



ISI Independent
Schools
Inspectorate

FOCUSED COMPLIANCE AND EDUCATIONAL QUALITY INSPECTION REPORTS

WESTFIELD SCHOOL

OCTOBER 2017



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SCHOOL'S DETAILS

School	Westfield School			
DfE number	391/6012			
Registered charity number	5281143			
Address	Westfield School Oakfield Road Gosforth Newcastle upon Tyne Tyne and Wear NE3 4HS			
Telephone number	01912 553980			
Email address	westfield@westfield.newcastle.sch.uk			
Headmaster	Mr Neil Walker			
Chair of governors	Mrs Jani Keep			
Age range	3 to 18			
Number of pupils on roll	205			
	Boys	1	Girls	204
	EYFS	13	Junior House	55
	Senior House	100	Sixth Form	37
Inspection dates	10 to 12 October 2017			

1. BACKGROUND INFORMATION

About the school

- 1.1 Westfield School is an independent day school for girls aged between 3 and 18 years. The school is a member of Round Square, an international group of schools sharing the same holistic view of education. Governance is provided through a charity, Northumbrian Educational Trust. The school was founded in 1960 and is situated in Gosforth, a residential suburb of Newcastle upon Tyne.
- 1.2 Since the previous inspection a new chair of governors has been appointed. The Early Years Foundation Stage [EYFS], the junior and senior schools have been brought together. A new headmaster took up his appointment in September 2017. Some A-level teaching is shared with a local independent boys' school and there are also joint activities. A new sixth-form centre, library and reception area have been completed.
- 1.3 The school is organised into four sections: the EYFS, the junior house for pupils in Years 1 to 6, senior house for pupils in Years 7 to 11 and the sixth form.

What the school seeks to do

- 1.4 The school's aim is to provide a first-class education with a global outlook. The school seeks to achieve this through encouraging independence and creativity, perseverance and character to equip girls for their future lives.

About the pupils

- 1.5 Pupils come from a culturally diverse range of predominantly business and professional backgrounds and travel from a wide geographical area. Standardised data provided by the school show that pupils in the junior school are of broadly average ability, whilst those in the senior school are of above average ability overall. The small number of sixth-form pupils limits conclusive analysis but their ability is broadly average. There are 77 pupils who are identified as having special educational needs and/or disabilities (SEND), mostly dyslexia or dyscalculia, of whom 30 receive specialist support. Two pupils have an education, health and care plan (EHC). There are 25 pupils for whom English is an additional language (EAL) and their needs are supported primarily by classroom teachers, with four having additional, specialist support. The school identifies 18 pupils as being the more able in the school's population, and the curriculum is modified for them and for four other pupils because of their special talents in sport.

2. REGULATORY COMPLIANCE INSPECTION

Preface

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. The inspection of schools that have early years settings not requiring registration similarly records 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, the inspection reports 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. It comments on the progress made by the school in meeting the compliance action points set out in the school's most recent statutory inspection.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework and DfE requirements. The inspection may be of COMPLIANCE ONLY or a combined inspection of EDUCATIONAL QUALITY AND COMPLIANCE depending on a number of factors, including findings from their most recent inspection. Schools judged not to meet the standards may also be subject to a progress monitoring visit before their next routine inspection. The progress monitoring visit will judge whether the school has taken the necessary action to meet any un-met standards identified at their previous inspection.

