



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Report

Windlesham School and Nursery

March and June 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	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
Recommendations	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	Windlesham School and Nursery			
DfE number	846/6013			
Registered charity number	269264			
Address	Windlesham School & Nursery 190 Dyke Road Brighton East Sussex BN1 5AA			
Telephone number	01273 553645			
Email address	info@windleshamschool.co.uk			
Headteacher	Mr John Ingrassia			
Chair of governors	Mr Graham Rowlands-Hempel			
Proprietor	Windlesham School Trust Ltd			
Age range	2 to 11			
Number of pupils on roll	192			
	Nursery	13	Lower School	58
	Upper School	121		
Inspection dates	21 to 23 March 2023 and 30 June 2023			

1. Background Information

About the school

- 1.1 Windlesham School is an independent co-educational day school. It is a charitable trust whose trustees provide governance. It was founded in 1948 and has a Christian ethos, while also welcoming pupils of other faiths. The school occupies an extensive site on the outskirts of Brighton and is organised as the nursery for pupils up to the age of four, the lower school for pupils in Reception to Year 2 and the upper school for pupils in Years 3 to 6. Since the last inspection the school has added an extension to its main building to provide additional classrooms, a large hall, a medical room and a new school kitchen.

What the school seeks to do

- 1.2 The school aims to give children a sense of belonging, community and respect for others, laying strong foundations for each child's future, by helping them to develop confidence, a sense of self and their potential. It seeks, through a broad and balanced curriculum, to instil a love of learning and exploration by encouraging effort and enthusiasm.

About the pupils

- 1.3 Pupils come from diverse professional family backgrounds mainly living within Brighton and Hove. Data provided by the school indicate that the ability of pupils when they join the school is average compared to those taking similar tests nationally. The school has identified 21 pupils as having special educational needs and/or disabilities (SEND), such as dyslexia, dyspraxia and autistic spectrum disorder, all of whom receive additional specialist support. One pupil has an education, health and care (EHC) plan. There are 25 pupils who speak English as an additional language (EAL), whose needs are met within the classroom. Data used by the school have identified four pupils as the most able in the school's population, for whom additional enrichment curriculum opportunities and activities are provided.

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.

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 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 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 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 Effective arrangements are implemented to safeguard and promote the welfare of pupils in areas such as listening to children; making referrals to external agencies; and arrangements to handle any allegations against adults working in the school. In these areas, senior leaders' actions have due regard to current statutory guidance.
- 2.10 However, not all required recruitment checks have been carried out promptly. The school lacks sufficient knowledge of requirements regarding checks of the lists of those prohibited from teaching to ensure correct procedures are followed. Oversight of this area of safeguarding has not ensured that staff carrying out recruitment checks have sufficient understanding of the requirements. Leaders and governors stated that prohibition from teaching checks were not required, based on the duties of the peripatetic music teachers. This was a misunderstanding of the definition of 'teaching work' in the Teachers' Disciplinary (England) Regulations 2012. In addition, leaders and governors did not ensure that there was sufficient direction and supervision of the peripatetic music teachers to justify the argument that they were not carrying out teaching work. The prohibition from teaching checks for the peripatetic music teachers were completed during the March inspection visit.
- 2.11 The standards relating to welfare, health and safety in paragraphs 9 to 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 those in paragraph 7 [safeguarding] are not met.**

Action point 1

The school must ensure that checks of the lists of those prohibited from teaching are undertaken for all staff engaged in teaching, including peripatetic music teachers, before they begin work [paragraphs 7(a) and (b); EYFS 3.7 and 3.9].

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

- 2.12 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required.
- 2.13 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

- 2.14 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 has not ensured that senior leaders and managers demonstrate good skills and knowledge as the school did not carry out prohibition from teaching checks for peripatetic music teachers. This is required as part of the standard relating to safeguarding. They have not fulfilled their

responsibilities effectively, so that the standards other than paragraph 34 are consistently met, and they actively promote the wellbeing of the pupils.

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

Action point 2

The proprietor must ensure that senior leaders and managers implement and monitor safeguarding and welfare arrangements effectively so that the standards other than paragraph 34 are consistently met and they actively promote the wellbeing 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' outstanding attitudes to learning make a highly significant contribution to their overall success.
- Pupils are articulate and highly effective communicators.
- Pupils are passionate mathematicians with a love for problem-solving.
- Pupils are highly creative and successful in the arts.

