



WESTONBIRT
SCHOOLS

**NURSERY – PREP SCHOOL –
SENIOR SCHOOL – DAY & BOARDING**

MAY 2019

ISI REPORT HIGHLIGHTS



HEADMISTRESS
Mrs Natasha Dangerfield

A Message from our Headmistress

Dear Parents, Pupils, Colleagues, and Friends,

We have recently been inspected by the ISI (Independent Schools Inspectorate), which is the equivalent of Ofsted in the independent schools' sector. I am delighted to announce that the ISI have recognised the exceptional strengths of our school, which has led to a very positive report. We are proud to be able to provide a stimulating, supportive and encouraging learning environment to our pupils; our report reflects our strong commitment to the academic and personal development of every student who joins Westonbirt Schools. I would like to take this opportunity to thank each parent, pupil, teacher and member of support staff for all their hard work and support. This helps to develop our school as a close-knit, happy, invigorating and ambitious community. As we enter a new stage in our development, welcoming boys to our Senior School as well as young 2-year old learners to our Nursery for the first time in September, I look forward to seeing our community grow and prosper and am confident we will continue to go from strength to strength.

Natasha Dangerfield
Headmistress

About the ISI Inspection Reports

Inspection reports provide objective and reliable accounts of the outcomes for pupils within a school. Educational quality inspection reports offer detailed assessments of a school. The report includes an introductory section on the characteristics of the school, such as its aims and ethos. Reports focus on the two main outcomes for pupils: achievement and personal development. It also includes factors that contribute to these outcomes such as the curriculum, teaching, pastoral care and governance, leadership and management. ISI does not make a single overarching judgement on a school but instead makes a clear judgement for the two aspects using one of the following four grades:

Excellent

Good

Sound

Unsatisfactory

Source: ISI Independent Schools Inspectorate's website

Summary of the Report

The school was inspected in May 2019, and the ISI Independent Schools Inspectorate rated Westonbirt schools as “**excellent**”:

- ★ “The quality of the pupils’ academic and other achievements is **excellent**”
- ★ “The quality of the pupils’ personal development is **excellent**”



In addition, the report highlights a number of significant areas of excellence:

- ★ “Pupils are aided in their learning by **excellent** teaching”
- ★ “Pupils develop **excellent** reading skills”
- ★ “Pupils’ attitudes to learning are **excellent**”
- ★ “Pupils develop **excellent** levels of knowledge, skills and understanding in a wide range of subjects”
- ★ “All pupils have an **excellent** understanding of how to improve their own learning”
- ★ “Pupils have **excellent** social and decision-making skills”
- ★ “Pupils have **excellent** communication skills”
- ★ “Pupils’ social awareness is **excellent**, and this helps to create an extremely harmonious and engaging community”
- ★ “Pupils’ behaviour is **excellent**”
- ★ “Pupils make an **excellent** contribution to the school community”
- ★ “The **excellent** level of pastoral care for both boarders and day pupils means that they develop both self-confidence and self-esteem”
- ★ “Pupils are highly self-disciplined, and their personal development is characterised by **excellent** standards of behaviour and respect”
- ★ “Pupils show **excellent** respect for diversity”
- ★ “All pupils show an **excellent** understanding of healthy living”

ACADEMIC & NON-ACADEMIC ACHIEVEMENT

We were recognised as one of the top 5% schools in the UK for Value Added, which means that we are amongst the leading schools in the country for achieving the most significant individual pupil progress. Now, we are honoured that our academic contribution has been recognised by the ISI, who stated in their report:

- ✔ “Throughout the school pupils’ progress is rapid, and their higher order thinking skills are very well developed”
- ✔ “Throughout the school, pupils achieve highly across the wide range of academic and extra-curricular opportunities available to them”
- ✔ “In the Early Years Foundation Stage (EYFS), all children make very good progress in relation to their age and development. By the end of Reception, the majority are exceeding many of the Early Learning Goals”
- ✔ “Pupils talked enthusiastically about the support they receive from the learning development department, which helps them to evaluate their work and improve upon it”
- ✔ “Pupils develop excellent levels of knowledge, skills and understanding in a wide range of subjects”
- ✔ “Pupils develop excellent reading skills and are supported in the by the well-used library. The majority of pupils write in an imaginative, powerful and accurate style”
- ✔ “Pupils from the EYFS onwards have strong numeracy skills and enjoy their mathematics lessons. Pupils benefit from an appropriately high degree of challenge, which stretches and develops their mathematical thinking, and from support at the mathematics clinics”
- ✔ “Attitudes to learning are excellent. Pupils are highly competent, independent learners with obvious ambition to do the best they can academically”
- ✔ “Pupils are resilient and confident in the classroom, approaching every task willingly and with high degrees of motivation”



- ✔ “Pupils excel in a wide range of creative and physical pursuits and are supported in their achievements by the comprehensive extra-curricular programme, very good sports facilities, and excellent teaching and specialist sports coaching”
- ✔ “School teams of all ages are highly successful in a wide range of competitions, and exceptionally talented pupils represent national, regional and county teams in a range of sports”

