



INDEPENDENT SCHOOLS INSPECTORATE

**INTEGRATED INSPECTION
WESTBOURNE HOUSE SCHOOL**

INDEPENDENT SCHOOLS INSPECTORATE

Westbourne House School

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| Full Name of School | Westbourne House School | | |
| DfE Number | 938/6007 | | |
| Registered Charity Number | 307034 | | |
| Address | Westbourne House School Coach Road Shopwyke Chichester West Sussex PO20 2BH | | |
| Telephone Number | 01243 782739 | | |
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| Email Address | office@westbournehouse.org | | |
| Headmaster | Mr Martin Barker | | |
| Chair of Governors | Mr John Ashworth | | |
| Age Range | 3 to 13 | | |
| Total Number of Pupils | 454 | | |
| Gender of Pupils | Mixed (249 boys; 205 girls) | | |
| Numbers by Age | 0-2 (EYFS): | 0 | 5-11: 284 |
| | 3-5 (EYFS): | 67 | 11-18: 103 |
| Number of Day Pupils | Total: | 347 | |
| Number of Boarders | Total: | 107 | |
| | Full: | 0 | Weekly: 107 |
| Head of EYFS Setting | Miss Victoria Homewood | | |
| EYFS Gender | Mixed | | |
| Inspection Dates | 09 Jun 2015 to 12 Jun 2015 | | |

PREFACE

This inspection report follows the *ISI schedule*, which occupies a period of four continuous days in the school. The previous ISI inspection was in November 2010.

The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools belonging to the Independent Schools Council (ISC) Associations and reporting on compliance with the Education (Independent School Standards) Regulations 2014. The range of these Regulations can be viewed on the website www.legislation.gov.uk. Additionally, inspections will consider the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment introduced by the School Standards and Framework Act 1998.

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

ISI is also approved to inspect the Early Years Foundation Stage (EYFS), which was introduced in September 2008 and applies to all children in England from birth to 31 August following their fifth birthday. This report evaluates the extent to which the setting fulfils the requirements of the Early Years Foundation Stage Statutory Framework published by the Department for Education (DfE) and follows the requirements of the Childcare Act 2006 as subsequently amended.

This inspection contains specific judgements on the National Minimum Standards for Boarding Schools. It comments on the progress made by the school in meeting the recommendations set out in the most recent statutory boarding inspection and evaluates the quality of the boarding experience and its contribution to pupils' education, personal development and welfare.

The inspection of the school is from an educational perspective and provides limited inspection of other aspects, although inspectors comment on any significant hazards or problems they encounter which have an adverse impact on children. The inspection does not include:

- (i) an exhaustive health and safety audit
- (ii) an in-depth examination of the structural condition of the school, its services or other physical features
- (iii) an investigation of the financial viability of the school or its accounting procedures
- (iv) an in-depth investigation of the school's compliance with employment law.

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 in the published report but will have been considered by the team in reaching their judgements.

Both Ofsted and ISI inspect and report on the Independent School Standards Regulations. However, they apply different frameworks and have different criteria for judging school quality that are suited to the different types of schools they inspect. Both use a four point scale when making judgements of quality but, whilst the ISI terminology reflects quality judgements that are at least equivalent to those used by Ofsted, they also reflect the differences in approach. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement on each aspect of the school's work at the beginning of each section. **These headline statements must include one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory', and where Achievement is 'exceptional' that term may be used for the top grade.** Elsewhere in the report, inspectors may use a range of different adjectives to make judgements. **For EYFS registered provision (for pupils aged under three), reports are required to use the**

same terminology ('outstanding', 'good', 'requires improvement' and 'inadequate') as Ofsted reports.

INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with senior members of staff and with the chair of governors and other governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited boarding houses and the facilities for sick or injured pupils. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

Inspectors

| | |
|--------------------------|---|
| Dr Christopher Ray | Reporting Inspector |
| Mr Jonathan Carroll | Team Inspector (Head, IAPS school) |
| Mr Dougal Philips | Team Inspector (Head, IAPS school) |
| Mrs Janis Tait | Team Inspector (Former Head, IAPS school) |
| Miss Rosemary Walker | Team Inspector (Head of department, Former Director of Studies, IAPS school) |
| Ms Diana Martin | Co-ordinating Inspector for Boarding |
| Mr Crispin Villiers Cole | Team Inspector for Boarding (Deputy Head, IAPS school) |
| Mr Chris Manville | Co-ordinating Inspector for Early Years |

CONTENTS

| | Page |
|--|-----------|
| 1 THE CHARACTERISTICS OF THE SCHOOL | 1 |
| 2 THE SUCCESS OF THE SCHOOL | 2 |
| (a) Main findings | 2 |
| (b) Action points | 3 |
| (i) Compliance with regulatory requirements | 3 |
| (ii) Recommendations for further improvement | 3 |
| 3 THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS | 4 |
| (a) The quality of the pupils' achievements and learning | 4 |
| (b) The contribution of curricular and extra-curricular provision (including community links of benefit to pupils) | 5 |
| (c) The contribution of teaching | 6 |
| 4 THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT | 8 |
| (a) The spiritual, moral, social and cultural development of the pupils | 8 |
| (b) The contribution of arrangements for pastoral care | 9 |
| (c) The contribution of arrangements for welfare, health and safety | 10 |
| (d) The quality of boarding | 11 |
| 5 THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT | 14 |
| (a) The quality of governance | 14 |
| (b) The quality of leadership and management, including links with parents, carers and guardians | 15 |

