



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Reports

Westbourne School

January 2022

Contents

Contents		2
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		7
PART 5 – Premises of and accommodation at schools		7
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. Educational Quality Inspection		9
Preface		9
Key findings		9
Recommendation(s)		9
The quality of the pupils' academic and other achievements		9
The quality of the pupils' personal development		11
4. Inspection Evidence		14

School's Details

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 2660374			
Email address	admin@westbourneschool.co.uk			
Headmaster	Mr John Hicks			
Chair of governors	Mr Dorrien Peters			
Age range	3 to 16			
Number of pupils on roll	372			
	EYFS	40	Juniors	115
	Seniors	217		
Inspection dates	25 to 28 January 2022			

1. Background Information

About the school

- 1.1 Westbourne School is an independent co-educational day school. Founded in 1885 as a boys' preparatory school, it became co-educational in 1997 and then, in 2001, the senior school was opened. Located in the heart of Broomhill, Sheffield, the school currently occupies three sites within close proximity of each other. The school is a charitable trust administered by a board of governors. Since the previous inspection the school has temporarily relocated its Early Years setting to a new site a short walk from the existing school sites, added a well-being studio, an additional senior school hall and further developed its woodland learning environment. The school has recently embarked on a building programme to create new classrooms and additional facilities. A new chair of governors was appointed in November 2021.
- 1.2 During the period March to August 2020, the school remained open only for children of key workers and, from 01 June 2020, for pupils in Reception, Year 1, Year 6 and Year 10. During this period of closure the school provided remote online learning materials for all pupils.
- 1.3 In the interests of infection control during the COVID-19 (coronavirus) pandemic, inspection evidence was gathered partly remotely and partly on site to reduce contact within the school setting.
- 1.4 In line with the direction given by the Department for Education (DfE) at the time, no evaluation has been made of the nature or effectiveness of any provision made during the period March to August 2020, including its impact on pupils' learning, achievement or personal development. Any concerns relating to pupils' welfare during this period which directly relate to measures implemented by the school have been considered.
- 1.5 During the lockdown period of January to March 2021, all pupils received remote learning provision either at home or, for vulnerable pupils or the children of key workers, in school.
- 1.6 In 2020 and 2021, public examinations were not held. For pupils who would have been expected to take these examinations, centre-assessed grades and teacher-assessed grades were awarded.
- 1.7 Since 2020, EYFS profiles have not been externally moderated.

What the school seeks to do

- 1.8 The school aims to offer each child an excellent individual education to enable them to fulfil their potential through a balanced and varied curriculum. It seeks to prepare each child to live fulfilling lives, valuing excellence, inclusivity, mutual respect and resilience, whilst enabling them to take personal responsibility by caring for others and their surroundings.

About the pupils

- 1.9 Pupils come from a range of diverse family backgrounds living within a 20-mile radius of the school. Nationally standardised assessment data provided by the school indicate that the ability of pupils is broadly above the national average compared to other pupils taking the same test. The number of pupils identified as having special educational needs and/or disabilities is 132. Seventy-two pupils receive additional specialist support for learning difficulties such as autism and dyslexia and two pupils have education and health care (EHC) plans. Thirty-five pupils are identified as having English as an additional language, four of whom receive additional support. More able pupils, identified through the school's own assessment framework, are supported through the provision of extension activities tailored to their specific needs.

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 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.

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](#).

COVID-19: Inspection judgements do not cover the period March to August 2020 inclusive.

Key findings

- 2.1 The school does not meet all of the required standards in the schedule to the Education (Independent School Standards) Regulations 2014, and relevant requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements, and should take immediate action to remedy deficiencies as detailed below.**

PART 1 – Quality of education provided

- 2.2 In the junior school, 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 At GCSE in the years 2019 to 2021, performance has confirmed that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.4 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.
- 2.5 Pupils receive relationships education in the junior school and relationships and sex education in the senior school, except in so far as they are lawfully excused. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.6 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