The inspection was 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 report of which appears later in this document. The 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 regulations and standards have been inspected in detail. These are the regulations on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety, arrangements to check the suitability of staff; the provision of information to parents; the handling of parents' complaints; and other related aspects of leadership and management. In addition, the standards relating to provision of accommodation for the short-term care of sick and injured pupils are also included. 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 full regulations 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 In the junior school, the school uses its own framework to determine attainment, instead of the national framework.
- 2.3 At GCSE in the years 2014 to 2015, performance was above the national average for maintained schools.
- 2.4 In the sixth form, A-level results in the years 2014 to 2015 were in line with the national average for sixth formers in maintained schools.
- 2.5 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.
- 2.6 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 Arrangements are made to safeguard and promote the welfare of pupils but the school has not implemented its policies and guidelines for the appointment of staff as required by *Keeping Children safe in Education*. Not all of the necessary checks on staff have been made before appointment, including those against the barred list, and against the lists of those prohibited from teaching, and from management.
- 2.11 The standards relating to welfare, health and safety in paragraphs 9-16, 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 but those in paragraphs 7 (a) and (b) [safeguarding] are not met.**

Action point 1

- ensure that all checks on staff are completed before appointment, in line with guidance issued by the Secretary of State, in particular checks against the barred list, and against the lists of those prohibited from teaching, and from management [paragraphs 7 (a) and (b)].

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

- 2.12 The school does not always make appropriate checks to ensure the suitability of staff, supply staff and proprietors, and the centralised register of checks is not kept as required.
- 2.13 The school does not always make appropriate checks of medical fitness, identity or obtain an enhanced criminal record disclosure before appointment, or make suitable provision if the criminal record check is delayed. The centralised record of the checks, including the dates when the checks were undertaken, is incomplete, and it was not possible for the school to correct all of the omissions and errors before the end of the inspection.
- 2.14 The standards relating to the suitability of those in contact with pupils at the school in paragraphs 18, 20 and 21 are not met.**

Action point 2

- **the school must ensure that all staff, supply staff and proprietors have the required checks, in particular checks of medical fitness, and identity; that these and all other checks, including an enhanced criminal record check, are made prior to appointment, and that the checks are entered correctly onto the centralised record [paragraphs 18(2) (c) (i) and (ii), (d) and (3); 20 (6) (b) (ii); 21 (3) (a) (i) to (iv) and (vii), (b), (6) and (7)].**

PART 5 – Premises of and accommodation at schools

- 2.15 Suitable toilet, changing and showering facilities for pupils and appropriate accommodation for their 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.
- 2.16 The standards in paragraphs 23 to 29 relating to the premises and accommodation are met.**

PART 6 – Provision of information

- 2.17 A range of information is variously published, provided or made available to parents, inspectors and the Department for Education. These include 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 those with education, health and care plans or English as an additional language. They also include particulars of the school's academic performance during the preceding school year, and its results in public examinations, 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.
- 2.18 The standard relating to the provision of information [paragraph 32] is met.**

PART 7 – Manner in which complaints are handled

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

PART 8 – Quality of leadership in and management of schools

2.21 The proprietor has not always ensured that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, because the standards relating to the suitability of staff, supply staff and proprietors are not consistently met. Leadership and management do, however, actively promote the well-being of the pupils.

2.22 **The standard relating to leadership and management of the school in sub-paragraph 34 (1) (c) [promotion of the well-being of pupils] is met, but those in sub-paragraphs 34 (1) (a) and (b) [demonstration of good skills and fulfilment of responsibilities] are not met.**

Action point 3

- **the school must ensure that those having leadership and management responsibilities demonstrate good skills and knowledge and fulfil their responsibilities effectively so that the independent school standards are met consistently [paragraph 34 (1) (a) and (b)].**

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.

Since the school was last inspected, the framework for inspection has changed. The current inspection framework uses different criteria and arrangements for grading from those used in previous inspection frameworks. The judgements made on this inspection are, therefore, not directly comparable to judgements made on previous inspections.

All independent schools are required to meet the requirements of the Independent School Standards. However, different inspectorates apply different frameworks that are suited to the different types of schools they inspect. The ISI terminology reflects quality judgements that are at least equivalent to those used by the national inspectorate, Ofsted. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement about key outcomes for pupils and information on the quality of the school's work.