1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Westbourne House School was founded in 1907 in Folkestone as a boys' boarding preparatory school. In 1947 the school relocated to the outskirts of Chichester in West Sussex, where it was established in the extensive grounds of a former mansion. Having opened a pre-preparatory school for children aged from three to seven in 1987, and becoming co-educational in 1990, the school is now a co-educational day and boarding school for pupils aged between three and thirteen. The school is a charitable trust, managed by a board of governors which is strongly committed to the school's aim to realise the potential of its pupils in mind, body and spirit through a broad and varied curriculum by establishing high expectations for all abilities and needs within and beyond the classroom.
- 1.2 The Westbourne Way was developed through discussions with pupils and staff for pupils in all years of the school as a distinctive code of conduct. Pupils are asked to help others, to enjoy life, to be honest, and truthful, and to achieve the very best that they can for themselves. The school seeks to create a supportive, challenging and disciplined environment with equal opportunities for all, where pupils live together with kindness and consideration and within which pupils are able to take on responsibilities. The school is non-denominational with a Christian ethos. Pupils of all faiths and of none are welcomed by the school, which endeavours through a programme of social, moral, spiritual and cultural development to promote a strong moral focus: a clear sense of right and wrong, respect for others and working hard are seen as paramount values. Through the boarding experience for many of its older pupils, the school aims to create a warm, welcoming, family community where boarders are encouraged to become caring, confident and self-reliant individuals.
- 1.3 Since the previous inspection, the school has undergone several developments. The pre-preparatory school has benefited from the addition of a new hall and an information and communication technology (ICT) suite. Additional outdoor play areas and a new parking area have been completed. In the preparatory school, two additional boarding houses have been built and a climbing wall has been constructed.
- 1.4 There are currently 454 pupils on roll. Of these, 67 are in the EYFS and 387 in the pre-preparatory and preparatory schools. Pupils come from a variety of social, cultural and economic backgrounds typically from within a fifteen-mile radius of the school, which thereby serves its local community.
- 1.5 Most pupils have an ability level which is above the national average. The proportion of pupils of above average ability increases slightly throughout the school. Appropriate learning support is provided for the 104 pupils who have been identified as having special educational needs and/or disabilities (SEND). One pupil has English as an additional language (EAL) and no pupils have a statement of special educational needs.
- 1.6 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 The quality of the pupils' achievements and learning is excellent. The school meets its academic aims with pupils in all years, day and boarding, successful in their learning and personal development. With the excellent curricular provision providing an outstanding foundation for learning, the school enjoys considerable academic success. Pupils throughout the school, guided by the excellence of the teaching, achieve high academic standards culminating in excellent Common Entrance examinations and scholarship awards. However, the teaching does not provide sufficient challenge for the more able consistently across all year groups and subjects. Marking and assessment, identified by the previous inspection as in need of improvement, is excellent in many cases but has yet to demonstrate consistency throughout the school. All pupils, including boarders and those in the EYFS setting, those who are more able and those with EAL and SEND, are eager to learn and make excellent progress. Creative learning, in art, music and drama, is often exceptional. Excellent extra-curricular provision provides a wide variety of opportunities for pupils to flourish both in and beyond the classroom.
- 2.2 The quality of pupils' personal, spiritual, moral, social and cultural development is excellent. The school wholeheartedly fulfils its aim to inculcate strong moral values from the EYFS to Year 8. Pupils in all year groups readily accept responsibilities. The school council and the boarders' council allow pupils to make a significant contribution to the life of the school. Arrangements for pastoral care are excellent. The behaviour of pupils is exemplary within an atmosphere of mutual respect. Parents are overwhelmingly positive in their views about boarding. The school's anti-bullying policy, which encompasses cyber-bullying, is effective. The arrangements for welfare, health and safety are excellent, with the safeguarding of pupils being given an appropriately high priority. The school intends to remedy the lack of a formal committee for health and safety. Almost all parents of boarders are positive about the boarding experiences provided for their children.
- 2.3 Governance, leadership and management are excellent. The outstanding educational qualities found throughout the school are the result of strong senior management supported by an experienced governing body with a shared vision for the school. Governors fully understand their responsibilities, especially those regarding safeguarding pupils. The school has been successful in meeting the recommendation of the previous inspection to develop a clear system of assessment, but monitoring of those with relevant responsibilities in middle management is not yet sufficiently close to achieve consistency across subjects and year groups. The quality of the links between the school and parents is excellent. The vast majority of parents believe that the school is well led and managed and say that they would recommend the school to others.

2.(b) Action points

(i) Compliance with regulatory requirements

- 2.4 The school meets all the requirements of the Education (Independent School Standards) Regulations 2014.
- 2.5 The school meets all the National Minimum Standards for Boarding Schools 2015.