PERSONAL DEVELOPMENT

The school aims to provide a caring and inspirational learning environment where students feel a sense of belonging and become well-rounded individuals, confident and optimistic in their outlook. Therefore, we are proud that the ISI stated in their inspection report:

- ✔ “Pupils have excellent communication skills. They are highly articulate and confident speakers and listen and respond maturely. Pupils have numerous opportunities to practice public speaking”
- ✔ “Pupils have excellent social and decision-making skills, and relationships with each other are warm and positive”
- ✔ “Pupils are hardworking and resilient; they have extremely positive attitudes to learning, showing the ability to work both collaboratively and independently”
- ✔ “Pupils develop strong study skills as they move through the school”
- ✔ “Pupils are happy to work collaboratively, and have the maturity to listen to others as well as the confidence to propose their own ideas. Mutual support between pupils is a strong feature of the school”
- ✔ “Pupils are curious and willing to learn new skills, and not afraid to take risks; they recognise that making mistakes is part of the learning process”
- ✔ “Pupils are self-aware and demonstrate high levels of confidence, self-discipline and resilience. Pupils develop resilience from a young age as they are guided through increasingly challenging curricular and co-curricular activities”
- ✔ “All pupils show an excellent understanding of healthy living, and pupils acquire skills to manage stress and maintain positive mental health. They appreciate the importance of physical fitness and make good use of the numerous outdoor facilities, as well as the more formal sports programme”



COMMUNITY & GLOBAL CITIZENSHIP

The school seeks to support the development of each pupil intellectually, emotionally, morally, and spiritually, and aims to treat every pupil as an individual. Our pupils are prepared to compete, thrive and contribute as curious, creative and courageous citizens. We are pleased that the ISI observed the following:

- ✔ “Pupils’ behaviour is excellent; they have a strong sense of right and wrong and take responsibility for their behaviour and actions”
- ✔ “Pupils make an excellent contribution to the school community, through undertaking roles of responsibility, and to the wider community through volunteering and charity work”



- ✔ “Pupils’ moral understanding is highly developed, and they show an empathetic understanding of and respect for other cultures”
- ✔ “Pupils are highly self-disciplined, and their personal development is characterised by excellent standards of behaviour and respect, both for each other and for their teachers”
- ✔ “Pupils have a clear understanding of right and wrong and take responsibility for their own behaviour”
- ✔ “Pupils’ strong moral and social attitudes are rooted in the ethos of the school and fulfil a major aim of the school to provide a safe, secure and happy environment within which all can thrive”
- ✔ “Pupils enjoy taking on roles and responsibilities within the school community, which they discharge with maturity. Pupils willingly volunteer for a wide range of practical roles within the school”
- ✔ “Pupils do much charity work in the UK and overseas, raising funds and providing practical support to a range of charities, including for schools in India, Sierra Leone and the Gambia. These opportunities provide pupils with the chance to contribute to the lives of others beyond the school and have helped the pupils to be successful in their own personal development”
- ✔ “Pupils’ social awareness is excellent, and this helps to create an extremely harmonious and engaging community. They collaborate well in every aspect of school life, both in lessons and elsewhere, and acquire excellent social skills through the many opportunities the school provides to work with others”
- ✔ “Pupils show excellent respect for diversity. They enjoy learning about other cultures and faiths, and they particularly like hearing from their peers about their lives”

TEACHING & LEADERSHIP

- ✔ “School leaders have contributed to the success of the pupils by creating an ethos which supports and encourages pupils and staff in the pursuit of excellence”
- ✔ “The school promotes an environment in which errors are seen as part of the learning process; this enables pupils to feel free to try something without fear of failure. All pupils have an excellent understanding of how to improve their own learning”
- ✔ “Pupils are aided in their learning by excellent teaching; lessons are well planned, encompass a variety of techniques and are tailored to the needs of the pupils”
- ✔ “Teachers have strong subject knowledge and constantly assess pupils’ knowledge to enable them to plan and teach lessons which deepen their understanding”
- ✔ “Well-chosen, challenging exercises and probing questions encourage pupils to think deeply about issues”
- ✔ “Pupils spoke highly of supportive teaching and guidance which allows them to gain the confidence they need to attempt ambitious targets”
- ✔ “Teaching encourages independence and promotes self-confidence, which allows pupils to take their own initiative. This starts from a very early age”

BOARDING

- ✔ “Boarders appreciate the ready availability of help from resident boarding staff, and sixth form boarders. They feel that this support and encouragement helps them to progress and achieve highly”
- ✔ “The excellent level of pastoral care for both boarders and day pupils means that they develop both self-confidence and self-esteem and so mature into resilient young adults, ready for the next stage in their lives”
- ✔ “Boarders willingly accept and are interested in the beliefs and views of others. They say that it is ‘cool’ to share a room with someone from another country”





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— SCHOOLS —

**WE ARE
WESTONBIRT**

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