The headline judgements must include 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. Where the school's own names differ from those used nationally, the details are given in the table below:

Early Years Foundation Stage Setting

<i>School name</i>	<i>National Curriculum name</i>
Nursery	Nursery
Kindergarten	Reception

Junior House

<i>School name</i>	<i>National Curriculum name</i>
Transition	Year 1
Lower 1	Year 2
Upper 1	Year 3
Lower 2	Year 4
Upper 2	Year 5
Lower 3	Year 6

Senior House

<i>School name</i>	<i>National Curriculum name</i>
Upper 3	Year 7
Lower 4	Year 8
Upper 4	Year 9
Lower 5	Year 10
Upper 5	Year 11
Lower Sixth	Lower Sixth
Upper Sixth	Upper Sixth

Key Findings

3.1 The quality of the pupils' academic and other achievements is good.

- Pupils make good progress overall, including those with SEND and EAL.
- Pupils have good levels of knowledge, skills and understanding and have very positive attitudes to study, showing perseverance.
- Pupils are excellent communicators, can apply numeracy confidently and have well developed information, communication and technology (ICT) skills.
- Pupils are successful in an extensive range of extra-curricular activities and achieve well, notably in Young Enterprise.
- Sometimes more able pupils do not progress sufficiently within class when teaching lacks suitable challenge.
- Pupils do not always take initiative or demonstrate independence because teaching is too closely directed.

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

- Pupils have well-rounded personalities, a highly developed self-awareness and are socially mature.
- Pupils are notably respectful and supportive of one another and articulate their feelings clearly.
- Pupils make an outstanding contribution to the school and the wider community, fulfilling the school's ethos and its emphasis upon internationalism.
- Pupils from the EYFS upwards are highly respectful of and value greatly the diversity of their own community.

Recommendation

3.3 The school is advised to make the following improvement:

- Ensure that all teaching promotes independence, and offers suitable challenge for the more able pupils.

THE QUALITY OF PUPILS' ACADEMIC AND OTHER ACHIEVEMENTS

- 3.4 The quality of pupils' academic and other achievements is good.
- 3.5 Pupils of all ages achieve well and so ensure the fulfilment of the school's aims. Pupils are determined and set themselves realistic yet demanding targets by which to measure their success. Attainment by children within the EYFS is strong across all of the seven areas of learning, and they are making good progress towards the Early Learning Goals. This is due to a thorough assessment of each child's development at entry and regular formal and informal assessment. The Early Years 'welcome book' helps parents to contribute to their child's progress, and they also enable recognition of a child's achievements outside school. The recommendation of the previous inspection to involve parents more fully in assessment practices is thus fully met.
- 3.6 Pupils' attainment and progress in the junior school cannot be measured against nationally standardised data. Their attainment as observed in lessons and evident in scrutiny of work is judged to be good. Pupils develop strong basic skills of grammar, punctuation and spelling through a rigorous approach to teaching, noted where Year 3 pupils learned to use speech marks correctly in their writing. Junior age pupils make good progress, assisted by well organised teaching, helpful feedback on their work, and a well resourced curriculum. Sometimes the more able, both here and within the senior school, make less progress because the tasks they are given do not challenge them sufficiently. Occasionally tasks are not modified appropriately to meet fully the needs of pupils with SEND or EAL.
- 3.7 Nationally standardised data for the Years 2014 to 2015 show that pupils' attainment at GCSE has been above the national average for pupils in maintained schools. These levels appear to have been maintained in 2016 and 2017. This is enabled by teaching which focuses closely upon examination requirements, and shows strong subject knowledge. Results at A level for the same period have been in line with the national average for sixth formers in maintained schools. In 2017 all pupils within Year 13 who wished to obtain entry to university did so. Other pupils secured places on art foundation courses, at drama schools or on internships. The breadth of courses to which they gained admission is indicative of the success of the school's philosophy which encourages pupils to understand and pursue their unique talents and abilities. Pupils' progress throughout the school benefits from small class sizes which enable individual attention, and a curriculum which is modified sensitively according to the needs of each individual pupil. In their responses to the questionnaire the overwhelming majority of parents expressed satisfaction with the way in which the school meets their child's needs, the impact of teaching and the range of subjects which is provided.
- 3.8 No nationally standardised data are available to indicate pupils' progress in the senior school. The school's own data show that pupils make the most rapid progress within Years 7 to 9. Inspection evidence confirms this and shows that progress both to GCSE and onwards to A level is also good across the vast majority of subjects. This progress benefits from detailed lesson planning and teaching which is characterised by expertise and enthusiasm. In responses to pre-inspection questionnaires, almost all pupils said that they make good progress. Inspection evidence supports this view. Pupils with EHC plans make excellent progress through the extensive additional support they receive. Pupils with EAL and SEND make good progress through their own determination to succeed, individual attention in the classroom and the willingness of staff to provide additional help. Scrutiny of pupils' work showed that marking is regular and constructive, enabling good progress. Mistakes in the accuracy of written English are corrected appropriately, thus meeting the recommendation of the previous inspection.

