



INDEPENDENT SCHOOLS INSPECTORATE

WESTBOURNE SCHOOL

INTEGRATED INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

Westbourne School

Full Name of School	Westbourne School
DfE Number	373/6001
Registered Charity Number	529381
Address	Westbourne School 60 Westbourne Road Sheffield South Yorkshire S10 2QT
Telephone Number	0114 266 0374
Fax Number	0114 263 8176
Email Address	admin@westbourneschool.co.uk
Headmaster	Mr John Hicks
Chair of Governors	Mr Martin Loxley
Age Range	3 to 16
Total Number of Pupils	320
Gender of Pupils	Mixed (178 boys; 142 girls)
Numbers by Age	3-5 (EYFS): 30 11-16: 179 5-11: 111
Head of EYFS Setting	Mr Jonathon Clark
EYFS Gender	Mixed
Inspection dates	12 Nov 2013 to 15 Nov 2013

PREFACE

This inspection report follows the *ISI schedule*, which occupies a period of four continuous days in the school. The previous ISI inspection was in February 2010.

The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools belonging to the Independent Schools Council (ISC) Associations and reporting on compliance with the Education (Independent School Standards) (England) Regulations 2010. The range of these Regulations, which replace those first introduced on 1 September 2003, can be viewed on the website www.legislation.gov.uk. Additionally, inspections will consider the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment introduced by the School Standards and Framework Act 1998.

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

ISI is also approved to inspect the Early Years Foundation Stage (EYFS), which was introduced in September 2008 and applies to all children in England from birth to 31 August following their fifth birthday. This report evaluates the extent to which the setting fulfils the requirements of the Early Years Foundation Stage Statutory Framework published by the Department for Education (DfE) and follows the requirements of the Childcare Act 2006 as subsequently amended.

The inspection of the school is from an educational perspective and provides limited inspection of other aspects, although inspectors comment on any significant hazards or problems they encounter which have an adverse impact on children. The inspection does not include:

- (i) an exhaustive health and safety audit
- (ii) an in-depth examination of the structural condition of the school, its services or other physical features
- (iii) an investigation of the financial viability of the school or its accounting procedures
- (iv) an in-depth investigation of the school's compliance with employment law.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to in the published report but will have been considered by the team in reaching their judgements.

Both Ofsted and ISI inspect and report on the Independent School Standards Regulations. However, they apply different frameworks and have different criteria for judging school quality that are suited to the different types of schools they inspect. Both use a four point scale when making judgements of quality but, whilst the ISI terminology reflects quality judgements that are at least equivalent to those used by Ofsted, they also reflect the differences in approach. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement on each aspect of the school's work at the beginning of each section. **These headline statements must include one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory', and where Achievement is 'exceptional' that term may be used for the top grade.** Elsewhere in the report, inspectors may use a range of different adjectives to make judgements. **For EYFS registered provision (for pupils aged under three), reports are required to use the same terminology ('outstanding', 'good', 'satisfactory' and 'inadequate') as Ofsted reports.**

INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with senior members of staff and with the chair of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited the facilities for sick or injured pupils. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

Inspectors

Mrs Julia Burns

Reporting Inspector

Mrs Lizbeth Green

Team Inspector
(Former Headmistress, ISA school)

Mr Stephen Greenish

Team Inspector
(Former Headmaster, IAPS school)

Miss Susan Hincks

Team Inspector (Headmistress, GSA school)

