ICT in all areas of the curriculum.

Modern Foreign Languages

- 8.88 The standard of Modern Foreign Languages at Westbourne is very good. Results at the end of Year 8, when all pupils sit the Common Entrance papers are good. Results in GCSE are very good and above expectations for pupils' age and ability. Comparisons with schools nationally are not appropriate due to the small number of pupils sitting these examinations.
- 8.89 The attainment of pupils across the school is high in relation to their abilities. From a Year 3 class displaying total confidence in their spoken French and engaging in role play with energy and enjoyment to a Year 11 group building up the length and complexity of their oral answers and explanations, an impressive emphasis is placed on the spoken language. Scrutiny of written work demonstrates that here, too, attainment is high, with girls especially strong in this area.
- 8.90 Progress, particularly as observed in lessons, is rapid in relation to the ages and abilities of the pupils. A Year 6 French class spent a good proportion of the lesson in concentrating hard on vowel sounds, and the quality of their pronunciation was improving fast. The constant and highly supportive drilling of a Year 9 group studying Spanish resulted in growing and ever more secure mastery of the different parts of the verb; by the end of the lesson all were able to demonstrate their competence. Those pupils who have special educational needs were often seen to be making especially good progress in this oral work.
- 8.91 The quality of learning is very good. Pupils' attitude to learning is very good; they concentrate hard, they work well in pairs and small groups and they listen attentively. A feature of every lesson seen was the willingness of pupils to overcome their natural diffidence and speak the foreign language, despite their fear of sounding foolish. Behaviour was good or very good in every lesson seen; pupils were supportive of one another and had good relationships with their teachers.
- 8.92 The quality of teaching is high. In almost every lesson seen it was very good, often verging on excellent. Support and encouragement was given to those who were struggling, and abler pupils were stretched and challenged. The use of the foreign language as almost the sole means of communication was impressive: in one lesson a mere half-dozen words in English were spoken by the teacher. Grammar is not neglected, but it is used as a support, not as an end in itself. All the teaching was stimulating and well managed; the constant drilling, using flash cards and repetition was clearly enjoyed by the pupils. Excellent use was made of time and resources.

- 8.93 Assessment and marking are very good; marking of written work is prompt and thorough, while a process of continual assessment keeps track of the progress made by individuals, and also assists the development of the curriculum. Schemes of work are well devised, and are chiefly but not exclusively based on the National Curriculum and the demands of GCSE.
- 8.94 Resources are good, and ICT is well used. Accommodation is very good, with the Spanish and Upper School French being taught in well-decorated and attractive rooms, and the Senior School French in an almost perfect copy of a French bistro, where the surroundings and atmosphere do much to create a splendid ambience for learning.
- 8.95 Management and leadership of modern foreign languages are very good indeed, with frequent and regular meetings and an efficient appraisal scheme, and leadership of the department is excellent, setting the very highest of standards.

Short Subject Reports

Short subject reports contain concise evaluation of the quality of teaching and learning and of provision in the school.

Art

- 8.96 Three lessons were observed in the Upper and Senior Schools. Pupils' work was scrutinised and discussions were held with the pupils and teacher. Displays in the art rooms and around the school were inspected.
- 8.97 The overall quality of teaching was very good. It was knowledgeable and enthusiastic. Lessons had been well prepared and the content was appropriate, challenging and suitable for the different ability levels of the pupils. Less able pupils were given the help needed whilst the more able progressed at their own speed.
- 8.98 Learning and behaviour were very good. The pupils were industrious in lessons and concentrated well throughout. Their behaviour was very good and they co-operated well with each other often making positive evaluative comments about each other's work.
- 8.99 The art and design accommodation is very good and enhances the quality of teaching and learning.