- 3.9 Pupils' knowledge, skills and understanding are well developed. This is because they are enthusiastic learners and they apply recently acquired techniques to new situations confidently. For example in the EYFS children count those present within the classroom and thus calculate how many are absent. Year 7 used the skills of portraiture to draw the signs of the zodiac, and Year 13 pupils applied their knowledge of trigonometry to solve a mechanics problem accurately. Pupils throughout have a good level of knowledge; pupils in Year 5 understood how to 'sprint dodge' within netball and pupils in Year 6 showed a strong understanding of inherited characteristics in science. In the senior school, a GCSE English group showed high levels of literary analysis of dramatic structure and terminology within *An Inspector Calls*. Pupils apply knowledge confidently within modern foreign languages, with excellent use of the target language being noted within GCSE and A-level Spanish.
- 3.10 Pupils of all ages are good communicators and express themselves confidently. They explain clearly, reason logically and have a mature command of vocabulary, shown when Year 9 pupils compared the technical features of poems by Roald Dahl with *Jabberwocky*. They are confident in speaking in class, interviews or in assemblies. Years 3 and 4 presented to their peers and parents without showing any nerves, with several singing solos. These skills are developed because teaching actively encourages pupils to voice their opinions, and because pupils themselves are highly respectful of one another and make good listeners. This was evident in the patience of children in the EYFS when awaiting their turn to speak. In the creative arts, such as art, music and drama, pupils express their feelings with relish. This was shown by Year 7 pupils practising their developing sense of rhythm within a ukulele band, and by the high standards of portraiture evident around the school.
- 3.11 The pupils' numeracy skills are highly developed throughout the school. In the junior school pupils interpreted graphical information confidently and applied measuring skills accurately in design technology when making dioramas. Pupils of all ages apply their numeracy confidently in a wide variety of subjects. For example, they manipulate data expertly in science and geography, and are adept at interpreting graphs whether linear or non-linear, noted within biology. This is aided by careful curriculum planning, led by senior management, which has encouraged departments to promote numeracy as part of the science, technology, engineering and mathematics (STEM) project.
- 3.12 The pupils' ability to use ICT is much in evidence throughout the age groups and is supported by strong levels of resourcing and technical support. Junior school pupils make good use of the internet for research purposes and of portable electronic devices to record their work. Interactive whiteboards are used confidently to demonstrate their learning. Pupils in the senior school make frequent use of ICT, including for research, data capture and to improve the presentation of their work. Pupils within Year 10 used spreadsheets effectively, and a digital club enabled younger pupils to use a coding package to produce an animation.
- 3.13 Pupils throughout the school show strong study skills. They are well organised, make notes effectively and understand the need to collect information from a range of sources. Children within the EYFS take their first steps towards independent learning, supported by child-initiated activities, and helped by the 'big sister, little sister' project in which older pupils act as mentors. A project on the Egyptians encouraged junior school pupils to develop an independent approach to study. Some teaching is too closely directed to enable pupils to develop independence or show initiative in their learning. Where encouraged to do so, senior school pupils show good levels of independence, for example in their work for Year 9 poetry day, in the excellent personal investigations undertaken by pupils in Year 12 art and as demonstrated by those studying for the extended project qualification in Year 13. Overall, pupils have limited opportunities in lessons to practise higher order skills such as hypothesis and synthesis.

