



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Report

West House School

March 2023

Contents

School's Details		3
1. Background Information		4
About the school		4
What the school seeks to do		4
About the pupils		4
2. Regulatory Compliance Inspection		5
Preface		5
Key findings		6
PART 1 – Quality of education provided		6
PART 2 – Spiritual, moral, social and cultural development of pupils		6
PART 3 – Welfare, health and safety of pupils		6
PART 4 – Suitability of staff, supply staff, and proprietors		6
PART 5 – Premises of and accommodation at schools		6
PART 6 – Provision of information		7
PART 7 – Manner in which complaints are handled		7
PART 8 – Quality of leadership in and management of schools		7
3. The quality and standards of the Early Years Foundation Stage		8
Overall effectiveness: the quality and standards of the early years provision		8
Quality of education		8
Behaviour and attitudes		8
Personal development		9
Leadership and management		9
Compliance with statutory requirements		10
Recommendation for further improvement		10
4. Educational Quality Inspection		11
Preface		11
Key findings		11
Recommendation		11
The quality of the pupils' academic and other achievements		11
The quality of the pupils' personal development		13
5. Inspection Evidence		16

School's Details

School	West House School			
DfE number	330/6059			
Early Years registration number	EY288576			
Registered charity number	528959			
Address	West House School 24 St James's Road Edgbaston Birmingham West Midlands B15 2NX			
Telephone number	01214 404097			
Email address	secretary@westhouseprep.com			
Headmaster	Mr Alistair Lyttle			
Chair of Governors	Mr James Gittins			
Proprietor	West House School Ltd			
Age range	6 months to 11 years			
Number of pupils on roll	348			
	Early Years	110	Pre-prep	68
	Prep	170		
Inspection dates	28 February to 2 March 2023			

1. Background Information

About the school

- 1.1 West House School is an independent day school situated in Edgbaston near the centre of Birmingham. It is registered as a school for male pupils, but admits female pupils to the Nursery classes. Founded in 1895, the school merged with a local co-educational nursery school in 1999. It is a registered charitable trust overseen by a board of governors. The school comprises three sections: early years for children aged six months to four years; pre-prep for pupils aged four to seven years; and prep for pupils aged seven to eleven years. Since the previous inspection, the school has increased its age range to admit children from the age of six months. The chair of governors took up his post in January 2020.

What the school seeks to do

- 1.2 The school aims to enable its pupils to realise their potential within an inclusive and supportive environment. It seeks to foster the all-round development of its pupils through the celebration of success and the promotion of positive behaviour, attitudes and values. The school aspires to provide a broad curriculum alongside a rich and varied range of extra-curricular activities, and to create an atmosphere of genuine care and enjoyment.

About the pupils

- 1.3 The majority of pupils come from professional backgrounds in Birmingham and the surrounding area. Data from standardised tests indicate that the ability of the pupils is average when compared to those taking the same tests nationally. The school has identified 36 pupils as having special educational needs and/or disabilities (SEND), including dyslexia, of whom 34 receive additional specialist help. Two pupils have an education, health and care (EHC) plan. English is an additional language (EAL) for three pupils, whose needs are supported through individual and classroom support. The school supports pupils identified as being the more able in the school's population through the curriculum and enrichment activities.

2. Regulatory Compliance Inspection

Preface

The Independent Schools Inspectorate (ISI) is approved by the Secretary of State to inspect schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and report on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Inspections of schools with early years settings not requiring registration also report whether the school complies with key provisions of the Early Years Foundation Stage (EYFS) statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, inspections report on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. Inspections also comment on the progress made to meet any compliance action points set out in the school's most recent statutory inspection.

ISI inspections are also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

This is a FOCUSED COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY. The FOCUSED COMPLIANCE inspection reports only on the school's compliance with the standards. The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified. In this focused compliance inspection, key standards have been inspected in detail. These are the standards on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety; arrangements to check the suitability of staff; the provision of information; the handling of parents' complaints; and other related aspects of leadership and management. The remaining standards and requirements are deemed to continue to be met unless evidence to the contrary has been found.