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

- Pupils have deep self-understanding, in particular in relation to how they learn.
- Pupils are highly inclusive and readily celebrate difference.
- Pupils behave well, showing high levels of kindness and support to one another.
- Pupils are highly collaborative and willingly support one another to ensure all succeed.

Recommendations

3.3 The school is advised to make the following improvements.

- Enable pupils to further extend their skills in information and communication technology (ICT) by applying these in more curriculum areas.
- Enable pupils to further develop their emotional literacy and understanding of how to maintain good mental health.

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 successful and make strong progress in relation to their abilities. Data provided by the school confirm that in 2022 most Year 6 pupils achieved at least in line with national expectations compared to those taking the same tests nationally, and over a third of these pupils achieved above national expectations. Data from 2021 and 2020 confirm this overall picture. In the EYFS three-quarters of pupils showed a good level of development in all their Early Learning Goals at the end of Reception in 2022. These high levels of achievement are a result of the expert and skilful teaching provided by staff and leaders. Pupils with SEND make strong progress, often in line with their peers. They meet their potential as a result of highly focused and individualised support. Pupils make

excellent short-term progress, as seen when Reception children made rapid progress in developing their writing skills in literacy, spelling simple words accurately. At the end of Year 6 most pupils annually gain places at their first choice of senior school, some with scholarships for academic achievement, sport, art, and the performing arts. The school successfully fulfils its aim to instil in pupils a love of learning and exploration.

- 3.6 Pupils have outstanding attitudes to learning. They engage with high levels of enthusiasm. For example, Year 4 pupils in drama enthusiastically participated in a warm-up game, maintaining high levels of energy throughout. They maintain strong focus throughout lessons, as when Year 3 pupils in literacy successfully maintained concentration whilst learning about grammatical structures. They are curious about the world around them, as seen in the detailed and interesting questions they ask. They frequently collaborate in lessons, assigning roles to each other based on their recognition of each other's individual strengths. They are highly motivated to succeed, completing an excellent volume of work in their books. They work independently with quiet determination and efficiency, rising to the challenges set by teachers. This enables many of them to exceed their age-related expectations.
- 3.7 Pupils are highly articulate. They speak clearly and with confidence, engaging willingly with adults and peers alike. This success in elocution is well-supported by the frequent opportunities provided by staff and leaders for pupils to speak in class and at public events. They demonstrate excellent listening skills as seen in Reception children's rapid and accurate response to instructions from their teacher when transitioning from one activity to another. They listen carefully to one-another's ideas and opinions, such as when Year 4 pupils successfully debated the benefits of computers over humans. Pupils are avid readers with rapid progress made by pupils with SEND. This success is supported by the strong school-wide culture of reading promoted by leaders. Pupils have a genuine passion for writing across a range of genres. Year 6 pupils shared excellent examples of their biographical, creative and descriptive writing with inspectors.
- 3.8 Pupils are enthusiastic mathematicians with a passion for solving number problems. They have strongly developed skills because of the highly focused cross-curriculum approach taken by staff in the nursery and lower school. Reception children demonstrated excellent skills of recognising the number of things without counting them first. Pupils across the school are fluent and accurate when completing calculations. Year 3 pupils demonstrated a high level of understanding when rounding three-digit numbers. Pupils can explain to others their mathematical thinking and strategies. Year 5 pupils supported each other using accurate mathematical vocabulary to successfully solve ratio problems. They have highly developed mental arithmetic skills as seen in a Year 2 maths lesson, when pupils rapidly solved number problems to win a game. Pupils explained that a significant contributory factor to their success in mathematics is the skilful teaching they receive. Teachers require them to persevere with calculations in order to achieve accuracy and then provide further challenge to deepen their understanding. Pupils relish the challenge of problem-solving as seen in Year 6 pupils' detailed and accurate calculations in algebra.
- 3.9 Pupils acquire knowledge readily and have excellent skills for learning. Their scientific knowledge is well developed and supported by a natural desire to investigate the world around them. For example, Year 6 pupils successfully undertook and accurately recorded experiments to determine the conductivity of different metals. In humanities Year 1 pupils demonstrated strong understanding for their age of the different continents of the world. They have well-developed linguistic skills, as seen in Year 4 pupils' French work shared with inspectors. Pupils are highly creative and artistic. Year 3 pupils' line drawings of sunflowers, made using charcoal, showed excellent use of line and form and were well in advance of age-related expectations. In music, Year 4 pupils demonstrated strong skills as they successfully repeated and held a clapped rhythm. Pupils are highly co-ordinated particularly in their successful development of swimming skills.
- 3.10 Pupils have excellent study skills strongly supported by a school culture that encourages pupils to reflect on their relative strengths and weaknesses in learning. Pupils understand their next steps in learning because teachers give them immediate feedback during lessons. In questionnaire responses,