(ii) Recommendations for further improvement

- 2.6 The school is advised to make the following improvements.
1. Establish a health and safety committee to provide a formal structure for the planning, co-ordination and recording of matters relating to health and safety.
 2. Further improve the monitoring of assessment methods to ensure greater consistency across subjects and year groups.
 3. Develop further strategies for differentiation to ensure that the more able pupils in all classes are appropriately and consistently challenged.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

3.(a) The quality of the pupils' achievements and learning

- 3.1 The quality of the pupils' achievements and learning is excellent.
- 3.2 Pupils are successfully educated in the EYFS, pre-preparatory and preparatory parts of the school in line with its aims. The overall quality and standards within the EYFS setting are excellent. Pupils of all ages, needs and abilities develop through time an excellent standard of knowledge, understanding and skills across all subject areas. All children in EYFS, including those with SEND, achieve well due to the high-quality experiences provided throughout the setting. Knowledge of letters and sounds to identify familiar words is secure and children make excellent progress with their writing skills. In mathematics they use money for simple calculations and can say what is one more or one less than a given number. They are very attentive listeners and effective communicators. By the end of the Foundation Stage, most children have achieved, and frequently exceeded the Early Learning Goals.
- 3.3 Pupils in the pre-preparatory and preparatory parts of the school are articulate and acquire securely grounded skills in mathematics, reading and writing. Significant achievement may be found in every year group. Extremely good oral work was observed, for example, in Year 1 phonics. First-class problem-solving skills were observed in a Year 7 mathematics class. Exceptional creative talents are evident in many areas and especially so in art, music and drama. Outstanding extended writing was noted including Year 3 work in history on the Vikings. Many pupils show exemplary organisational skills and leadership abilities in a variety of contexts. A range of ICT skills is evident but these are not always sufficiently well exploited to enhance pupils' learning within lessons.
- 3.4 Physical skills are developed effectively through a wide range of sporting activities. The wider school grounds provide playing fields, playgrounds and climbing equipment to support the gross motor development of children in EYFS so that they move with increasing confidence, agility and control. Throughout the school, pupils succeed exceptionally well in a variety of extra-curricular activities. Many pupils are successful at county levels across a spectrum of extra-curricular activities, including hockey, football, cricket and rounders. There has also been notable success for several pupils during the last three years at a national level in fencing, rounders, paralympic swimming, and sailing. Over 60 pupils each year achieve distinctions for their external awards in music and in speech and drama examinations. Many pupils are awarded scholarships each year in sport, music, drama or art by senior day and boarding schools. Pupils from all years take part in various charitable activities each year and they have helped to raise a total of £165,000 during the last three years.
- 3.5 The abilities of pupils are measured using cognitive abilities tests. Pupils also take standardised tests of attainment in English, mathematics, reading and spelling. The ability profile of the school is above the national average with most pupils being of at least above average ability and few of below average ability. Results in standardised tests of attainment indicate that pupils' performance in English and mathematics are higher than national norms. Because the school does not enter pupils for national tests or standardised measures of progress, it is not possible to make a statement of progress made by the time pupils leave the school. In their pre-inspection questionnaire responses, very nearly all pupils and the vast majority of their parents expressed satisfaction with the progress being made in school.

- 3.6 Pupils' Common Entrance examination results are excellent. Pupils with SEND benefit both from the specialist and targeted support they receive and from the increased self-confidence they gain from their whole-school experience: they achieve well in their scholarship, Common Entrance and internal examinations and make excellent progress in lessons. The more able pupils demonstrate higher-level intellectual qualities such as independent thinking and critical analysis, but this is not consistent in all subject areas. Even so, each year many pupils achieve academic scholarships awarded by senior day and boarding schools.
- 3.7 Pupils develop very positive attitudes to learning and they apply themselves to their work with evident pride in their presentation skills. In the EYFS children enjoy their work and become active independent learners, engaging in purposeful, self-directed activities as they investigate the highly stimulating displays and plentiful, high-quality resources. In all year groups pupils are eager to learn and have excellent concentration. When given the opportunity to do so, pupils show initiative and work remarkably well on their own, collaboratively and with their teachers. The vast majority of pupils noted in their pre-inspection questionnaire responses the encouragement they are given to work independently.

3.(b) The contribution of curricular and extra-curricular provision

- 3.8 The contribution of curricular and extra-curricular provision is excellent.
- 3.9 Pupils in all year groups benefit from a broad and balanced curriculum, underpinned by an effective curriculum policy, that is suitable for all needs and abilities and which satisfies the pupils' needs for academic, personal, sporting and cultural growth. Almost all parents agreed in their pre-inspection questionnaire responses that the pupils are offered an appropriate range of subjects or areas of experience and that very able pupils receive appropriate support. There is significant creative subject provision, with music, drama and art emphasised in the curriculum. The well-constructed programmes for physical education (PE) and sport enable every pupil to participate in physical activities. The school's curriculum fully meets the aim of the school to stimulate and encourage pupils to maximise their potential in mind, body and spirit.
- 3.10 The EYFS setting makes excellent provision both within and beyond the classroom to meet the needs of the range of children who attend. Along with well-managed educational programmes, richly resourced, vibrant classrooms and outdoor areas present meaningful challenges, stimulate children's imaginations and support active, independent learning, critical thinking and investigation. After-school activities further enhance the provision for EYFS pupils.
- 3.11 There is a wide variety of trips and visits available to pupils in all year groups each term. For example, Reception children visited a lifeboat station and Year 8 children enjoy scuba diving and kayaking. There is also an annual trip to South Africa. All pupils from Nursery to Year 8 take part in the Learning 4 Life (L4L) which is the school's personal, social, health education (PSHE) programme which includes appropriate aspects of citizenship and economic education.
- 3.12 The school actively promotes British values in a balanced and unbiased manner, encouraging the values of democracy, for example when voting pupils onto the school council or during a recent mock general parliamentary election, when the full range of hustings, presentations and voting by secret ballot took place. Supporting the National Poppy Appeal and the centenary memorials to the First World War in a