- 3.14 Pupils' overall levels of achievement beyond the formal curriculum are good, including within sport, music and The Duke of Edinburgh's Award scheme (DofE) where there is occasional success at gold level. Pupils achieve outstanding success within the Young Enterprise Scheme, where the school is the current regional champion and has reached the national finals. This success is assisted by an extensive extra-curricular programme, and the ethos of the school, which actively promotes pupils' involvement in a broad range of activities.
- 3.15 Pupils' attitudes to learning are extremely positive. Children within the EYFS are enthusiastic and pupils throughout the junior school are committed and energetic learners. Pupils in the senior school are also highly motivated and the norm is to always give of one's best. Pupils' behaviour and attitudes to learning are excellent and pupils of all ages collaborate well and are mutually supportive. Many pupils are strongly self-motivated and some take additional GCSE subjects. Others choose to broaden their knowledge in other ways, for example in an after-school Japanese club where 17 pupils of various ages worked together very effectively. Contributory factors to this positive approach to learning are the ethos within the school which is enabled by supportive governance, strong leadership and management, and the constructive approach of parents.

THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

- 3.16 The quality of the pupils' personal development is excellent.
- 3.17 Pupils make strong progress in developing their self-confidence, perseverance and self-awareness. They are self-assured and demonstrate a sense of purpose, coupled to an enjoyment of life and the challenges which the day may bring. Pupils are actively encouraged to think for themselves about 'where they are' both within their studies and as people. At interview they were honest about their own strengths and weaknesses. The school ethos is very supportive of pupils' personal development and is successful in its measures to increase pupils' resilience. The personal, social, health and economic education programme (PSHE) contributes to pupils' strong self-awareness and provides effective strategies to cope with set-backs.
- 3.18 From an early age, pupils are enabled to understand the importance of making well-balanced decisions, thereby taking responsibility for their own future success and well-being. Children in the EYFS and in the junior school make suitable choices about healthy eating, evidenced by their sensible selection of food at lunchtime. Pupils develop rapidly the ability to understand what influences their own academic performance and how the decisions they make are important determinants of their own success. The PSHE programme and the form council both enable pupils to make properly informed decisions, including the need for the full consideration of a range of options. Pupils in Years 9 and 11 make appropriate subject choices at GCSE and A level and receive suitable advice in doing so. A few pupils in the questionnaire were critical of the quality of the advice which they receive about choice of subject or career. However, pupils at interview were very happy with the courses which they had chosen, and praised the quality of the careers advice and guidance which they received from the school.
- 3.19 Pupils develop an increasing spiritual awareness and an attendant appreciation of the non-material aspects of life. This arises as a natural consequence of the way in which the school's ethos encourages self-reflection. Pupils in Year 5, when asked to think of situations which made them feel awkward, and then to discuss possible strategies for dealing with the difficulty, expressed their feelings clearly and demonstrated high levels of self-reflection. Pupils' creative writing, their drama, and the excellent art work around the school illustrate different ways in which pupils successfully express their feelings and emotions. Self-reflection is also promoted effectively through assemblies and special occasions, such as Remembrance Day, and the PSHE programme, which includes mindfulness as a strategy for promoting relaxation and consideration of 'other worldly' matters.
- 3.20 Pupils demonstrate a strong moral framework, and an instinctive ability to distinguish right from wrong. They have a clear understanding of the need for rules and an acceptance of what will happen if they are broken. In the junior school the rules are prominently displayed and during discussions pupils spoke confidently about the high expectations of staff and the consequences should the rules be broken. In the questionnaire a small minority of pupils in the senior school expressed a view that staff do not treat them fairly. However, at interview, pupils were clear that on the whole sanctions are applied fairly and they respond well to the expectations staff show, although they feel a few staff are inconsistent in their interpretation of the school's rewards policy, which pupils find discouraging. The school's records show that sanctions, where necessary, are applied appropriately. Pupils' behaviour is excellent and pupils are highly supportive of one another. Throughout the junior and senior schools pupils help one another through the 'big sister, little sister' mentoring scheme. Pupils are aware of their place in society and how they can contribute positively within school through democratic processes, such as the form council and the election of house captains, eco-captain and head girls. Pupils' very positive attitudes and values are shaped by the strong system for pastoral care and the positive ethos which is set by leadership and management. Some pupils also participate in international conferences and networks promoted by the Round Square organisation, thereby broadening their understanding of the wider world. In their responses to the questionnaire almost all parents were positive about the ways in which the school supported their child's personal