almost all parents agreed that teaching enables their child to make progress. Pupils organise their work well, taking obvious pride in its presentation and making effective use of diagrams and tables in their science and humanities work. Pupils are reflective and analytical when reviewing their work. Reception children in literacy reflected accurately on how failing to leave gaps between words when writing made it hard to read. They further understood that to achieve success they needed to leave *finger* gaps between words. Pupils have strong skills of analysis. For example, Year 6 pupils' analysis of Macbeth demonstrated a deep understanding of the moral complexity within the play. Pupils have excellent skills of synthesis. Year 5 pupils' detailed comparisons of paintings by two impressionist artists enabled them to complete striking pieces of art. These successfully blended the styles of both artists in new and original ways.

- 3.11 Pupils achieve excellent levels of success outside the formal curriculum. This is most notable in the high levels of participation in the wide range of extra-curricular activities offered by the school, particularly in sports. In team sports pupils have achieved particular success at national level in swimming competitions. Pupils have achieved excellent individual sporting success at national level in gymnastics and equestrian sports. Across all areas of endeavour there have been notable individual successes, for example in national story writing, art and poetry competitions and in prose reading competitions with local schools. A large number of pupils successfully learn musical instruments, performing to a high standard in the many concerts and performances organised by school leaders. Some pupils have achieved top grades in advanced music examinations and reached the finals of a national music competition, whilst others have recorded and released a musical single in support of a homeless charity.
- 3.12 Pupils have well-developed skills in ICT. Reception children successfully used their coding skills to programme simple robots to navigate a course around the classroom floor. Pupils make confident and effective use of tablet computers to record and then evaluate their work, as when Year 6 pupils in science took photos of their firefly models. They readily use ICT to undertake online research, for example when Year 6 pupils found out about a number of famous mathematicians. Year 4 pupils have a good understanding of how computers can enable rapid and accurate analysis of large amounts of data. Year 6 pupils successfully used tablet computers to collect data from a science experiment about light. In discussions, pupils agreed that they had a secure understanding of how to use tablet computers using a small number of applications, as described above. They did not, however, feel skilled in applying their ICT skills to facilitate their learning in other curriculum areas.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils have excellent self-awareness for their age. They are highly effective at improving their understanding and skills as a result of being reflective and self-critical. They are open about their strengths and weaknesses and recognise that they can learn from mistakes. Year 5 pupils successfully assessed their own art work to understand what they could improve next time. They show perseverance when faced with challenge, demonstrating adaptability and determination, as when Year 1 pupils successfully swam a width of the pool. Consequently, pupils present as quietly self-confident. The school meets its aim to help pupils to develop confidence, a sense of self and their potential.
- 3.15 Pupils are highly respectful and inclusive of one another. Year 2 pupils in a religious education lesson encouraged each other to remember that difference is good. They recognise with mature understanding the many ways people can be different and actively seek to celebrate this. For example, Year 3 pupils took great pride sharing work that celebrated that we are all different. This included their drawings of odd socks, skilfully completed in rainbow colours. They are active in promoting tolerance, showing interest in each other's various and numerous different cultures and beliefs, and they are comfortable sharing these with their peers. During the inspection some pupils shared their celebration

of the Iranian new year with classroom displays prepared for their peers. SEND pupils, in discussion with inspectors, expressed confidence in being able to talk openly with classmates about the challenges they face. In doing this they were keen to emphasise the alternative strengths they have as a result of their differences. All parents who responded to the pre-inspection questionnaire agreed that the school actively promotes values of democracy, respect and tolerance of other people. Inspection evidence confirms this view.