Mrs Kirsten Jackson

Co-ordinating Inspector for Early Years

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Westbourne School, an academically non-selective day school for pupils aged from three to sixteen, is situated in the Broomhill area of Sheffield. The school was founded in 1885 as a boys' preparatory school and became co-educational in 1997. The senior school was opened in 2001. The school is a charitable foundation overseen by a governing body.
- 1.2 The school aims to: provide an education of quality; enable pupils to aspire to excellence in all they do; ensure a balanced and varied curriculum; guide and prepare pupils for life; and promote mutual respect and friendship.
- 1.3 Since the previous inspection in 2010, a Nursery has been established for children aged three and four. The senior management team has been restructured, with the appointment of a deputy head academic and a head of pastoral care. Some refurbishment has been undertaken, including a new outdoor play area for the Early Years Foundation Stage (EYFS).
- 1.4 The EYFS is attended by 30 children. The junior school, for pupils in Years 1 to 6, is attended by 111 pupils. The senior school, for pupils in Years 7 to 11, is attended by 179 pupils. The ability profile of the school is wide and varies between cohorts. Overall, it is above the national average. The school reflects the cultural diversity of the area. Most of the pupils come from professional or business backgrounds.
- 1.5 The school has identified 50 pupils in the senior school and 23 in the junior school as having special educational needs and/or disabilities (SEND). It provides learning support for 34 pupils in the senior school and 22 in the junior school. Two pupils in the senior school have a statement of special educational needs. The school has identified three pupils in the Nursery and two in the junior school with English as an additional language (EAL). Most junior school pupils proceed to the senior school.
- 1.6 National Curriculum nomenclature is used throughout this report and by the school from Reception to Year 11 to refer to year groups. The school refers to the Nursery as the Pre-school.

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 Throughout, pupils achieve well and make good progress in their learning, fulfilling the school's aim to provide an education of quality and to prepare children for life. Pupils succeed in their academic work owing to their very positive attitudes to learning and the good teaching they receive at all ages. The teachers' strong subject knowledge and their effective use of resources enable pupils, including those with SEND or EAL, to make good progress in relation to their abilities. In the EYFS more able children are recognised and encouraged to extend their learning, but this is not a consistent feature of teaching in the junior and senior schools. Where able, gifted and talented (A, G and T) pupils are set more challenging, open-ended tasks, their progress is good. Since the previous inspection, a school marking policy has been introduced but it is not applied or monitored consistently and the quality of marking is variable. The school uses standardised tests to gain information about the pupils' potential but this is not used uniformly by all staff to track their progress and plan the next stages of their learning. A broad curriculum, supported by an excellent variety of extra-curricular activities and trips, and a strong careers and personal, social and health (PSHE) programme, enable pupils to gain a wide range of knowledge, understanding and skills.
- 2.2 The pupils' personal development throughout the school is strong. Pupils enjoy excellent relationships with each other and with the staff. Pupils are polite, respectful, courteous and mature in their dealings with each other and with adults. They display a keen sense of responsibility for others less fortunate than themselves, demonstrated by their regular fund-raising activities for a wide range of charities. The pastoral care provided by staff, teaching and non-teaching, is excellent. Pupils' social, moral and cultural development is excellent, but their spiritual development in the senior school is limited by a lack of sufficient opportunities to explore other faiths and cultures. Throughout the school, the arrangements for welfare, health and safety are excellent.
- 2.3 The quality of governance is good, a significant improvement since the previous inspection. Governors have a good oversight of the school, including the recently established Nursery in the EYFS. Strategic and financial planning is strong and suitable provision is made for human and material resources, and for accommodation. Governors monitor educational standards carefully and provide a measure of challenge for the senior leadership. They have introduced robust procedures to ensure compliance with regulatory requirements; welfare, health and safety policies are now firmly embedded in the work of the school. The restructured leadership and management of the school have resulted in clear roles and responsibilities. The school's development plans are clearly laid out, with appropriate objectives and success criteria, but they are limited in scope and self-evaluation is not yet consistent. The school promotes excellent links with parents, who are overwhelmingly positive about all areas of school life. Inspection evidence confirms these views.

2.(b) Action points

(i) Compliance with regulatory requirements

2.4 The school meets all the requirements of the Independent School Standards Regulations 2010.

(ii) Recommendations for further improvement

2.5 The school is advised to make the following improvements.

1. Ensure that development planning includes long-term focus and criteria to judge success, and is based on consistent self-evaluation, including in the EYFS.
2. Increase the use of assessment data by all staff to track the pupils' progress and plan the next stage of their learning.
3. Monitor the implementation and effectiveness of academic policies and procedures, including for marking, more systematically.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