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

PART 3 – Welfare, health and safety of pupils

- 2.9 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.
- 2.10 The arrangements made to safeguard and promote the welfare of pupils do not pay due regard to current statutory guidance, since checks against the barred list, prohibition from teaching and prohibition from management are not always undertaken before staff begin work. In addition, the school does not always ensure that at least two references are received for staff before they start work.
- 2.11 The standards relating to welfare, health and safety in paragraphs 9–16, the requirement of Schedule 10 of the Equality Act 2010 (accessibility plan), and the ban on corporal punishment under section 548 of the Education Act 1996 are met, but paragraph 7 (safeguarding) is not met.**

Action point 1

The school must ensure that before staff begin work a barred list check and, where appropriate, prohibition from teaching and prohibition from management check are undertaken, and that at least two satisfactory references are received [paragraph 7(a) and (b); EYFS 3.7 and 3.9].

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

- 2.12 The school makes checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required. However, checks for medical fitness are not always completed before staff begin work.
- 2.13 **The standards relating to the suitability of those in contact with pupils at the school in paragraphs 19-21 are met, but that in paragraph 18 [suitability of staff] is not met.**

Action point 2

The school must ensure all medical checks are undertaken before any member of staff begins work [paragraph 18(3); EYFS 3.9].

PART 5 – Premises of and accommodation at schools

- 2.14 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.
- 2.15 **The standards relating to the premises and accommodation [paragraphs 22–31] are met.**

PART 6 – Provision of information

- 2.16 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 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.
- 2.17 **The standard relating to the provision of information [paragraph 32] is met.**

PART 7 – Manner in which complaints are handled

- 2.18 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.
- 2.19 **The standard relating to the handling of complaints [paragraph 33] is met.**

PART 8 – Quality of leadership in and management of schools

- 2.20 The proprietor does not always ensure that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively. The other standards, including those to actively promote the well-being of the pupils, are not consistently met as checks to ensure the suitability of staff are not always made before they begin work.

2.21 The standard relating to leadership and management of the school in paragraph 34 is not met.

Action point 3

The school must ensure that persons with leadership and management responsibility demonstrate good skills and knowledge and fulfil their responsibilities effectively so that the standards are consistently met and they actively promote the well-being of the pupils [paragraph 34 (1)(a), (b) and (c)].

3. 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

- 3.1 The quality of the pupils' academic and other achievements is excellent.
- Pupils have sophisticated listening skills and are highly fluent and articulate when speaking and writing.
 - Pupils have deep knowledge, skills and understanding across many areas of learning.
 - Pupils' attitudes to learning are wholly positive
 - Pupils have highly developed study skills.
 - Pupils, including those with SEND, make strong progress over time.
- 3.2 The quality of the pupils' personal development is excellent.
- Pupils are highly respectful and inclusive.
 - Pupils have deep self-awareness.
 - Pupils have a mature and nuanced understanding of moral issues and are passionate advocates for fair play.
 - Pupils are highly collaborative, sustaining a strong school culture of mutual support.

Recommendation

- 3.3 In the context of the excellent outcomes, the leadership should consider how pupils can be enabled to mediate more effectively to achieve positive and progressive changes in their experience of school.

The quality of the pupils' academic and other achievements

- 3.4 The quality of the pupils' academic and other achievements is excellent.
- 3.5 Pupils are highly articulate and have sophisticated communication skills. They listen well demonstrating clear understanding through their subtly nuanced responses. Younger senior pupils' excellent listening skills enable them to interject without interrupting whilst debating in English. Children in the Early Years Foundation Stage (EYFS) spoke with clarity and excitement when telling each other about the 'treasure' they had just found whilst digging in the woodland area. Pupils' reading skills throughout the school are advanced relative to their ages. Their passion for reading is evident in their formation of and participation in a school book club and by enthusiastically undertaking roles as librarians. In discussion, pupils talked with avid interest about the broad variety of books they are reading across a wide range of genres. The oldest pupils explained how reading for

pleasure helps them with their well-being, whilst junior pupils explained that they enjoy exploring how people, whose experiences are different to their own, live their lives. Younger senior pupils demonstrate strong reading and writing skills such as when transposing information on the functions of different computer components. Pupils across the school write well in all areas of the curriculum. Older junior pupils, for instance, accurately use scientific vocabulary to write high-quality descriptions of how nutrients pass throughout the body. Pupils' extended writing is clearly expressed and makes accurate use of punctuation. Younger senior pupils accurately apply their learning with confidence in their writing in English, successfully developing their knowledge and understanding of how to use topic sentences in paragraphs.