- 3.16 Pupils are confident in decision making. Reception and nursery children make excellent choices of activities in free-flow sessions, readily seeking personal challenge. Pupils understand that making good choices helps them to flourish. For example, Year 1 pupils in philosophy explained that choosing to do the wrong thing in the classroom might affect their own safety. When given choice in their learning, pupils make excellent decisions reflecting their personal interests. Year 5 pupils made excellent choices of materials to successfully complete their vibrantly coloured art pieces. Pupils are effective when making important decisions and understand the need to reflect and seek advice from others to inform their decision making. Year 6 pupils, in discussion with inspectors, explained with clarity the reasoning that had enabled them to choose their next school with the support of their families and teachers.
- 3.17 Pupils demonstrate high levels of moral understanding and actively take responsibility for their own behaviour. They have a clear understanding of right and wrong and recognise that, when they make mistakes, they need to take responsibility for this. They have a strong sense of fairness and have high expectations of themselves and others in maintaining this. For example, all pupils at playtime readily shared playground toys and successfully took turns in their games. They recognise that rules are there to keep them safe and when discussing how best to conform to these, eagerly reference the school's learning values, such as honesty and kindness. Some pupils in their questionnaire responses indicated that they did not feel pupils always showed kindness and respect towards one another. Inspection evidence supported by discussions with pupils found that pupils are often highly respectful towards one another and frequently show kindness in their actions. Almost all parents who responded to the questionnaire agreed that the school actively promotes good behaviour in pupils.
- 3.18 Pupils have well-developed spiritual understanding. They have excellent aesthetic awareness, especially in art. For example, Year 6 pupils' musically themed collages in the style of Picasso, demonstrate skilful awareness for how colour, shape and vision can be combined into powerful and vibrant images. They have a deep appreciation for the non-material, seeing beauty reflected in their pets, family and the natural environment. Year 4 pupils in music stated that listening to a piece of music made them feel happy. They believe above all that happiness and kindness outweigh personal possessions, giving thanks, for example for sunshine. Pupils are able to reflect in silence and remain still, enabling them to recover peace and calm in a busy school life.
- 3.19 Pupils' social development is excellent. They form strong, productive and trusting relationships both with staff and peers. They are highly collaborative, readily recognising each other's strengths, and acknowledging these when deciding how best to work together in teams. For example, Year 5 pupils stated that, when supporting each in their learning, they all help each other to ensure everyone does well. Older pupils eagerly offer support to younger pupils, for example when Year 5 pupils act as buddies to Reception children. Pupils' successful development of strong social skills is supported by the school's deeply embedded culture of mutual support modelled by staff and leaders. Almost all parents who responded to the questionnaire agreed that the school helps pupils to develop strong teamwork and social skills. This is confirmed by inspection evidence.
- 3.20 Pupils make strong contributions to their school. They enthusiastically take on roles of responsibility within the school, such as when Year 6 pupils maturely act as ICT leaders, supporting others in learning to be safe on the internet and skilfully setting up equipment for assembly. Pupils engage proactively in trying to further develop the school's provision through the school council, which has successfully secured, through consultation, an improved lunch menu and additional playground equipment. Pupils enthusiastically engage with fundraising, often suggesting and selecting the charity. For example,

pupils responded rapidly to an international disaster by organising a collection at the school gates in the morning, raising a substantial amount for relief funding. They have engaged with fundraising for local charities that support the homeless, such as the local foodbank and charities that support those suffering hair loss during cancer treatment by donating their hair. Pupils are highly enthusiastic in helping to improve the environment, as when they actively undertook litter picking as part of their beach school activity. The school council has initiated a plan to replace disposable glue sticks with refillable glue pots, to reduce plastic waste in the school. Year 5 pupils in art willingly separated waste card by colour to enable it all to be recycled.

- 3.21 Pupils have an excellent understanding of how to stay safe and keep healthy. Older pupils are confident and safe users of the internet, readily able to give accurate and sensible advice to younger pupils on the precautions they should be taking to remain safe when online. They have an excellent understanding of how to maintain good physical health, maintaining high levels of activity in school through participation in the many activities made available by school leaders. They readily recognise the important components of a healthy diet, such as fruit and vegetables. Nursery and Reception children have a clear understanding of how to maintain good oral hygiene. Pupils' understanding of how to maintain good mental health is developing, although at times they struggle to find the appropriate language to accurately describe their emotions. They are often resilient when confronted by challenges and will readily seek support when they are not able to overcome these on their own.

4. Inspection Evidence

- 4.1 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 and educational resource areas. 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

Mr Matthew Lovett	Reporting inspector
Mrs Susan Bonell	Compliance team inspector (Former bursar, SoH school)
Miss Katy Morgan	Team inspector (Head of pre-prep, IAPS school)