Inspections do not include matters that are outside of the regulatory framework described above, such as: an exhaustive health and safety audit; compliance with data protection requirements; an in-depth examination of the structural condition of the school, its services or other physical features; contractual arrangements with parents; an investigation of the financial viability of the school or its accounting procedures.

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

Links to the standards and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014, Early Years Foundation Stage Statutory Framework](#).

Key findings

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

PART 1 – Quality of education provided

- 2.2 The school's own framework for assessment confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.4 Pupils receive relationships education. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.5 The standards relating to the quality of education [paragraphs 1–4] are met.**

PART 2 – Spiritual, moral, social and cultural development of pupils

- 2.6 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens.
- 2.7 The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.**

PART 3 – Welfare, health and safety of pupils

- 2.8 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.9 The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, and the ban on corporal punishment under section 548 of the Education Act 1996 are met.**

PART 4 – Suitability of staff, supply staff, and proprietors

- 2.10 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required.
- 2.11 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.**

PART 5 – Premises of and accommodation at schools

- 2.12 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are

appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play.

2.13 The standards relating to the premises and accommodation [paragraphs 22–31] are met.

PART 6 – Provision of information

2.14 A range of information is published, provided or made available to parents, inspectors and the Department for Education. This includes details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any pupils with education, health and care plans or English as an additional language. It also includes particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website.

2.15 The standard relating to the provision of information [paragraph 32] is met.

PART 7 – Manner in which complaints are handled

2.16 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful.

2.17 The standard relating to the handling of complaints [paragraph 33] is met.

PART 8 – Quality of leadership in and management of schools

2.18 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met, and they actively promote the well-being of the pupils.

2.19 The standard relating to leadership and management of the school [paragraph 34] is met.

3. The quality and standards of the Early Years Foundation Stage

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

- 3.1 The overall effectiveness of the early years provision is good.
- 3.2 The curriculum is well structured and meets the needs of the children in the setting, including those with SEND. All children make good progress relative to their starting points and are well prepared for their next stage in their development.
- 3.3 Children are very happy, safe and secure within a nurturing environment. Staff give quality time to each child to ensure that they feel secure, so that they can benefit from the activities on offer. Staff have a clear understanding of safeguarding and welfare requirements and fulfil their responsibilities for protecting the children in their care diligently.
- 3.4 Leaders and managers work closely with staff to ensure evaluative practice and demonstrate a commitment to continual improvement. This has a positive impact on the quality of provision and on children's learning and development. The leadership team has acted on the recommendation from the previous report; children now have access to a greater number of resources which allow them to be more imaginative and creative in their play in the outdoor area.

Quality of education

- 3.5 The quality of education is good.
- 3.6 The recently revised curriculum is well planned and meets the relevant statutory requirements. It takes into account the needs and interests of the children and ensures that all children have a good start to their learning. The curriculum provides many opportunities for children to develop their communication and language and physical skills and enables their personal, social and emotional development. It initially focuses on these main areas of learning and extends in scope as children become ready. Positive feedback is given to children through appropriate use of praise and encouragement, which helps them acquire the skills and capacity to learn. All children from the earliest age are well prepared for the next stage in their education.
- 3.7 Staff have high expectations for the children in their care. They have a good understanding about how babies and young children learn and develop. The well-planned activities reflect children's interests and stages of development, allowing them to develop, consolidate and deepen their knowledge, understanding and skills across the areas of learning. Staff readily engage with children during routine activities and take every opportunity to develop social and communication skills. They ask questions about the stories they read to the older children and encourage the younger ones to join in with actions and sounds. The younger children were observed mark making in the playground and the older children are beginning to form letters at an age-appropriate level.
- 3.8 Regular assessments contribute to the staff's knowledge about what each child can do. This enables staff to identify the next steps in each child's learning and the progress they are making. Assessments are shared with parents each day through an online system. Parents are able, in turn, to report their child's significant experiences and achievements at home, thus helping practitioners to further understand children's progress and plan their next steps.

