



ISI Independent
Schools
Inspectorate

Report for a Progress Monitoring Visit

Westminster School

June 2022

School's details

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|----------------------------------|--|-----|-------------------|-----|
| School | Westminster School | | | |
| DfE number | 213/6047 | | | |
| Registered charity number | 312728 | | | |
| Address | Westminster School Little Dean's Yard London SW1P 3PF | | | |
| Telephone number | 020 7963 1042 | | | |
| Email address | enquiries@westminster.org.uk | | | |
| Headmaster | Dr Gary Savage | | | |
| Chair of governors | Mr Mark Batten | | | |
| Age range | 13 to 18 | | | |
| Number of pupils on roll | 766 | | | |
| | Day pupils | 582 | Boarders | 184 |
| | Seniors | 363 | Sixth Form | 403 |
| Date of visit | 24 June 2022 | | | |

1. Introduction

Characteristics of the school

- 1.1 Westminster School is a day and boarding school situated within the precincts of Westminster Abbey, with some buildings and playing fields located a short distance away. It educates male pupils from the age of 13 and is co-educational in the sixth form. Around a quarter of pupils board in one of six all-age boarding houses. The school is a registered charity, overseen by a governing body. The school has identified 99 pupils who require support for special educational needs and/or disabilities (SEND), of whom one has an education, health and care plan. There is one pupil who speaks English as an additional language. The previous inspection was an additional visit in November 2021.

Purpose of the visit

- 1.2 This was an unannounced progress monitoring visit at the request of the Department for Education (DfE) to check that the school has fully implemented the action plan submitted following the additional visit of 11 and 12 November 2021. The visit focused on the school's compliance with the Education (Independent School Standards) Regulations 2014 (ISSRs) and the National Minimum Standards for Boarding 2015.

| Regulations which were the focus of the visit | Team judgements |
|--|-----------------|
| Part 1, paragraphs 2 (curriculum), 2(A) (relationships and sex education) and 3 (teaching) | Met |
| Part 3, paragraphs 7 (safeguarding) and 8 (safeguarding of boarders); NMS 11 | Met |
| Part 6, paragraph 32(1)(c) (provision of information) | Met |
| Part 8, paragraph 34 (leadership and management); NMS 13 | Met |

2. Inspection findings

Quality of education provided – curriculum, relationships and sex education (RSE) and teaching [ISSR Part 1, paragraphs 2, 2A and 3]

- 2.1 The school meets the standards.
- 2.2 In response to the previous inspection, the school has amended the timetable to accommodate the provision of scheduled weekly RSE lessons for all year groups including Years 10, 11 and 13. Lessons are based on a comprehensive scheme of work which is suitably informed by statutory guidance. It is delivered by staff who have received appropriate training. Co-ordinators for personal, social and health education (PSHE) have produced effective guidance for those staff who teach the subject and have provided suitable resources for all of the topics covered which relate to everyday life. These are appropriate to the varied needs of pupils, including those with SEND. Appropriate topics such as consent, relationships and sexual harassment are included and there is provision for these to be revisited at a later date, to further pupils' understanding, using age-appropriate materials. Key elements of the programme are reinforced through form tutor periods, assemblies. Supplementary workshops are provided by visiting consultants. The teaching is planned effectively, demonstrates suitable subject knowledge, uses appropriate resources and is monitored satisfactorily and so that all pupils are enabled to make good progress in this area.
- 2.3 The PSHE and RSE programme has due regard for the promotion of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. The programme reflects the school's aims and ethos and pays due regard to the protected characteristics which are set out in the Equality Act 2010. The school's policy for RSE is available to parents on the school website. In creating the policy and scheme of work, the school has consulted with parents, staff and pupils, and appropriate consideration has been given to their views. The school has listened to the views of pupils with regard to the way the programme is taught and responded effectively.

Welfare, health and safety of pupils – safeguarding [ISSR Part 3, paragraphs 7 and 8; NMS 11]

Safeguarding policy

- 2.4 The school meets the requirements.
- 2.5 The school has an appropriate policy for safeguarding which provides suitable arrangements to safeguard and promote the welfare of pupils at the school.

Safeguarding implementation

- 2.6 The school meets the standards.
- 2.7 The school's safeguarding policy is implemented effectively throughout the school to ensure pupils' welfare, including that of boarders. The school liaises promptly and effectively with the local safeguarding children partnership (LSCP) to safeguard children in need or at risk, in line with local procedures. Staff are appropriately trained to recognise signs of abuse, including child-on-child abuse and they respond to any concerns about pupils' well-being promptly. They understand their responsibilities to safeguard children and to report any concerns immediately, knowing that they can make a referral directly to children's services if necessary. Suitable systems are in place to listen to pupils, who confirm that they feel safe at school. Pupils confirm that there is always someone to speak to if they have concerns, that they receive a response, and that should the need arise, prompt action is taken. Suitable procedures are in place to deal with allegations against adults working with children, and correct referral of such allegations is made to the appropriate bodies.

- 2.8 The designated safeguarding lead (DSL) and deputy DSLs have the required levels of up-to-date advanced training for their roles. The DSL ensures that all new members of staff receive appropriate induction in safeguarding. Staff are confident that their safeguarding training equips them to deal effectively with pupil concerns. They are aware of the staff code of conduct and whistleblowing procedures. Staff and governors have been trained to understand, identify and respond appropriately to incidents of sexual harassment, sexual violence, including online sexual abuse and child-on-child sexual abuse, and fulfil their responsibilities effectively in these areas.
- 2.9 The DSL and deputy DSLs are effectively supported by governors who monitor and review safeguarding procedures, which include effective staff recruitment measures, together with the safeguarding policy, at least annually.

Provision of information [ISSR Part 6, paragraph 32(1)(c)]

- 2.10 The school meets the requirements for providing information relating to safeguarding to parents. Particulars of the arrangements for safeguarding are published on the school's website.

Quality of leadership and management [ISSR Part 8, paragraph 34; NMS 13]

- 2.11 The school meets the standards.
- 2.12 The school has made suitable progress in delivering a full PSHE and RSE programme for all pupils, including those in Years 10, 11 and 13. School leaders demonstrate the skills and knowledge to ensure the standards are met consistently. They have appointed additional staff to manage and monitor delivery of the PSHE and RSE programme to help ensure consistency and continuity across teaching. They fulfil their responsibilities effectively so that the well-being of pupils is actively promoted.

3. Regulatory action points

- 3.1 For the regulations which were the focus of this visit, the school meets all of the requirements of the Education (Independent School Standards) Regulations 2014 and National Minimum Standards for Boarding Schools 2015, and no further action is required as a result of this visit.

4. Summary of evidence

- 4.1 The inspector held discussions with the head, senior leaders and other members of staff and met with the chair of governors. They visited different areas of the school, observed lessons and talked with groups of pupils. They scrutinised a range of documentation, records and policies.