development and promoted good behaviour, and about how it met their child's pastoral and welfare needs.

- 3.21 Pupils have a highly developed social awareness which ensures that they make a strong contribution to the school community. They work effectively with their peers and see it as a personal duty to benefit others. Within the junior school, pupils co-operate readily through a system of 'talk partners'. They combine within an enterprise group to make bath bombs for sale at the school fair to raise funds for their charity to support the black rhino. In the senior school, pupils learn to co-operate with their peers within school, nationally and internationally, in response to the system of six 'pillars' which seeks to make co-operation and mutual support systematic. Pupils are unfailingly polite, both towards one another, and to staff and visitors. A small minority of senior school pupils in the questionnaire commented adversely on the school's measures to combat bullying but recorded incidents of bullying are rare and pupils commented that pupils are essentially very kind towards one another.
- 3.22 Pupils make an outstanding contribution towards their own and the wider community. In the junior school each house chooses a charity to support through the course of the year. Pupils participate in charity 'fun runs', donate harvest festival gifts to a local charity for the homeless and host coffee mornings to support a cancer support charity. In the senior school, the strong level of contribution to the community is evidenced through the involvement of Year 9 in a youth service and leadership award, the large numbers of participants in the DofE, the many roles of responsibility which pupils undertake and the exceptional contribution which pupils make towards a range of charities. This contribution is further extended at sixth-form level through contributions to international service projects. Senior school pupils help in the junior school and during an enrichment week in July, volunteer in local special schools.
- 3.23 Pupils greatly value the diverse backgrounds represented in the school, demonstrating tolerance for and interest in the beliefs and customs of others. For example, children in the EYFS commented that it doesn't matter what colour a person's skin is, all people are the same. Pupils show interest in each other's dress, and what symbolism may be attached to particular styles. Throughout the school there is a strong sense of family and togetherness and pupils accept absolutely the different cultures which are represented within the school. Pupils welcome and support visiting pupils from different backgrounds, including those from Tasmania, Greece and Japan. The six 'pillars' of the Round Square movement which the school espouses in its ethos contribute positively to pupils' strong development in this area, as well as a supportive parental body which helps the school to celebrate other cultures, for example in providing a demonstration of Thai cookery.
- 3.24 Pupils of all ages are well informed about how to keep healthy. In the questionnaire they were almost unanimous in saying that they knew how to keep safe on-line, recognising the protection which the suitably filtered network provides. They are clear about e-safety rules, and are well informed about the risks of cyber-bullying through a suitably resourced PSHE programme. Pupils are very clear about how to stay healthy through exercise, diet and drinking sufficient water, with games being a compulsory part of the curriculum throughout the school.

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 the chairman 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. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mr George Fisher	Reporting inspector
Mr Mike Jackson	Compliance team inspector (Head of department, Society of Heads school)
Mrs Vicki Hall	Team inspector (Head of preparatory, GSA school)
Ms Heather Owens	Team inspector (Headteacher, GSA school)
Mr John Sykes	Team inspector (Professional development co-ordinator, HMC school)