Behaviour and attitudes

- 3.9 Behaviour and attitudes are good.
- 3.10 Children are keen and enthusiastic learners who are eager to explore their surroundings and use their imagination. They demonstrate great pride when they achieve something for themselves, as was seen when a child walked unaided into the setting for the first time. Children are willing to try new things and to persevere. For example, a toddler was highly engaged in an activity to see what would happen

if he tipped earth through the holes of a flower pot into another. Older children were keen to learn to balance on rocking boards and to use stilts to walk around the playground, returning to these activities several times until they succeeded. The calm and orderly atmosphere is conducive to the development of children's focus and concentration.

- 3.11 Children show great enjoyment in their learning and become absorbed in the activities they choose. They can find their own resources and decide what they want to play with, showing that they are developing independence. Children relish opportunities to use their own ideas in an activity, such as deciding how to use large blocks in the playground. They are eager to explore their environment, discover new things and are naturally curious. However, children do not always develop their own imaginative and creative abilities to the full as some activities are overly structured and do not allow them to use their own ideas.
- 3.12 Children demonstrate very good behaviour and show respect for one another, often helping each other to fetch things or joining in with applause to celebrate each other's successes. They respond well to gentle reminders and guidance from staff about how to share and play together co-operatively. Children's attendance is well monitored ensuring they form good habits for future learning, including suitable procedures to investigate unexplained absences.

Personal development

- 3.13 The personal development of children is good.
- 3.14 Effective care practices serve to promote and support children's emotional development and growing sense of individuality so that each child feels safe and happy in the setting. Staff reassure and respond promptly to children's needs in a sensitive and caring manner, including through the implementation of sleep routines provided by parents. Staff are very supportive of each child's efforts and encourage them to persist when learning to do things for themselves, such as putting on their own shoes or learning to ride a trike. Gentle reminders help children understand when they might be at risk, such as advice about not climbing on chairs and avoiding knocking into the fence. Older children are well supervised when using the climbing frame to ensure that they do not put themselves in danger or lose confidence through attempting tasks that are too challenging.
- 3.15 Staff know the children very well within a strongly embedded key person system that helps children feel very happy and secure in the setting. Children know they can seek reassurance from their key worker at any time and they are pleased to see them on arrival in the morning. Parents reported to inspectors that they have great confidence in the standard of care offered in the setting. The setting prepares children for life in modern Britain through a well-embedded programme of cultural events, which celebrate diversity. Good manners are encouraged and the staff are good role models for children in the way they behave towards others. The children are introduced to the West House Way from an early age and this helps children learn to care for and respect others.
- 3.16 Staff help children to lead a healthy lifestyle from the very beginning of their time in the setting. A well-balanced diet is provided each day and staff ensure that food preferences, allergy, dietary and medical needs are catered for appropriately. Children have regular access to the outdoor learning area as well as the wider school grounds for exercise, allowing them to be physically active and develop their gross motor skills effectively. Hygiene practices, which are followed by everyone, ensure that the personal needs of the children are met appropriately. Staff remind children to wash their hands before eating and support those who are unable to do so independently. Staff are aware of their responsibilities for the consistent implementation of policies and procedures towards safeguarding, welfare, and learning and development. All statutory requirements are met.

Leadership and management

- 3.17 Leadership and management are good.

- 3.18 Leaders have a clear vision for the setting and provide high-quality experiences and care for children who attend the setting. Leaders continually seek ways to improve the provision, and have identified areas for development which include extending support for speech and language development and continuing to improve the outdoor learning areas. Leaders show that they have a clear understanding of how to support children in the EYFS so that they achieve the best possible outcomes. Effective systems are in place for both supervisions and appraisal. These enable staff to discuss issues and identify training needs, benefiting both the individual and the setting. Staff appreciate the open dialogue they have with leaders and know that they can seek support from the leadership team at any time. Staff are encouraged to attend a wide selection of training courses to broaden their professional knowledge. Leaders encourage staff to share their innovative ideas and readily discuss how they might implement these into their practice.
- 3.19 The setting has strong links with parents. They are encouraged to contribute to their child's assessments, and those interviewed reported that they are well informed about the progress their child is making. Parents are provided with information about the EYFS and are invited to attend family days both before and while their child attends the setting. Parents reported that they feel very confident about leaving their child in the care of the setting. The setting maintains effective links with the local authority and accesses specialist help, such as speech therapy, as required.
- 3.20 The governing board maintains good oversight of the setting; governors are aware of the requirements of the EYFS and provide a good level of support for the management team. Leaders ensure that all staff receive comprehensive safeguarding training to keep them updated about procedures. Statutory duties are fully met with regard to equality, safeguarding and safer recruitment.