very overt way further enhances the appreciation of democracy. Many charitable fund-raising opportunities are made available to pupils, helping them to develop an understanding of the needs of others and the importance of the value of demonstrating respect for others.

- 3.13 Music, drama and sporting provision are particular strengths of the school. A 'sport for all' philosophy reflects the commitment to fitness and the promotion of a healthy lifestyle. Provision for pupils of all abilities and needs are evident, with considerable flexibility in choices available. The core sports of athletics, cricket, football, hockey, netball, rounders, rugby, swimming, and tennis sit comfortably alongside many other sports such as kayaking, climbing, gymnastics, squash and orienteering. Music provision is extensive and supports a wide variety of music ensembles of all genres, ages and abilities. The majority of pupils in Years 3 to 8 take part in individual music lessons. Senior choirs sing in music festivals and competitions both locally and abroad. Pupils are encouraged to take external examinations in music and in speech and drama.
- 3.14 An extensive programme of extra-curricular activities further enriches the pupils' experiences. For example, cookery, fencing, tag rugby and art are available for pre-preparatory pupils and golf, super sports, tennis and gymnastics are provided for older pupils, amongst many others. In their pre-inspection questionnaire responses, almost all parents said that they feel that the school provides a good range of extra-curricular activities.
- 3.15 The library provides a good facility to support pupils' reading and encourages their independent learning. ICT provision is good but only limited use of the interactive capability of the school's systems was observed.
- 3.16 Exceptional provision is made available for SEND pupils from the EYFS setting to Year 8 to ensure the effective progression of their learning. Individual education plans are written by class and subject teachers and are meticulously monitored by members of the SEND department.

3.(c) The contribution of teaching

- 3.17 The contribution of teaching is excellent.
- 3.18 Teaching fulfils the school's aim to provide a challenging, caring and disciplined environment thereby allowing pupils of all abilities, needs and ages effectively to acquire knowledge and skills and make excellent progress. The teaching encourages exemplary behaviour in lessons throughout the school. It employs a wide variety both of methods to stimulate intellectual curiosity and of tasks which provide opportunities for pupils to use imagination, higher levels of reasoning and creative flair. Lesson planning is thorough and typically refers to the needs of individual pupils, including those with SEND.
- 3.19 The teaching in the EYFS setting is highly proficient at motivating and supporting children's learning. Teachers have detailed knowledge of the children, allowing carefully focused support to be provided, based on high but realistic expectations of them. Creatively resourced role play areas, both indoors and outside, stimulate imaginative child-initiated play scenarios which are very well-supported by staff who use open questions and well-judged interactions to develop and extend learning opportunities. Clear demonstrations ensure that children fully understand what is expected of them during adult-initiated activities, helping them to stay focused.

- 3.20 Teachers throughout the school display excellent subject knowledge and they have high expectations for their pupils. Lessons in the pre-preparatory and preparatory years typically move at a brisk pace and engage the pupils through skillful questioning and appropriate tasks. In a number of less successful lessons observed, the pace was too slow and lacked a fuller range of differentiated strategies. The more able were insufficiently challenged as a result. The teaching encourages the whole-hearted enjoyment of lessons by the pupils. For example, in a Year 3 food technology lesson, pupils were positively joyful as they worked in groups making fairy cakes. The highly effective use of teaching assistants is an exceptional strength of the school, greatly enhancing the care and support provided for individual pupils.
- 3.21 The progress of individual pupils is tracked and shared with relevant members of staff. Pupils with SEND are identified through a variety of screening methods which are generally effective. Throughout the school, teachers provide for pupils with SEND by using the excellent information which is disseminated to them by members of the SEND department. Pupils with SEND or EAL benefit from careful planning for their needs in almost all lessons and from the specialist individual help offered both within and outside the classroom. In the EYFS setting close liaison with learning support staff promotes inclusion, with teachers skillfully adapting activities to meet the needs of individual children with SEND.
- 3.22 The teaching utilises a wide range of appropriate resources in all parts of the school, including interactive whiteboards in all classrooms and a well-resourced ICT suite. For example in a Year 1 ICT lesson exceptional use of resources enabled pupils of all abilities to make significant progress. Several high-quality pieces of ICT work were seen, including some excellent Year 8 geography projects on microclimates. However, limited evidence of significant or substantial use of ICT was observed outside ICT lessons.
- 3.23 The previous inspection recommended that the school continue to develop a clear, simple system of assessment and ensure that it is employed consistently throughout the school from EYFS to Year 8. In general, work is marked frequently and the impact of assessment is helpful. Assessment profiles of individual children in EYFS are extremely helpful. In some subjects marking is excellent. However, it is not consistent and in a number of areas it is limited to a cursory tick, providing no targets to which the pupils can aspire. Recently introduced half-termly reports, whilst welcomed by parents in their pre-inspection questionnaire responses, do not consistently provide information on how pupils may make further progress.
- 3.24 Homework is typically set with appropriate levels of expectation. In their responses to the pre-inspection questionnaire a minority of pupils maintained that the homework does not always help them to learn effectively. During interviews, pupils spoke warmly of the help that their teachers give them in lessons as well as after school and reported that the amount of homework is appropriate.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