3.(a) The quality of the pupils' achievements and learning

- 3.1 The quality of the pupils' achievements and learning is good.
- 3.2 The school is successful in its aim to provide an education of quality, guiding and preparing pupils for life.
- 3.3 In the EYFS, children have a very good awareness of language and can count numbers up to 20. They are active, creative and independent learners, and demonstrate excellent observation skills. The children are highly motivated and make good progress during their time in the setting, with some making excellent progress.
- 3.4 All pupils demonstrate strong speaking and listening skills; they are confident and express themselves with maturity. They listen attentively to each other and work co-operatively in pairs and in small groups. Their reading and writing develop well and they apply their mathematical skills in design technology (DT) and in science lessons. Pupils achieve very well in creative subjects, such as art, music and drama, and in physical education (PE). Their skills in information and communication technology are good. Pupils participate enthusiastically in all curricular activities; this enables them to develop a breadth of skills, knowledge and understanding.
- 3.5 Pupils achieve well in extra-curricular activities. Individual pupils enjoy success internationally in athletics, sailing and go-karting, nationally in girls' hockey and equestrian events, regionally in rugby, football, ice skating, table tennis and swimming, and locally in cross-country and water polo. A large number of sports teams play regular fixtures against local schools. Others achieve highly in music and speech and drama examinations, art competitions and The Duke of Edinburgh's Award (DofE) at bronze level. Many pupils are involved in the annual school musical.
- 3.6 The following analysis uses the national data for the years 2010 to 2012. These are the most recent three years for which comparative statistics are currently available. Results in national tests at the age of seven have been above the national average for maintained primary schools. Performance of different cohorts varies, with pupils in 2011 achieving results that were well above the national average for maintained primary schools. Results in national tests at age the age of 11 have been similar to the national average for maintained primary schools overall. Performance of different cohorts similarly varies, with pupils achieving results above the national average in 2012. On other inspection evidence available from lesson observations and work scrutiny, the pupils' attainment is judged now to be good overall in relation to national age-related expectations. These levels of attainment, as judged at the age of 11, show that pupils make good progress in relation to pupils of similar ability.
- 3.7 Results at GCSE have been good in relation to the national average for maintained schools overall. Over 80% of grades awarded have been A* to C, a standard maintained in 2013. This level of attainment and the results of nationally standardised tests, together with evidence from lesson observations, the pupils' written work and curriculum interviews, indicate that pupils make progress that is good overall in relation to the average for pupils of similar ability. When they leave

at the end of Year 11, all pupils go on to further study; most transfer to sixth-form colleges in the area, while a few accept scholarships to other independent schools.

- 3.8 Pupils with SEND or EAL achieve well and often make good progress in lessons when the tasks set are suitable for their ability and they are supported by the effective individual sessions they attend. The achievement of A, G and T pupils is good in response to high expectations in teaching and when appropriate challenge is offered in lessons and in homework tasks, but this is not consistent at all ages and in all subjects.
- 3.9 Good quality teaching makes an effective contribution to the pupils' learning and achievement and progress, as do the pupils' positive attitudes, their courteous behaviour and the excellent relationships they enjoy amongst themselves and with the staff. Pupils approach their lessons with enthusiastic enjoyment and generally settle to work quickly; the presentation and organisation of their work are good.

3.(b) The contribution of curricular and extra-curricular provision

- 3.10 The contribution of curricular and extra-curricular provision is good.
- 3.11 Throughout the school the curriculum is good in its coverage of the linguistic, mathematical, scientific, human and social, physical, aesthetic and creative areas of learning. It is consistent with the school's aim to provide an education of quality which is balanced and varied, and prepares pupils for life.
- 3.12 In the EYFS the excellent educational programme follows the seven areas of learning. It offers many varied opportunities for children to develop socially, gain confidence and improve their communication and physical skills. The high expectations and enthusiasm of the staff motivate the children to work well together and enjoy their learning.
- 3.13 The junior school curriculum includes the National Curriculum subjects, with the addition of French, music, DT and food technology. Specialist teaching by senior school teachers in PE, music, drama and French makes a good contribution to the pupils' learning, from the Nursery onwards. From Year 2 all pupils have the opportunity to learn a musical instrument. The addition of further specialist teaching in Year 6 aids the transition of pupils into the senior school. A good range of subjects, including a second modern foreign language, is studied in Years 7 to 9, although there are no discrete religious education lessons in the senior school. This curtails the opportunities available for pupils to explore other faiths and cultures. Some GCSE option choices are not taught in Years 7 and 8, for example drama and food technology, which limits the pupils' preparation to study in these areas. At GCSE most pupils study ten subjects.
- 3.14 The curriculum provides for the needs of all pupils, including those with EAL. The setting of core subjects from Year 4, with the exception of Year 7 science, enables pupils to work at a pace appropriate to their needs; the small class sizes throughout the school are a strong feature of the provision. Curriculum documentation is thorough, with the best examples providing clear and detailed planning.
- 3.15 Provision for pupils with SEND, including those with a statement of special educational needs, is excellent. All pupils who require extra support are identified and provided with comprehensive individual education plans (IEPs), which are reviewed regularly and implemented well. The needs of those who are A, G and T