Compliance with statutory requirements

- 3.21 The school's registered provision for childcare meets the requirements of the Childcare Act 2006 and no action is required.**

Recommendation for further improvement

The school is advised to make the following improvement to its provision for children in the early years.

- Enable pupils to use and develop their own ideas in their learning through the provision of open-ended tasks throughout the day.

4. Educational Quality Inspection

Preface

The **EDUCATIONAL QUALITY** inspection reports on the quality of the school's work. It focuses on the two key outcomes:

- The achievement of the pupils, including their academic development, and
- The personal development of the pupils.

The headline judgements apply one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory'.

Where necessary, National Curriculum nomenclature is used to refer to year groups in the school.

Key findings

4.1 The quality of the pupils' academic and other achievements is excellent.

- Pupils of all ages and abilities make excellent progress, achieving at levels in advance of age-related expectations by the time they leave the school.
- Pupils are excellent communicators. They are articulate speakers and attentive listeners, reading and writing at high levels for a range of purposes.
- Pupils' information and communication technology (ICT) skills are particularly well developed and employed to great effect throughout the curriculum.
- Pupils' attitudes to learning are excellent. Their commitment to learning and enjoyment of success in the classroom are evident in both independent and collaborative activities.

4.2 The quality of the pupils' personal development is excellent.

- Pupils are extremely confident and resilient, displaying a maturity beyond their years.
- Pupils are highly aware of the need to make wise decisions about their lives and work and do so with confidence and consideration.
- Pupils demonstrate an excellent sense of right and wrong.
- Pupils take a great pride in their school and are highly sensitive to the ways in which they can help others both in and outside school.
- Pupils have an excellent understanding of the importance and means of staying healthy in both mind and body.

Recommendation

4.3 The school is advised to make the following improvement.

- Ensure that pupils of all ages gain a full understanding of how to improve their learning through the consistent implementation of the school's marking policy.

The quality of the pupils' academic and other achievements

4.4 The quality of the pupils' academic and other achievements is excellent.

4.5 Pupils of all ages and abilities make excellent progress as evidenced by data provided by the school, scrutiny of pupils' work and lesson observations. This is because of school leaders' effective use of data to identify pupils who may not be making expected progress and the implementation of

individual strategies to meet their needs. Almost all children achieve the expected level of development at the end of their time in Reception, with some working at standards higher than expectations for their age. Pupils make rapid progress in their acquisition of key skills during their time in the pre-prep. This has been ensured by leaders' swift identification of areas of weakness following periods of remote learning and the consequent implementation of new strategies and associated staff training. As pupils move into the prep school, a strong focus on these skills ensures that pupils are ready to tackle advanced tasks in their final two years, where progress is also particularly strong. The vast majority of parents who responded to the pre-inspection questionnaires agreed that teaching enables their children to make good progress. All the pupils who completed the questionnaires agreed that their skills and knowledge improve in lessons and that their teachers help them to learn.