4.(a) The spiritual, moral, social and cultural development of the pupils

- 4.1 The quality of the spiritual, moral, social and cultural development of the pupils is excellent.
- 4.2 The personal development of the pupils by the time they leave the school is excellent. Year 8 pupils said in interviews that they feel that they have been prepared well to move on to senior school, for the next step in their own personal journeys. Pupils throughout the school are responsible and respectful. They have a sense of purpose and self-confidence, reflecting the positive ethos identified in the aims of the school.
- 4.3 The development of the pupils' spiritual awareness is excellent. The school has a Christian ethos at its heart but is non-denominational. Assemblies and Saturday chapel services give an opportunity for reflection and a clear sense of worship. An assembly observed demonstrated a focus on the spiritual dimension ending with a prayer composed by two pupils. The natural beauty and the spaciousness of the school's surroundings are greatly appreciated by the pupils. Music, drama and the creative arts are celebrated within and beyond the curriculum, enabling pupils to engage with the aesthetic aspects of their lives.
- 4.4 Pupils demonstrate an excellent standard of moral development. They have a firm sense of right and wrong developed through the Westbourne Way, an ethos which is reinforced in all aspects of school life. The prevailing culture within the school is one of mutual respect. Children in the EYFS setting are helpful and co-operative through classroom tasks and responsibilities such as collecting the napkins at the end of lunch. Older pupils enjoy the chance to be given 'patrol' responsibilities and to be part of the leadership programme. Pupils in Year 8 enjoy being role models for younger children, while all pupils value the importance of friendship and of being kind to one another. A code of conduct is used to monitor behaviour, and promotes excellent communication between teachers and pupils. Pupils appreciate the qualities of fairness and integrity. They said during interviews that they are happy with the system of rewards and sanctions in the school. A minority of pupils maintained in their pre-inspection questionnaire responses that teachers are not always fair when they give rewards and sanctions.
- 4.5 The pupils have excellent social awareness, encouraged by the strong sense of community throughout the school. They are caring, thoughtful and always ready to support each other. Children in the EYFS setting are considerate and show genuine concern when one of their friends is upset. There is a 'buddy' system in Years 3 to 4 and 5 to 6, and in Year 8 pupils are chosen as 'friends' where they act as mentors to their peers and to younger children. The school and boarders' councils play proactive parts in school life promoting social cohesion. There is no inappropriate discrimination. Charity work is a high priority in the school with pupils showing enthusiasm and creativity in their ideas for fund-raising. Charities chosen by the pupils each year are local, national and international. A distinctive whole-school project is its four-year commitment to the Royal British Legion during the 1914-1918 centenary period. Teamwork and a healthy competitive spirit are strong in the school as exemplified in the patrol system into which all pupils are grouped across the age range, thereby further encouraging awareness of the needs of others and the need to support them. Pupils are actively encouraged to learn about British values through the L4L curriculum. For example, pupils have experienced a UK

Citizen test in Years 5 to 8, studying democracy in Year 3, the role of the monarchy in Year 6, and how a British court works in Years 7 and 8, thus gaining awareness and knowledge of British law, institutions and public services.

- 4.6 The cultural development of pupils is excellent. They respect Western cultural traditions through music, drama, literature and art, and also gain appreciation of other cultures through the curriculum. They benefit from visits to places of cultural interest such as Hampton Court Palace, the Tate Modern and the National Science Museum. Their cultural experiences are broadened by visits to other countries, such as Italy and Iceland, enhanced by history trips to the First World War battlefields and exchanges with pupils from France. Various speakers, authors, musicians, charity representatives and sportsmen and sportswomen, regularly visit the school. Differences in customs and cultures are explored not only in religious education and L4L classes but also in visits to places of worship such as the synagogue in Hove.
- 4.7 Children in the EYFS setting are very well prepared for the transition to the pre-preparatory years owing to the close links with older pupils, and opportunities to use the wider school facilities. They make excellent progress in their personal, social and emotional development, for example co-operating and sharing well. Very high standards of behaviour are evident at all times as children respond positively to adults' expectations, in line with the Westbourne Way.