Design and Technology

- 8.100 Three lessons were observed from Years 5 to 11, the work folders of a sample of pupils were scrutinised and some work was seen on display. Discussions were held with the teaching staff and senior pupils.
- 8.101 The quality of teaching was good. Lessons were well planned, the materials were prepared in advance and the lessons were conducted at a brisk pace, attending to the needs of individual pupils.
- 8.102 Pupils were well behaved and displayed a good attitude to learning. They clearly enjoyed the subject and were well motivated, concentrating on their own tasks and working industriously. All pupils were able to generate ideas, use research materials, draft designs and modify and evaluate their work.
- 8.103 Good use is made of the limited facilities available for the teaching of design and technology. Few resources are available for work with resistant materials and no provision is made for food or textile technology, restricting the teaching of the full range of the subject. A few machines are fixed to benches in the Senior School art room and a supply of small hand tools

is provided in both the Senior and Upper School art rooms where design and technology is taught.

Music

- 8.104 Four lessons were observed in the Lower and Upper schools. A meeting was held with the head of department and a range of rehearsals and practices were observed.
- 8.105 The teaching of music was good with some very good features. Staff are well qualified. Lesson planning and organisation were secure and the best teaching combined clear lesson structure with creativity and flexibility. Realistic objectives were set and mostly realised. Relationships with the pupils were very good. Expectations were high and much was expected of the more talented while the less able are not discouraged and enjoyed the lessons. Pupils were treated as musicians with the intention of improving their skills.
- 8.106 The quality of learning was very good. Pupils responded well to the music on offer and many were enthusiastic musicians who enjoyed performing. They clearly enjoyed the subject and were well motivated, concentrating on their own playing but equally working well with others. They made suggestions about improvement and about rearranging their playing in the light of suggestions and criticisms.
- 8.107 The department offers a wide range of instrumental lessons. A quarter of all pupils learn an instrument at school. Pupils share the opportunity to play in a band, with weekly rehearsals and occasional concerts. This was greatly enjoyed by the pupils and the opportunity for ensemble playing was much appreciated.

Physical Education

- 8.108 Three lessons were observed in the Lower and Upper Schools. A meeting was held with the head of department and a range of curricular and extra-curricular sport and games were observed.
- 8.109 The quality of teaching was very good. Effective use was made of questioning to reinforce previous learning, the pace and variety of tasks were appropriate and lessons had been well planned.
- 8.110 The quality of learning was very good. Pupils respond with enthusiasm to the teaching, related well to the teachers, enjoying both lessons and outdoor activities.
- 8.111 The department offers a wide range of sporting activities to engage the interest and enthusiasm of as many pupils as possible. The gym, covered area and small hard surface area in the school grounds offer just sufficient space during part of the timetabled day for basic games needs but most sport is played off the school premises, making use of the excellent facilities offered by the city of Sheffield. Over half the pupils take part in sport beyond what is required by the school and many enjoy the regular sports trips abroad, enriching their experience.

Achievement and Quality in Activities

- 8.112 Achievement and quality in the activities provided is appropriate for the ages, aptitudes and abilities of the pupils concerned and the quality of provision results in the appropriate personal development of the pupils.
- 8.113 The level of achievement in non-sporting activities observed, and achieved by pupils in awards and competitions are always commensurate with their age and aptitude and often

better. Those who had chosen to take Associated Board music examinations achieved up to grade 7. Three pupils gained bronze awards in the Duke of Edinburgh Award Scheme. Just as, if not more important achievement deriving from these activities, particularly the music and drama, are the confidence they give, the social skills the pupils develop working with pupils of different ages and abilities, and the strong sense of community and pride in their school that they engender.