- 4.6 By the time they leave the school, pupils are working at levels in advance of age expectations, as reflected in their success in gaining places at academically selective senior schools. Pupils develop their skills to the highest possible level, not only in core subjects, but in the wider curriculum, where they benefit from well-paced, engaging teaching and a curriculum which presents continual challenge. A deep awareness of pupils' individual needs throughout the school ensures that those with SEND and EAL achieve at high levels, alongside their peers. More able pupils are challenged through their classroom work and also through the opportunity to engage in the weekly enrichment tasks which stimulate pupils to engage in their learning at a higher level and extend their investigations at home. Specialist teaching in many subjects ensures that pupils achieve at an excellent level. The achievements of some pupils with particular talents is exceptional, as seen in the GCSE level work of individuals in mathematics and art and the grade 8 and diploma awards in music.
- 4.7 Pupils are highly successful in their endeavours in all aspects of school life, in fulfilment of the school's aim to enable every pupil to realise their potential. Pupils are regularly awarded academic, music and art scholarships to their senior schools. They are accomplished in the sporting arena, with teams regularly competing with great success in local and national tournaments in sports including cricket, football, athletics and rugby. Pupils benefit from the governors' provision of high-quality sports pitches, specialist teaching and partnerships with external sporting organisations. They achieve high levels of success in music examinations and are regular prize-winners at the local festival of music and drama. Pupils of every age showcase their performance skills at regular concerts, assemblies and productions, reflecting the impact on their achievements of specialist teaching. Leaders ensure that time is allocated for all pupils to develop their excellent artistic and sporting skills, thus fulfilling the school's aim to provide a broad and balanced curriculum for pupils of all ages. Pupils are proud of their achievements but hesitant to boast of them, seeing such activities as an integral part of their school lives and enjoying opportunities to participate in the school's activities and enrichment programmes.
- 4.8 Pupils are excellent speakers and listeners, as evidenced in discussions, lessons, and performances. They express themselves articulately and confidently, benefiting from regular drama lessons in which they hone these skills. Excellent communication was seen between children in Reception when sharing their story-writing ideas and those in Year 3 when debating the different parts of plants. Pupils' love of reading is evident through their choices of books and the pleasure they take from sharing these with others. They readily responded to the school's World Book Day challenges of reading books from new genres or those recommended in the book reviews displayed around the school. Pupils' writing is of a high standard across the curriculum. Children in Reception quickly establish a confident knowledge of phonics, some applying this to the writing of simple instructions. Pre-prep pupils use sophisticated language in their writing to describe the events in their stories. Older prep school pupils write effectively for a wide variety of purposes such as diary writing, poetry, scientific reports and factual accounts.
- 4.9 Pupils throughout the school are able mathematicians, taking a clear delight in the subject and enjoying considerable success in national and local mathematics events and challenges. Teachers quickly identify the needs of the class and of individual pupils, adapting their lessons so as to enable all to achieve at a high standard. Pupils are given a range of challenging and engaging tasks, as

described by those interviewed, who all told inspectors how much they enjoy the subject. Children in Reception use their numerical skills spontaneously in their play, such as when counting the number of vegetables needed to construct models of people. Those in Year 2 apply their knowledge competently to problem-solving activities. Older prep school pupils demonstrated high levels of competence and enthusiasm in a geometry lesson as they tackled a range of tasks in order to solve a murder mystery. Pupils' skills are put to good use in other curriculum areas, such as when constructing historical timelines or carrying out friction experiments in science.

- 4.10 Pupils develop sophisticated ICT skills, navigating their way around the school and wider networks with great dexterity. Their computing skills are advanced for their ages, as seen when Year 4 pupils quickly built on their previous work on stop-motion to create effective animations in a computing lesson. Leaders have built on the natural progression of pupils' skills during lockdown to ensure that these are used consistently and meaningfully throughout the school. Governors have ensured the provision of a wide variety of resources, so that pupils are confident when using different forms of technology. Pupils' familiarity with ICT begins in the youngest classes; those in Year 1 were seen using tablet devices to record their minibeast hunt with great confidence. As they move through the school, pupils use technology as a matter of course, including for research, presentation and communication. The practice of submitting work through the school's online learning platform has further developed pupils' skills, together with their enthusiasm for learning. As a result, they move seamlessly between home and school, regularly initiating their own work and projects.
- 4.11 Pupils throughout the school have excellent attitudes to their learning, fully reflecting the school motto, which encourages them to 'work hard but don't forget to have fun'. Those interviewed told inspectors that they find learning fun, and almost every subject was named as a favourite. Pupils are highly focused in their lessons, as seen when Year 3 pupils performed gamelan-style music, all stopping at exactly the same time. They are highly collaborative in their paired and group work, as seen when Year 4 pupils created scenes for a charades activity in French. Pupils' motivation is outstanding, as evidenced in the wide range of academic tasks which they undertake voluntarily, and their enjoyment of challenge and the rewards that it brings. They are highly attentive and self-disciplined in lessons and when moving around the school. As a result, not a single minute of learning time is lost, allowing them to learn rapidly in lessons and make the strongest possible progress.
- 4.12 Pupils demonstrate a lively enjoyment of problem solving, and excellent abilities to apply their knowledge, hypothesise, analyse and synthesise. This is due to regular opportunities to extend their expertise throughout the curriculum, and well-planned, engaging lessons dedicated to the development of their skills of logic. Pupils of all ages spoke with great enthusiasm of the enrichment programme, which sets a wide range of independent challenges, from writing acrostic poems to creating the planets from eggs. Pupils develop an advanced ability to synthesise information through the research and presentation of findings about self-chosen aspects of topics such as Mount Everest. They enjoy and rise to additional challenges, such as the imposition of a strict word limit, which focuses their writing still further. Pupils analyse source material with maturity, such as when interpreting a Breughel painting in history or identifying fake news in personal, social and health education (PSHE) lessons. Their ability to hypothesise is particularly well developed, and their excellent study skills are displayed to great effect in the annual science fair. This provides an opportunity for pupils from Reception to Year 6 to plan, conduct and present their own experiments, which they do with infectious enthusiasm and considerable expertise.