4.(b) The contribution of arrangements for pastoral care

- 4.8 The contribution of the arrangements for pastoral care is excellent.
- 4.9 Support and guidance for all pupils is provided in accordance with the school's stated aim to encourage them to help others, to enjoy life, to be honest, and truthful, and to achieve the very best that they can for themselves. Staff and pupils have an excellent supportive relationship and a friendly, family atmosphere is evident throughout the school. High levels of mutual respect and exemplary standards of conduct are apparent in all aspects of school life and throughout all year groups. Pupils are caring and considerate towards each other and they display warmth and openness towards visitors to the school. The relationships within the school community are facilitated by helpful and approachable staff. Praise and encouragement are strong elements of the school's tutorial system. Teachers know their pupils well and there are many opportunities to recognise achievement and to praise good behaviour, for example the awards of 'pupil of the fortnight' and of school colours.
- 4.10 Clear ground rules, expressed through the Westbourne Way, along with the support of their key persons, help children in the EYFS setting to develop a feeling of safety and security and a positive code of behaviour for life, based on fairness, consideration for others, respect and a sense of right and wrong. Significant achievements are recorded on the 'tree of joy' or celebrated at Friday assembly.
- 4.11 Pupils throughout the school demonstrate exceptional confidence, for example in a Year 3 play and a Year 2 recorder concert. Leadership opportunities for all year groups are offered throughout the pre-preparatory and preparatory schools, from the line leaders in Year 1 to the troop leaders in Year 8. Pupils in their pre-inspection questionnaire responses welcomed the opportunities to take on responsibilities.
- 4.12 The extensive grounds offer many opportunities for a healthy lifestyle. There are frequent opportunities for outdoor play and exercise, including the extensive sports programme and many other extra-curricular outdoor activities. The contribution of

the EYFS setting to children's well-being is excellent. Younger pupils, including those in the EYFS setting, benefit from healthy eating guidance and through the supervision of the food choices they make at lunchtime. Drinking water is readily available throughout the day.

- 4.13 The school has appropriate policies and procedures in place to deal constructively and promptly with any unacceptable pupil behaviour including cyber-bullying. In their pre-inspection questionnaire responses, a significant minority of pupils expressed the view that the school does not deal with incidents of bullying. Additionally, a small number of parents also said in their responses that the school did not deal well with cases of bullying. Discussions with pupils of all ages indicated that bullying is infrequent: pupils expressed confidence that members of staff are able to ensure their well-being. Parents consider behaviour to be exemplary. The vast majority of pupils in their pre-inspection questionnaire responses indicated that they feel happy and safe at school.
- 4.14 The views of the pupils are sought through the school council, to which all pupils have the opportunity to be elected. In recent years, many school council initiatives have been implemented including a new climbing wall and additional water fountains located around the site.
- 4.15 The school has enabled access for pupils with SEND and it has a suitable plan to improve this provision.

4.(c) The contribution of arrangements for welfare, health and safety

- 4.16 The contribution of arrangements for welfare, health and safety are excellent.
- 4.17 Careful attention is given to the welfare and safety of pupils and the comprehensive safeguarding policy, which includes e-safety, is implemented effectively, including in the EYFS. All members of staff have completed safeguarding training and designated safeguarding leaders, one of whom has specific responsibility for the EYFS setting, have successfully completed the appropriate advanced training. Safer recruitment procedures are followed meticulously: all teaching and non-teaching staff undergo the required checks prior to appointment and all checks are recorded on the single central register of appointments. Two named governors are trained to an appropriate level in safeguarding procedures: one of these governors monitors closely those members of staff with specific responsibilities for safeguarding.
- 4.18 The necessary measures to reduce the risk from fire and other hazards are thorough. Fire risk assessments and training records are up-to-date, fire drills are held regularly at different times of the day and evacuation procedures are clear and well understood by pupils and members of staff. Risk assessments associated with the premises and with school activities and trips are thorough and detailed, identifying the hazards and the controls needed to minimise risk. Maintenance of the buildings and the site is very well managed.
- 4.19 The school does not have a health and safety committee reporting to the senior leadership and governors; however, concerns are dealt with promptly and effectively by the bursarial staff. Even so, the school plans to create such a committee to promote the more effective co-ordination, planning and formal recording of health and safety matters. The first-aid policy provides clear guidance for the care and welfare of pupils. The provision for ill and injured pupils is very effective. Key members of staff are trained in first aid and this training is updated regularly. Pupils,

including those in the EYFS setting and those with SEND, benefit when ill or injured from excellent medical support provided by qualified medical staff in a dedicated medical centre. Accidents, illnesses and provision of medication are all recorded carefully in an exemplary fashion.

- 4.20 In their pre-inspection questionnaire responses, a significant minority of boarding pupils expressed concerns about the quality of food. Pupils indicated during discussions and interviews their general appreciation of the healthy food prepared for them. Care is taken to provide appropriately for pupils who have special medical or dietary needs. The quality of food is adequate with appropriate healthy choices made available.
- 4.21 Registration of the pupils takes place in a calm and careful manner with any unexplained absences followed up quickly and effectively. The admission and attendance registers and records are properly maintained and correctly stored.