have been identified and some excellent provision is in place, such as early entry for GCSE music and the study of GCSE astronomy for able Year 11 mathematicians.

- 3.16 A well-designed scheme of work for PSHE throughout the school covers a range of issues, including staying healthy, social justice, e-safety and diversity.
- 3.17 The school provides an extensive programme of careers education. Timetabled lessons for pupils in Years 9 to 11 cover the writing of CVs, work experience and post-16 applications, and prepare pupils effectively for sixth-form education.
- 3.18 The curriculum is enhanced by an excellent range of extra-curricular opportunities. The list of weekly activities is extensive and wide ranging. Pupils can pursue performance interests in groups such as the wind instrument group or the ukulele and folk group, or listen to music in the Pink Floyd Appreciation Society. Music is an area of particular strength. Provision for sport is also excellent, with significant time allocated to physical development, reinforced by commitment to providing all pupils in Years 3 to 11 with opportunities to represent the school on a regular basis, and by the provision of less mainstream sports, such as fencing.
- 3.19 The curriculum is further enriched by an excellent variety of residential and day visits. Pupils in Years 3 and 4 talked enthusiastically about recent day trips to the Howdon Hall concert venue and to the Kelham Island museum to learn about Sheffield's industrial past. Older pupils have enjoyed residential visits to La Santa, to the summit of Kilimanjaro and to Rua Fiola.
- 3.20 Links with the local and wider community are excellent. They include the sporting fixtures against local schools, a variety of competitions and service through the DofE. Pupils benefit from the many visitors who further enrich the curriculum; a neuroscientist, the town mayor and a mountain climber have all spoken in assembly.

3.(c) The contribution of teaching

- 3.21 The contribution of teaching is good.
- 3.22 Teaching is effective in promoting the pupils' progress and strongly supports the aim of the school to provide an education of quality. Excellent relationships between teachers and pupils ensure that pupils feel they can turn to staff whenever they need help or guidance with their work. Effective use is made of stimulating resources, and attractive displays enhance teaching rooms and public areas of the school.
- 3.23 In the EYFS, energetic and enthusiastic teaching, together with high staff to pupil ratios, enables all children to learn effectively. They are encouraged to choose activities from a good range of resources, covering all aspects of the curriculum. The staff complete regular assessments of the children's progress and use these extremely well to plan the next steps in learning. They regularly listen to, observe and question children during activities to deepen their understanding and improve learning. All children, including those with SEND or EAL, make at least good progress towards the Early Learning Goals in relation to their starting points.
- 3.24 In much very successful teaching, a wide range of well-planned strategies and resources stimulates the pupils' interest and enjoyment, as well as fostering their application. In this well-paced teaching the pupils' needs are closely addressed, encouraging them to make the most of their abilities and build on their prior learning. Teaching generally provides strong, effective support for pupils with SEND or EAL and makes good use of the comprehensive and useful IEPs drawn up for each of

them. The needs of pupils with a statement of special educational needs are extremely well met. In the most successful teaching, more able pupils are extended through varied and challenging activities. Occasionally, however, when the whole class is expected to undertake the same task for all or most of the lesson, progress for these pupils is slower.