The quality of the pupils' personal development

- 4.13 The quality of the pupils' personal development is excellent.
- 4.14 Pupils demonstrate excellent levels of self-confidence and resilience, confirming the school's success in achieving its aim to foster the development of the whole child. All parents who completed the questionnaires agreed that the school helps their children to be confident and independent. Pupils'

confidence was evident in their lively and wide-ranging discussions with inspectors. It was also apparent in the ability of those involved in assembly to perform poetry with great verve, filling the large room with their voices and presence. Pupils have a strong sense of self; they are ambitious for their future lives, and are well prepared for each new stage in their education as they move through and beyond the school. Pupils are willing to make mistakes, appreciating that this is part of the learning process. They are highly receptive to personalised verbal feedback in lessons and make good use of the targets set in subjects such as English and mathematics. Their understanding of how to improve their work benefits from effective marking when this is provided. School leaders have recently taken steps to ensure the quality and consistency of marking throughout the school, although this policy is not yet fully implemented in all subjects and year groups.

- 4.15 Pupils' understanding of how to stay safe and healthy is highly developed, beginning at the very youngest age. Pupils understand the importance of a healthy diet and taking regular exercise, and they have an excellent understanding of how to stay safe online. In their questionnaire responses, almost all parents agreed that the school helps their children to adopt a healthy lifestyle. Children in Reception demonstrated an early understanding of internet safety in their topic books and of dental hygiene in an experiment for the annual science fair. Pupils of all ages are supported in making good food choices through the provision of healthy options at lunch and break times. They understand the benefits of regular exercise and the safety measures required when engaging in activities both in and outside the classroom. Pupils have a mature appreciation of the importance of good mental health and of a balanced lifestyle, fostered through the PSHE curriculum. They make good use of the wellbeing hub, established by school leaders and governors in response to pupils' needs. Older pupils value the opportunity to submit new designs for the wellbeing room being drawn up for an ICT project.
- 4.16 Pupils make meaningful decisions about their work from the youngest ages. Children in Reception regularly take decisions about their learning through their choice of activities and resources. Older pupils select their clubs and activities, choose whether to stand for roles such as prefects, and challenges from the weekly enrichment opportunities. They demonstrate a mature understanding of the importance of making wise decisions when selecting their peers to positions of responsibility and when considering their future senior schools. Pupils told inspectors about the importance of having sufficient time to think about bigger decisions, such as the selection of school council members and house captains. Those in such positions make their own decisions in turn about who will represent the house in sporting and music competitions. Pupils are given regular important personal choices in their work and activities. These range from which level to work at in class and the design features to use in design technology, to how and what to investigate in science.
- 4.17 Pupils have an excellent moral awareness and adhere to the school rules with high levels of consistency, appreciating the school's help when there are differences to be resolved. They readily take responsibility for their own behaviour and display a mature sense of justice. In their questionnaire responses, a few pupils stated that pupils are not always kind and respectful to each other. However, the vast majority stated that the school expects pupils to behave well and sorts out poor behaviour swiftly and effectively when it arises. Pupils' behaviour is of a high standard throughout the school day. They move purposefully and eagerly from one activity to another, but are quick to recognise the needs of others, waiting patiently for others to pass when required. Pupils' responses to instructions and levels of attention in lessons are exemplary, reflecting their commitment to the West House Way and its promotion of care, kindness and respect. They have high expectations of their own behaviour and that of their peers, in clear fulfilment of the school's aim to promote positive behaviour and attitudes.
- 4.18 Pupils take their positions of responsibility very seriously and with a determination to make a difference to the lives of others in the school and the wider community. Leaders actively seek the opinions of pupils, and almost all pupils agreed in the questionnaires that the school listens to what they have to say. The school council is diligent in seeking the views of others when allocating its budget to new playground games and in carrying out activities such as a recent traffic survey. Those in the