4.(d) The quality of boarding

- 4.22 The quality of boarding is excellent.
- 4.23 Outcomes for boarders are excellent. Boarders are well cared for and encouraged to be caring, confident and self-reliant in line with the school's boarding aims. Boarders are articulate and exuberant in their appreciation of boarding at the school. Relationships between staff and pupils and pupils themselves demonstrate tolerance, a caring attitude and respect for each other. Boarders remain in the main school area from breakfast until 8:00 pm where they do 'prep', have meals, and enjoy activities and free time. They appreciate the arrangement whereby they are with the whole boarding community and then 'go home' to a supportive and friendly family environment. The boarders' council includes pupil representatives drawn from Years 4 to 8. The council meets half-termly and is chaired by the head of boarding. The work of the council is much appreciated and there have been numerous positive outcomes as a result of their suggestions. Surveys have been carried out with the boarders and the results have been acted on as necessary after appropriate discussion.
- 4.24 Boarders enjoy the many and varied activities available, especially the barbecue and the ice cream van on Wednesday activity nights. They appreciate the free time that they have and make full use of the grounds and facilities, where they are adequately supervised. Members of staff make efforts to be as fair as possible in enabling all children to take part in events and activities and to be given responsibilities.
- 4.25 Boarders agreed during interviews that there is always a member of staff to whom they can turn if they are worried or upset. They are aware of the independent listener and maintained that they would always be listened to and helped. There is plenty of opportunity for boarders to contact their parents by phone and emails and boarders felt that they would always be able to speak to parents if necessary. A trial boarding and a buddy system are in place to prepare and welcome new boarders and they say that they settle in very quickly.
- 4.26 The quality of boarding provision and care is generally excellent. The pastoral care of boarders is extremely effective. Concerns are shared at weekly meetings which include all staff. A school counsellor is available and is used well by all pupils. In their pre-inspection questionnaire responses significant minorities of boarders said that the food is not good and that they were not happy with the availability of drinks and snacks. The choices and quantities available are adequate. The school intends

- to utilise the services of a consultant to find ways to improve the quality of food. Drinks and snacks are available in the dining hall at all breaks and in the houses in the evenings when boarders return there. Themed evenings are popular and special menus are prepared.
- 4.27 The arrangements for sick boarders are appropriate and well managed by two qualified nurses who along with other trained first aiders provide round-the-clock care. Health plans are prepared and circulated appropriately with photos for the staff in the kitchens. Medical confidentiality is appropriately observed.
- 4.28 Boarding accommodation is well maintained and a new common room for boarders is currently being built on a boys' house. The accommodation is welcoming and homely and some boarders choose to personalise their own areas. Prep is carried out in classrooms and supervised by teaching staff. On regular evenings, teachers come in at 7:00 pm to give boarders the opportunity to have some extra teaching for 20 minutes and help boarders as needed. Fire drills and checks, arranged specifically for boarders, are carried out appropriately.
- 4.29 The arrangements for boarding welfare and safeguarding are excellent. There is an appropriate safeguarding policy, of which boarding staff are aware, and they know the protocols that should be followed should the need arise. Appropriate safeguarding training takes place for all boarding staff. Recruitment of boarding staff is carried out as required with the necessary safeguarding checks taking place. There are no adults living in boarding accommodation who are not employed by the school. Boarding houses are secure. All risk assessments for premises and activities are in place and accident records are kept by the nurses and the bursarial staff. Boarders both in their pre-inspection questionnaire responses and during interviews maintain that they feel very safe at all times. They were emphatic in interviews that there is no bullying. Behaviour is typically excellent and any recorded examples of misconduct are relatively minor. All incidents are recorded electronically and in the hard copy files kept by the house parents. Boarders agreed during interviews that rewards and sanctions are given very fairly.
- 4.30 The leadership and management of boarding are excellent. The leadership and management of boarding ensure that the school's aims are fulfilled. Policies and procedures are implemented in line with the aims of boarding in the school. There is a positive atmosphere in each of the boarding houses and healthy relationships between boarders and boarding house staff. Routines run smoothly and boarders' views are actively sought. Records are accurately and meticulously kept through an electronic system which covers academic, pastoral and medical details. Some areas of this system have limited access for confidentiality. The necessary records and systems for boarding are monitored regularly by senior boarding staff.
- 4.31 There is an annual review of the development of each boarding house which informs the school development plan. There has been significant investment in boarding facilities and plans are in place for further development of the boarding. New members of staff have job descriptions and receive a thorough induction process. Each teacher involved in boarding receives an annual appraisal which includes a review of his or her boarding role. Members of the non-teaching staff who are involved in boarding also receive annual appraisals. New house parents attend the Boarding Schools Association training for house parents; and gap-year students attend an external training course before starting work. The senior boarding management, who liaise with the school's senior leadership, regularly audit boarding

standards. One governor is specifically attached to boarding and monitors the audit of standards, the development plan for boarding and other aspects of boarding.

- 4.32 In their pre-inspection questionnaire responses parents demonstrated overwhelming support for all aspects of the boarding provision. There have been no formal complaints related to boarding.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is excellent.
- 5.2 The governing body is highly successful in supporting the aims of the school. Whilst building upon the strengths and success of the school, the governors have developed a clear and ambitious future, including for the EYFS. Since the previous inspection, their leadership, experience and support have helped to improve the standards of education.
- 5.3 The governors have exercised careful control of the school's resources, utilising the range of financial, professional and educational experiences available to them. With a strong and supportive presence, they have an excellent insight into the day-to-day workings of the school, meeting regularly with staff, pupils and parents. An appointed governor for safeguarding maintains close and regular contact with the school. Three other governors have specific responsibilities for finance, EYFS and boarding. Members of staff are invited to contribute to meetings of the academic and pastoral committee of governors and report on a range of educational developments. Governors provide excellent support for the head both through annual appraisal and regular contact.
- 5.4 Since the previous inspection, governors have continued to extend the facilities and resources, including two new boarding houses, and they have supported the appointment of high-quality staff. The buildings and the adjoining outdoor areas for the pre-preparatory and EYFS departments are being extensively remodelled. School buildings are maintained effectively and any issues relating to health and safety are dealt with promptly.
- 5.5 Acting as a corporate body, governors fully understand their legal responsibilities to the school and maintain strong oversight of policies and procedures, including safeguarding, and these are reviewed annually. The welfare, health and safety of pupils are reviewed at their meetings and robust procedures are in place for child protection. The designated safeguarding leaders do not attend meetings of the main governing body and so do not have the opportunity to brief all governors fully on safeguarding developments. Two members of the governing body have received higher level safeguarding training and are able to make effective contributions to its overall understanding of safeguarding matters. Members of the governing body have attended internal safeguarding training sessions but additional training across a range of gubernatorial skills, including safeguarding, is planned to enhance further their ability to support the school.