- 3.6 Pupils' knowledge, skills and understanding across the curriculum are highly developed. Children in the EYFS show strong levels of coordination for their age whilst playing croquet along the woodland path. Younger senior pupils demonstrate sophisticated levels of manual dexterity when accurately measuring out and carefully mixing ingredients in food technology. Junior pupils' excellent musical understanding of the structure of the blues enabled them to perform their own songs on ukuleles with confidence and precision. Older junior pupils demonstrate perceptive understanding and knowledge of the challenges faced by those with both hidden and visible disabilities, drawing on their own experiences of discrimination to explain their ideas. Senior pupils successfully apply previous learning to new topics, such as Spanish vocabulary, when starting a new topic of personal introductions. Across all age groups, pupils' historical knowledge and understanding is profound. For example, pre-prep pupils recalled with great accuracy and enthusiasm many significant details about the Apollo 11 moon mission. Older senior pupils successfully applied their knowledge of aerobic and anaerobic respiration to plan an investigation in biology.
- 3.7 Pupils have notably strong numeracy skills. Younger junior pupils demonstrated excellent skills when successfully using cubes to measure the height and length of a variety of objects selected from around the room. Pupils' application of their learning in mathematics is highly effective. Older junior pupils' secure understanding of geometry enables them to make confident and accurate translations of two-dimensional shapes. Pupils make successful use of their knowledge and understanding; for example, when using trigonometry in the senior school to accurately solve complex problems. Pupils make confident use of their numeracy skills across many areas of the curriculum including art, physics and ICT. For example, older senior pupils successfully applied their knowledge of fractions and percentages whilst developing the code for websites.
- 3.8 Pupils have highly positive attitudes to learning. They talk with passion about how the school's culture of acceptance and tolerance enables them all to make strong progress, regardless of their individual needs and challenges. Children in the EYFS were highly attentive and focused whilst walking in a line to reach the school's woodland area, responding accurately and rapidly to teachers' instructions with clear enthusiasm and engagement. Across the school, pupils of all ages are highly productive when undertaking individual work. In written work older pupils are tenacious in their use of descriptive language in English supported by the detailed feedback received from teachers. Pupils' strong interpersonal skills enable highly successful collaboration in lessons. Older pupils, for example, successfully deepened their understanding of respiration in organisms through highly effective group work whilst undertaking an investigation.
- 3.9 Pupils display excellent study skills, applying their knowledge, skills and understanding across all areas of the curriculum with high levels of success. They make discerning and enthusiastic use of a range of information sources to inform their learning such as reference books and digital sources, exemplified when older junior pupils successfully incorporated ideas found from online research into their creative designs for mobile phone cases. They demonstrate sophisticated skills of analysis for example when younger senior pupils successfully identified topic sentences within pieces of extended writing. They are able to form hypotheses using higher-order thinking skills for example when predicting the potential outcomes of investigations undertaken in biology. Pupils of all ages take pride in organising

and presenting their written work and can successfully organise their online work alongside their written work.