health and well-being team are very proud to be chosen for their role of supporting new pupils, organising games and talking to those who need company in the playground. Pupils respond spontaneously to the misfortunes of others, independently suggesting causes to support, including those relating to international events. Their support for the local community ranges from donations of harvest gifts to singing in local churches, and they offer keen support to national charities, most recently through the donation of 'gently used books' to mark World Book Day.

- 4.19 Pupils are very proud of their school and there is a palpable sense of community. This is strongly reinforced by the excellent relationships that exist between pupils and staff, who, together with older pupils, act as excellent role models for younger pupils. Pupils collaborate very effectively with each other and demonstrate great empathy towards others. Excellent social awareness was evident in pupils working in mixed age groups in musical activities. Children in Reception showed great consideration towards each other when taking turns to answer questions in class. Similarly, Year 2 pupils shared sports equipment in a physical education lesson with ease. Collaboration and socialisation between pupils is evident at break times, when team sports and relaxed conversations take place in equal measure around the school grounds. Pupils work together in routine activities such as clearing after art lessons and when supporting others through their roles in the school community, house competitions and fundraising events.
- 4.20 Pupils demonstrate a mature understanding of the importance of respect for those who may be different from themselves. Whilst their respect for others appears to be unquestioning, they nonetheless have an understanding of the importance of respect and tolerance and of the consequences in contexts where this is not the case. Those who spoke to inspectors talked knowledgeably about the issues of prejudice and discrimination, which they discuss in their PSHE lessons. Others talked about the importance of knowing about different backgrounds and faiths, illustrating the pupils' excellent awareness and love of learning about other cultures. This has been actively promoted by the recent introduction of the WoLLoW (World of Languages, Languages of the World) programme, initiated and actively supported by the governing body.
- 4.21 Pupils display a clear appreciation of the non-material aspects of life such as friendship, family, health, freedom and the natural surroundings of the school site. They demonstrate their strong appreciation of aesthetics through their artistic and musical endeavours and in their attentive roles as audience members of such performances. Older pupils appreciate the value of the opportunities offered by the recently revised religious education curriculum which help them to understand more about each other. Those who talked to inspectors spoke of how much they value time with their friends and the spaces provided in school for them to spend quieter times at break. Pupils' writing about those moving to Australia or listening to a speech by Martin Luther King demonstrates mature levels of empathy for the plight of others. Similarly, Year 3 pupils articulated with great sensitivity their ideas as to how Jesus would have felt during the crucifixion.

5. Inspection Evidence

5.1 The inspectors observed lessons, had discussions with pupils and examined samples of pupils' work. They held discussions with members of staff and with a group of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended assemblies. Inspectors visited the facilities for the youngest pupils, together with the learning support area. Inspectors considered the responses of parents, staff and pupils to pre-inspection questionnaires. The inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mrs Karen Williams	Reporting inspector
Mr David Williams	Compliance team inspector (Former head, IAPS school)
Mr Nick Vernon	Team inspector (Head, IAPS school)
Mrs Ros Ford	Co-ordinating inspector for early years (Former head of pre-prep, IAPS school)
Mrs Amanda Jennings	Team inspector for early years (Head of EYFS, IAPS school)