- 3.25 Pupils are well managed; in almost all teaching, expectations of behaviour are high and successfully achieved. As a result, pupils are strongly motivated and work co-operatively with teachers and their peers. They work independently in small groups. Examination classes are given good advice about the requirements of their courses, and throughout the school teachers have excellent subject knowledge. A variety of effective homework tasks is set to reinforce pupils' understanding and support them with their learning.
- 3.26 In response to the pupil questionnaire and in discussions, a small minority of senior school pupils said that they feel there is some inconsistency in the awarding of credits for good work. Inspection evidence supports this view. The school policy, including its criteria for the awarding of credits, is not consistently applied by all teaching staff.
- 3.27 The school uses standardised tests to gain information about the pupils' potential. This is not fully taken into account by all teaching staff, resulting in inconsistent tracking of pupils' progress. The school is taking steps to make better use of this information in order to plan the next stages of pupils' learning.
- 3.28 Since the previous inspection, progress has been made in developing a central marking policy in both the junior and senior schools, but this is not yet consistently implemented. Elements of good practice have been established in a number of areas but inconsistencies remain in the application of the policy. The best marking includes written comments that help pupils to understand what they need to do to improve, and uses marks to allow them to gauge the level of their achievement in relation to their ability.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

4.(a) The spiritual, moral, social and cultural development of the pupils

- 4.1 The spiritual, moral, social and cultural development of the pupils is good.
- 4.2 This development fulfils many of the school's aims: it is central to guiding and preparing pupils for life and to the promotion of mutual respect and friendship. At all ages pupils are well prepared, through good personal development, for the next stage of their education.
- 4.3 In the EYFS the children are polite, behave well and work sensibly together. They support one another, play co-operatively and are happy to take turns, for example when sliding toy sea creatures down into the water tray. The children are friendly, welcoming and growing in confidence in social situations.
- 4.4 Overall, pupils' spiritual awareness, fostered by their appreciation of music and the creative arts, is good. Since the previous inspection, the school has begun to place greater emphasis upon developing the pupils' spiritual awareness but this is limited in the senior school by the lack of sufficient opportunities to explore other faiths and cultures. Pupils in the junior school display a good knowledge of Islam, and a colourful classroom display has introduced them to the traditions of Diwali. Throughout the school pupils have good self-knowledge, a sensitive awareness of themselves and others, and secure self-confidence. They are able to reflect quietly; a Year 8 group led a thoughtful and moving assembly on the theme of remembrance.
- 4.5 The moral development of pupils is excellent. They have a very strong sense of right and wrong, and are keen to promote fairness and tolerance. Pupils share their views and are confident that others will respect their right to be heard. They channel their concerns for the environment through an 'eco' committee, and in supporting Water Aid. They display a strong sense of responsibility for those less fortunate than themselves and are keen to raise money for a large number of local, national and international charities, including a local children's hospital, the Salvation Army and Boots for Africa.
- 4.6 Pupils have excellent social skills, largely as a result of the very positive relationships that exist across the whole school community. Older pupils are encouraged to support younger ones; pupils in Years 7 and 8 listen to readers in the junior school and Year 11 pupils enjoy being 'big brothers and sisters' to EYFS children. Pupils are keen to work collaboratively in teams, both in sport and when serving on the school council. Throughout the school, pupils willingly take on responsibility; they enjoy many leadership opportunities as house captains, librarians and sports captains. In PSHE lessons they acquire a broad understanding of public institutions and the law.
- 4.7 The pupils' cultural awareness is well developed. Since the previous inspection, their knowledge and appreciation of a wide range of cultural traditions have expanded significantly. Pupils have enjoyed a world culture day, which raised their awareness of Caribbean food, traditions and music. Pupils develop their cultural understanding well through the curriculum in art, music, geography and history, and on visits to museums, galleries and places of cultural interest, both at home and abroad, including a trip to the Holocaust Memorial Centre, an art trip to Paris and a choir tour to Prague.