- 8.114 The Upper and Senior Schools offer a range of activities appropriate to the ages and abilities of the pupils concerned, including playing in a concert band, acting in plays at every level, weekly climbing and a chess club. The Lower School does not sufficiently extend the curriculum outside the classroom, although the crèche provides a limited range of activities for junior pupils after school and the *Lego experience day* was of real benefit. For the Senior and Upper Schools, expeditions, trips and visits arranged by departments include a variety of special events such as and the National Shakespeare Festival when pupils presented a half-hour from *A Midsummer Nights Dream*. An annual art and craft exhibition encourages artistic endeavour effectively and creative writing is published. A wide range of activities is organized to raise money for charity or to help others. For example, 80 Senior School pupils recently took part in a chess tournament and those working for the Duke of Edinburgh Award offer sports coaching to younger pupils and large sums are raised annually as part of the local Broomhill Festival. The summer concert provides a forum for performance by duets, trios, choirs and instrumentalists of all kinds. Snooker and table tennis are available in the Senior School. Lower and Upper School plays involve acting and music.
- 8.115 The programme is constructed by means of staff being invited to volunteer to run or support those activities that the pupils say they want. Emphasis is placed on participation and enjoyment. Clear policies do exist to ensure the health and safety of the pupils, and pupils are informed of rehearsal times efficiently. Merit awards and stars are offered to the best performers.
- 8.116 The large number and extent of pupils' enthusiastic participation in music and drama make a major contribution to their educational experience and achievement. One quarter of all pupils learn an instrument in the school, and half of the Upper School took part in a rehearsal for *Joseph*. A much smaller proportion of the Senior School took part in the Duke of Edinburgh Award Scheme but this is still in its infancy.
- 8.117 Staff are expected to contribute to the activities and many provide committed leadership. Others provide loyal support, but no-one has overall responsibility for planning, monitoring and evaluating activities. It is recommended that such an appointment is made.
- 8.118 In some cases records of attendance and achievement are kept. Reports to parents inform them of participation by pupils. In the Upper School, Merit Awards are presented in assembly and stars are awarded.
- 8.119 Achievement and quality in the sporting activities' programme provided is appropriate for the ages, aptitudes and abilities of the pupils concerned and the quality of provision results in the appropriate personal development of the pupils.
- 8.120 Levels of achievement in the sport observed, and achieved by pupils in awards and matches are at least commensurate with their age and aptitude and often better, as when Year 9 boys won a cross-country competition against a large number of other schools and Under-13 girls won both basketball tournaments they attended. In the last year pupils have won twice as many matches as they have lost, playing against some of the largest and strongest playing preparatory schools in the locality. Some climbers have attained high standards and are certificated to climb unsupervised.

- 8.121 The sports programme offers the full range of usual sports and is appropriate to the ages and abilities of the pupils concerned. Skiing, skating and climbing each week ensure that there is plenty of variety and choice for the pupils. Girls are well catered for in the sporting programmes.
- 8.122 The methods used to implement the programme are effective with a clear policy and efficient planning. Notification is by means of notice boards and plasma screens. During the inspection week a full programme of winter sports was observed which wisely made use of the exceptional facilities offered by the city of Sheffield. A comprehensive system of rewards and prizes is used, including pin-badges, hats, and socks. Over 30 cups are awarded providing an excellent stimulus to higher achievement at each age.
- 8.123 Pupils' participation in sport goes far beyond the curriculum with more than half taking part in extra sport voluntarily. This makes a large contribution to their educational experience and achievement, including a range of foreign tours, and trips.
- 8.124 About one quarter of the staff contribute to the sports programme and are efficiently deployed to make the most of their skills, experience and enthusiasm.
- 8.125 The systems for recording and reporting pupils' participation and levels of achievement in activities are efficient and effective. Absences are rare, assessments are made half-termly, and reports are sent to parents covering all sports activities.

9. SUMMARY OF INSPECTION EVIDENCE

- 9.1 The inspection was carried out from 15th to 19th March 2004. All subjects of the curriculum were inspected and all members of the teaching staff were observed teaching. However, the size of the team did not permit all subjects to be reported on in full. The following subjects do not have full reports in Section 8: art, DT, music and PE. Business studies, Latin and RS were inspected but not reported on here because of the very few lessons observed. The inspectors visited 102 lessons or parts of lessons, examined extensive samples of work by pupils of different abilities in each year and held formal discussions with pupils as well as informal discussions with other pupils. They attended assemblies and a number of registration sessions. They observed many extra-curricular and sporting activities. They held discussions with key teaching and non-teaching staff at various levels in the school. They analysed the responses of 103 parents to a questionnaire distributed in advance of the inspection. They examined a wide range of documentation made available by the school.

List of Inspectors

Mr E Dunphy	Reporting Inspector
Mrs J Priddle	Former headteacher of GSA junior school
Mr D Beck	Deputy warden, HMC school
Mrs C Vickers	Former headteacher, IAPS school
Mr V Hamilton	Former headteacher of ISA school
Mr C Richmond	Former head of English, IAPS school
Mrs I Lloyd	Former headteacher of Pre-Prep, IAPS school