5.(b) The quality of leadership and management, including links with parents, carers and guardians

- 5.6 The quality of leadership and management, including links with parents, carers and guardians, is excellent.
- 5.7 Senior leadership has a clear and determined commitment to fulfill the school's aim to stimulate and encourage children to maximise their potential. It is highly successful in achieving this and in ensuring that respect for others and for tolerance and democracy is evident in the ethos of the school. The senior leadership inspires loyalty and enthusiasm amongst members of staff, who demonstrate a strong sense of common purpose and a firm desire to do their best for their pupils. The senior leadership is also greatly valued by the pupils, who recognise that they genuinely care about all pupils and have their best interests at heart at all times. In their pre-inspection questionnaire responses almost all parents expressed their belief that the school is well led and managed.
- 5.8 Leadership and management within the EYFS setting are excellent. There is a clear understanding of the ethos and aims of the setting, which provides a warm, welcoming and stimulating learning and play environment. There is effective liaison with external agencies, where appropriate, for pupils with SEND. The leadership of takes its safeguarding responsibilities very seriously and is aware of the need to liaise with external agencies if required. Reflective practice and comprehensive self-evaluation guided by the leadership of the EYFS, to which all EYFS staff contribute, results in a clear and ambitious vision for the future development of the setting.
- 5.9 Middle management, which is at its best excellent, is given a high level of responsibility and is trusted to lead initiatives, take part in the appraisal of subject teachers, hold budgets and implement subject specific policies for marking and lesson observation. The best department heads are rigorous in maintaining the highest standards. The previous inspection report recommended that the school continue to develop a clear, simple system of assessment and ensure that it is consistent through the school from EYFS to Year 8. The senior leadership has introduced procedures for monitoring and evaluation of the school's work through departmental heads and other members of the middle management. The impact of these initiatives is in many cases positive but is not yet consistent.
- 5.10 A newly implemented system of appraisal regularly reviews the performance of all staff and contributes effectively to their continuing professional development. Staff at all levels feel consulted and involved in school improvement initiatives, with an open management system ensuring that all feel part of the process of change and development. The school's development plan is thorough with clear areas for improvement, success criteria and timescales.
- 5.11 Welfare, health and safety procedures are efficiently and effectively managed by the senior leadership. The checking procedures for ensuring the suitability of staff, volunteers and governors to work with children are secure and centrally recorded as required. Procedures to safeguard all pupils throughout the school are rigorous and all members of staff, volunteers and governors are given appropriate safeguarding training.
- 5.12 Links with parents throughout the whole school are excellent. In their responses to the pre-inspection questionnaire, parents said that they felt that the school encouraged them to be involved in events and other aspects of its work and nearly

all parents commended the school for offering an appropriate range of educational experiences and providing an environment in which their children are well looked after and feel safe. A very large majority of parents who responded said they would recommend the school to others.

- 5.13 Constructive relationships between home and school are a strong feature of the school from the EYFS to Year 8. Tutors and teachers are readily available to discuss academic or pastoral matters. Each class has a parent representative, providing a regular platform for gauging parental views and concerns, which are carefully considered and handled promptly with appropriate action taken. Recourse to the formal complaints procedure has not been required since the previous inspection. A newsletter together with website and regular email updates keep parents very well informed about events and activities throughout the school.
- 5.14 Parents attend special assemblies throughout the year and are enthusiastic supporters of the regular, and highly successful fundraising activities, such as the biennial ball, charity auction and summer fete. Other events such as an exhibition of pupils' art, sports matches, concerts and dramatic performances are very well attended.
- 5.15 An informative parents' handbook and a regularly updated website ensure that the parents of current and prospective pupils are provided with all the required information, including access to school policies and other relevant documents.
- 5.16 A review of assessment procedures, instigated in response to a recommendation in the previous inspection report, has had a positive impact on the quality of reporting to parents, for which parents are appreciative. Parents receive written reports at regular intervals throughout the year, with positive comments, grades for achievement and effort, for each academic subject. In the best examples, clear targets for improvement are given, but this is not consistent across all subjects or year groups.
- 5.17 The EYFS setting has developed very close partnership with parents, who are overwhelmingly supportive of all aspects of the provision, as indicated by their responses to the pre-inspection questionnaire.

What the school should do to improve is given at the beginning of the report in section 2.