4.(b) The contribution of arrangements for pastoral care

- 4.8 The contribution of arrangements for pastoral care is excellent.
- 4.9 The care and welfare of pupils are a strength of the school, and reflect its aim to guide and prepare pupils for life. Throughout the school, hard-working, committed and caring staff take their responsibility for the welfare of pupils very seriously and display sensitivity when responding to their needs. In the EYFS, each child has a key person who plays a significant role in the child's personal, social and emotional development.
- 4.10 Strong and caring relationships exist between staff and pupils and amongst the pupils themselves. Pupils know to whom they can go when they are in difficulty, and they feel safe, happy and confident. The staff serve as excellent role models, giving clear guidance on polite and considerate behaviour. Pupils have a very good awareness of the Westbourne Way, with its emphasis on mutual respect, reinforced in PSHE lessons and assemblies. They have many opportunities to discuss relevant issues such as relationships, peer pressure and self-esteem. The transition from Year 6 to Year 7 is well managed, and new pupils joining older year groups in the senior school report that they are also well cared for.
- 4.11 All pupils are encouraged to be healthy and take exercise. The children in the EYFS are physically active; they enjoy ball games and playing with older pupils. They know that eating fruit and vegetables is good for them. Older pupils play sport regularly and appreciate the range and variety of food provided in the dining hall at mealtimes. In PSHE lessons they cover issues relating to healthy eating, diet and exercise.
- 4.12 The school is extremely effective in promoting good behaviour and guarding against bullying. In questionnaire responses, a very large majority of pupils agreed that the school deals with any bullying that occurs and that teachers are fair in the way they give sanctions. Rare cases of unacceptable behaviour are dealt with using clearly defined procedures. Detailed records are kept by senior managers.
- 4.13 Pupils feel that they are able to make a significant contribution to school matters through the work of the school council, which meets regularly, and through occasional surveys on issues such as school lunches. In responses to the questionnaire and in discussions, the vast majority of pupils said that their views are listened to and that their opinions receive a positive response.
- 4.14 The school has a suitable plan to improve educational access for pupils with SEND.

4.(c) The contribution of arrangements for welfare, health and safety

- 4.15 The contribution of arrangements for welfare, health and safety is excellent.
- 4.16 Throughout the school, including in the EYFS, comprehensive procedures for promoting the welfare of the pupils, including child protection, contribute to the pupils' personal development and the fulfilment of the school's aims.
- 4.17 All issues raised at the time of the previous inspection have been addressed, including the establishment of two suitable medical rooms to provide facilities for pupils who are injured or fall ill during the school day. First-aid kits are suitably placed in all areas of the school, and medicines stored and administered safely. All staff receive basic first-aid training, with a significant number achieving higher level

qualifications, including those in the EYFS who have relevant paediatric training. Those pupils who have specific medical needs are well cared for.

- 4.18 All staff receive regular training in safeguarding, welfare, health and safety, and designated figures are additionally trained in inter-agency working. New staff have an appropriate induction in relevant procedures. Recruitment checks on new staff are robust and adhere to safer recruitment guidance.
- 4.19 Health and safety measures are strong. The health and safety committee meets once a term. Thorough risk assessments for buildings, curriculum activities and school trips are carried out and reviewed regularly. Effective procedures to report any accidents and to reduce the risk from fire and other hazards are in place. Regular fire drills are held and members of staff receive appropriate fire awareness training.
- 4.20 Registers accurately record the pupils' admission to and attendance at the school, and these are suitably maintained and stored as required for three years.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is good.
- 5.2 The governors fully support the aims and values of the school to provide an education of quality, and maintain a happy, safe and secure atmosphere for learning in a disciplined, structured environment. They bring a wide variety of expertise to the board which enables them to exercise effective oversight of all sections of the school. Individual suitably experienced governors are linked to different aspects of school life, such as child protection and health and safety, which provides very effective monitoring. The EYFS governor visits the setting regularly and provides excellent oversight. Governors keep abreast of the work of the school through regular reports from senior managers and visits to the school, and through the work of committees. They are well known to the staff. The chair meets with the leadership regularly, providing support and some level of challenge, but there are no formal procedures to evaluate the work of the leadership.
- 5.3 Strategic and financial planning is strong, and governors make suitable provision for human and material resources, and for accommodation. The Nursery has been successfully instituted and provided with excellent resources to support a wide range of learning opportunities. The board has established a thorough set of procedures to ensure that its responsibilities for welfare, health and safety are met. The annual review of the operation of the school's safeguarding policy and procedures is suitably carried out by all governors.
- 5.4 Governors monitor educational standards carefully and support the senior managers in their framing of the school improvement plan. New governors undergo an appropriate induction programme, and all members of the board take advantage of relevant training courses to enhance their knowledge and understanding of their obligations.