- 3.10 The overall achievement of pupils is excellent and represents successful fulfilment of the school's aim to offer each child an education that enables them to fulfil their individual potential. Children in the EYFS attain well above national age-related expectations by the end of their reception year with most children meeting their early learning goals in all areas. Pupils' attainment at the end of Year 6 based on the school's own assessment framework is strong and consistently above age-related expectations and national averages. Pupils' attainment at GCSE has shown consistent improvement relative to national trends during the years 2017–2019, with a third of pupils achieving A or A* in the years 2018–19. Centre-assessed grades in 2020 and teacher-assessed grades in 2021 show results consistent with this attainment. Pupils with SEND attain at least in line with their peers and often above the average for the school and consistently above national averages. A strong rate of progress is maintained throughout the school with no significant differences between different groups of pupils. Pupils with SEND make rapid progress as a result of the school's culture of acceptance and high levels of support. Younger junior pupils of all abilities make strong short-term progress in numeracy as a result of the school's focused provision of support. Pupils are highly successful in finding suitable places for the next stage of their education with many leaving Westbourne to study for A levels at academically selective independent schools. Some gain scholarships for academic achievement, the performing arts, and sports.
- 3.11 Pupils' use of ICT is highly skilled across a wide range of applications and across the breadth of the curriculum. Older senior pupils' sophisticated use of digital technology in physics enabled them to successfully extract information from videos to explain concepts of motion and forces to their peers. Pupils create their own sophisticated and informative videos; for example, older pupils successfully employed stop-frame animation and video editing applications to create a detailed and informative short film to explain how cells divide in biology. Younger senior pupils make skilful use of composition software. This, for example, enabled them to successfully compose a piece of music using the structure of a rondo.
- 3.12 Pupils of all ages are very physically active and achieve high standards in a range of sports provided by the school. Many pupils play for county teams in sports such as hockey, rugby, cricket, karate, tennis, and swimming. They demonstrate a clear understanding of how physical activity benefits their well-being and health. Pupils are successful and confident performers, demonstrating their skills in lessons and in a range of concerts and drama performances arranged by the school across the year and also within the local community. Many pupils receive individual instrumental lessons on one or more instruments with some of those achieving high standards in external grade examinations for their age. Many pupils participate in public speaking classes, again achieving notable success in external examinations. Pupils achieve significant academic recognition outside school. Teams of pupils have successfully competed in local and regional science competitions and mathematics challenges. They have also enjoyed national success in cyber-security competitions.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 A culture of inclusivity and understanding pervades all aspects of school life. Pupils are passionate advocates of equality and respect, and are proud of the inclusive atmosphere of tolerance and acceptance they experience and help to foster within the school. They explain articulately and with empathy their desire to protect others within their school community from discrimination. Pupils are respectful of the diversity of cultures both within and around their school. Older senior pupils engaged with active interest when learning about the sustainability of native American lifestyles in history. Pupils are highly empathetic towards those with challenging needs, both physical and hidden. Older junior pupils, spoke with clear sincerity and mature understanding in a discussion about the challenges

disabled people face when negotiating public spaces, many drawing affectingly on their own experiences of prejudice. Pupils recognise that within the school community even though they are not all friends, they are all friendly towards one another.

- 3.15 Pupils show deep levels of self-understanding for their age. They are highly resilient and proactive in their approach to learning. They understand the value of admitting when they lack knowledge or understanding, whilst also using feedback in work and the targets set to enable self-improvement. Younger junior pupils display sustained perseverance in mathematics such as when determinedly and enthusiastically correcting errors in their problem solving. Senior pupils contribute confidently to assembly discussions, for instance, giving examples of where they themselves have built their resilience by embracing and overcoming challenges. They are confident in asking for support if it is needed, but also show adaptability by employing a range of strategies that include seeking support from peers, using resources such as text or reference books or indeed seeking the help of teachers. Pupils demonstrate excellent levels of self-discipline. Older pupils show high levels of self-motivation to improve their attainment, such as when devising revision techniques in a physics lesson.
- 3.16 Pupils' moral understanding is excellent. They are willing to take responsibility for their own behaviour, articulating strong values of tolerance and respect for one another whilst showing a keen sense of fair play. Pupils' behaviour across all age groups is mostly good and often excellent. Children in the EYFS showed close attention to the campfire rules in the woodland area, which was well above the expectation for their age. Older pupils set an excellent example to younger pupils, strongly facilitated by the leadership's provision of vertical tutor groups in the senior school. Pupils show no tolerance for bullying and will often challenge it when they see it happening. Pupils of all ages largely respect the school's rules, although in discussions it was clear that some older pupils do not always agree that all school rules remain relevant. Questionnaire responses from pupils also indicated that a small minority of pupils do not always feel the school listens to them. In discussion with inspectors, pupils identified a number of ways staff listen to them both individually and as a whole. They have successfully engaged with school leaders to effect changes to the school's provision; for example, by securing halal options at lunchtimes. However, where pupils disagree with leaders' decisions, for example about what the school uniform should be, they do not always have effective strategies for engaging positively and constructively with leaders to understand or indeed challenge those decisions.
- 3.17 Pupils demonstrate excellent collaborative skills and take every opportunity to work together in pursuit of shared and individual goals. Younger junior pupils rapidly tidied up their class room after a mathematics session, working together to take turns putting the equipment away. Older senior pupils' excellent collaborative skills in English enabled them to make detailed analyses of a key character from a novel. Pupils share a strong culture of common enterprise, understanding they each play a part in the success of others. Pupils from all senior year groups warmly celebrated the successes of their peers in cross-country and swimming competitions during a mixed-age tutor group period. Older junior pupils' spontaneous applause for their peers' musical performances reflects the school's strong culture of mutual support and encouragement.
- 3.18 Pupils are confident decision makers and understand that the choices they make are important in determining their own future success and well-being. Older pupils have made confident and perceptive decisions about the next stage of their education, recognising the need to balance economic well-being against their own interests and talents. Junior pupils clearly understand the need to make healthy choices of food at lunchtime; for example, by choosing to have a sweet pudding occasionally rather than every day. Younger junior pupils successfully challenge themselves in mathematics by choosing follow-on questions and activities appropriate to their ability. Pupils make sensible decisions about what to prioritise in their learning. Older senior pupils successfully identified three subject areas to focus on for further improvement and selected appropriate study techniques to enable this.
- 3.19 Pupils contribute well to the lives of others within the school. They successfully fulfil roles of responsibility at all ages from junior pupils who fulfil roles as house captains to older senior pupils

acting as prefects. Older pupils have shown strong initiative by establishing school clubs for younger pupils, such as the recently formed and popular debating club. They take an enthusiastic part in the democratic life of the school through the school council; for example, in their recent decision to raise funds for charities that support victims of slavery and human trafficking. Pupils of all ages engage with enthusiasm in a wide range of charitable fundraising events raising significant amounts for a range of local and national causes.

- 3.20 Pupils are strongly aware of how to stay safe and healthy. Their highly positive questionnaire responses and subsequent observations by inspectors confirm that they have a profound understanding of the steps they need to take to protect themselves when online and that they know where to access help if they need to. Pupils have a clear understanding of what constitutes a healthy lifestyle and understand the importance of physical exercise, with many taking part in the wide range of sporting opportunities made available by school leaders. They have a good understanding of what a healthy diet contains and make sensible balanced choices of food at lunchtime. Older senior pupils understand the importance of personal safety in relationships and are able to identify the early stages of coercive and controlling behaviour. Pupils are extremely resilient, well-supported by the school's open culture, and recognise the importance of good mental health and well-being. Younger senior pupils demonstrated a clear understanding of how to protect themselves in a kitchen environment through the safe use of equipment.
- 3.21 Pupils have a mature and nuanced understanding of the spiritual dimension within their lives. In discussions many pupils talked sincerely about the value of prayer and faith, recognising the importance of taking time to reflect. They contemplate with mature sensitivity and respect matters of faith; for example, when older senior pupils, while considering Hindu deities, composed profound questions about the nature of God's existence. They are appreciative of aesthetic qualities explaining that beauty can reside in the playing of sport or in a piece of art. They understand the value of non-material aspects of life. For example, younger senior pupils, whilst reflecting on Buddhist values explored deeply through discussion the importance in their own lives of family, being by themselves, being with others, listening to music, playing sport and meditation.

4. Inspection Evidence

- 4.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with group of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings and assemblies. Inspectors visited the facilities for the youngest pupils, together with the learning support and educational resource areas. The responses of parents, staff and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mr Matthew Lovett	Reporting inspector
Mr Devin Cassidy	Compliance team inspector (Head, HMC school)
Ms Sarah Hughes	Team inspector (Head of seniors, GSA school)
Mr Nick Vernon	Team inspector (Head, IAPS school)