5.(b) The quality of leadership and management, including links with parents, carers and guardians

- 5.5 The quality of leadership and management, including links with parents, carers and guardians, is good.
- 5.6 Leadership and management throughout the school, including the EYFS, are effective in meeting the aims of the school to provide an education of quality, aspiring to excellence in all they do.
- 5.7 Changes in the senior management structure since the previous inspection have secured clear levels of responsibility and strengthened monitoring, particularly in the senior school. This ensures the rapid exchange of information, policy and practice between all staff and senior leaders. Both teaching and non-teaching staff feel that this works particularly well and has resulted in efficient two-way communication. The school has clear policies and procedures covering all academic matters, including marking, but monitoring of their implementation and effectiveness by all levels of management is limited. This results in a lack of consistency in their application and in their impact on pupils' learning and progress.

- 5.8 Self-evaluation is a key feature in the management of departments and sections, and includes some peer lesson observation and pupil work scrutiny, but this has not been applied effectively across the whole school. In the EYFS, self-evaluation provides some challenge for continued improvement but lacks rigour. Relevant data on the pupils' attainment and progress is obtained by the school but is not used consistently throughout to inform teaching and ensure the pupils' progress.
- 5.9 Development planning is realistic and forward thinking, and collates plans from individual departments and all sections of the school effectively, in consultation with governors. The school development plans are reviewed on an annual basis but their contents are limited to one year. Much informal discussion of the future development of the school takes place at all levels of management. This is not translated into systematic medium- or long-term planning to improve the pupils' academic achievement and personal development, or based on evidence from self-evaluation and assessment evidence, with clear criteria to judge success.
- 5.10 Staff appraisal is conducted by the leadership, including in the EYFS, on a biennial cycle and includes lesson observation, an interview, the setting of targets and the provision of any training that is required. This process has been beneficial in enabling the school to appoint and retain high quality, motivated staff.
- 5.11 All staff, including those in the EYFS, receive appropriate training in safeguarding, first aid and fire awareness. Newly appointed teachers have a mentor to support them, and they are required to undergo a thorough process of induction into the policies and practices of the school. Checks on new staff are carried out promptly and all aspects of recruitment procedures are robust.
- 5.12 The school benefits from the excellent contribution made by non-teaching staff involved in catering, cleaning, premises and administration. They provide high quality support to pupils and enable the school to run very efficiently.
- 5.13 Throughout the school, links with parents are excellent. Responses to questionnaires show that parents are overwhelmingly satisfied with the education and support provided for their children. They feel that their children are happy, well looked after and encouraged to behave well. They are satisfied with the quality of communication with the school, which comes in many forms, from highly informative handbooks for different sections of the school, to weekly and termly newsletters. The website provides a clear and informative means of communication to parents of current and prospective pupils, including all required information. It is also used to communicate more urgent information, such as school closure on snow days, in addition to a mobile telephone alert system for other emergencies.
- 5.14 Relationships with parents are excellent. Parents welcome the school's 'open door' policy, and are confident that any concerns about their children are taken seriously and handled sensitively. The complaints policy is clear and detailed, and available to parents on the school's website. The very small number of complaints have been dealt with efficiently and with due regard to the policy.
- 5.15 Parents have many opportunities to be actively involved in the work and progress of their children. They are welcome to help younger children settle at the beginning of the day, and have an opportunity to share their children's learning at this time as well as through *News from Home* in the EYFS and the pupils' planners throughout the school. Parents come in to talk in assembly about their work and their cultures, for example on the theme of Diwali. The Friends of Westbourne serve coffee at open

mornings and are available to talk to parents of prospective pupils. The group also arranges social and charity events.

- 5.16 In questionnaire responses a small minority of parents expressed the view that they do not receive sufficient information about their children's progress. Inspection evidence did not support this view. Parents are invited to attend a parents' evening and receive two full reports a year, as well as assessment grade sheets, all of which provide detailed information about each child's individual skills and interests as well as their overall attainment.

What the school should do to improve is given at the beginning of the report in section 2.