



INDEPENDENT SCHOOLS INSPECTORATE

INTEGRATED INSPECTION

ST EDMUND'S SCHOOL

INDEPENDENT SCHOOLS INSPECTORATE

St Edmund's School

Full Name of School	St Edmund's School		
DfE Number	936/6053		
EYFS Number	EY317535		
Registered Charity Number	278301		
Address	St Edmund's School Portsmouth Road Hindhead Surrey GU26 6BH		
Telephone Number	01428 604808		
Fax Number	01428 607898		
Email Address	schoolsecretary@saintedmunds.co.uk		
Headmaster	Mr Adam Walliker		
Chair of Governors	Mrs Jackie Alliss		
Age Range	2 to 13		
Total Number of Pupils	249		
Gender of Pupils	Mixed (173 boys; 76 girls)		
Numbers by Age	0-2 (EYFS):	6	5-11: 147
	3-5 (EYFS):	29	11-13: 67
Number of Day Pupils	Total:	229	
Number of Boarders	Flexi:	20	
Head of EYFS Setting	Miss Cathy Morley		
EYFS Gender	Mixed		
Inspection Dates	28 Jan 2014 to 31 Jan 2014		

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 January 2009.

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) (England) Regulations 2010, as amended. The range of these Regulations, which replace those first introduced on 1 September 2003, 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. Until September 2011, Boarding inspections were carried out by the Office for Standards in Education (Ofsted), Children's Services and Skills.

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, 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.

Mrs Bridget Windley	Reporting Inspector
Mr Chris Calvey	Team Inspector (Headmaster, IAPS school)
Mrs Elizabeth Garner	Team Inspector (Former Head, IAPS school)
Mrs Jane Merriman	Team Inspector (Head, IAPS school)
Mrs Diane Martin	Co-ordinating Inspector for Boarding
Miss Mary Regan	Co-ordinating Inspector for Early Years

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 St Edmund's School operates as a co-educational day and boarding school for pupils aged between two and thirteen. The original school was founded in Norfolk in 1874 but moved to its present 40-acre site in Hindhead, Surrey in 1900. The school became a charitable trust in 1979 since when it has been run by a board of governors. Facilities include a nine-hole golf course, indoor swimming pool and an all-weather games pitch. Since the previous inspection a new head of Early Years Foundation Stage (EYFS) and new boarding house parents have been appointed. The school intend to extend the education for pupils up to the age of 16 from September 2014 and construction of a new teaching block has begun.
- 1.2 At the time of the inspection, there were 249 pupils on the roll, 76 girls and 173 boys. Of these, 35 were in the EYFS for children under the age of five, with 21 of those attending part-time. There were 32 pupils in Years 1 and 2, 115 in Years 3 to 6 and 67 in Years 7 and 8. Boarding takes place on two nights a week and pupils may board from Year 3 upwards. There are approximately 20 pupils who board occasionally, with this number increasing on theme nights. Fifty-three pupils have been identified by the school as having special educational needs and/or disabilities (SEND), and they all receive specialist support from the school; no pupil has a statement of special educational needs or uses English as an additional language (EAL). The ability profile of the school is wide, however most pupils' ability levels on intake are above the national average. Almost all pupils are of British origin and come from professional families who live within a 20-mile radius of the school.
- 1.3 Within its Christian ethos, the school aims to create an inclusive environment in which pupils feel valued and involved. It seeks to develop a responsible and sensitive community enabling pupils to develop self-discipline and self-esteem. Through its broad based curriculum it strives to promote confidence and independent learning through lessons and activities, with opportunities for sportsmanship and leadership.
- 1.4 National Curriculum (NC) nomenclature is used throughout this report to refer to year groups in the school. The year group nomenclature used by the school and its National Curriculum equivalence are shown in the following tables.

Early Years Foundation Stage Setting

School	NC name
Nursery 1	Nursery (2 to 3)
Nursery 2	Nursery (3 to 4)
Reception	Reception (4 to 5)

Preparatory School

School	NC name
Form 1	Year 1
Form 2	Year 2
Form 3	Year 3
Form 4	Year 4
Form 5	Year 5
Form 6	Year 6
Form 7	Year 7
Form 8	Year 8

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 Pupils are highly successful in their learning and personal development and the school effectively meets its aims. In Years 1 to 8 the pupils' excellent standards of achievement in academic work are supported well by achievements in a wide range of extra-curricular activities. Pupils are confident and independent with particularly well-developed skills in a range of subjects. The rich and exciting curriculum prepares them thoroughly for their senior schools and since the previous inspection the length of lessons has been successfully extended to enable more practical and investigative work. Excellent teaching includes a wide variety of styles to engage pupils' interests and is supported by frequent marking which provides useful guidance for improvement. Hence, all recommendations from the previous inspection have been met. In Years 1 to 8, pupils with SEND are well catered for and assessment is effective in tracking the pupils' progress and needs. In the pre-inspection questionnaires, a very small minority of parents felt that more able pupils were not suitably supported and whilst the inspection team felt that this was not the case in the main school, it confirmed these parents' views for some children in the EYFS. The overall quality and standards of the EYFS are good, although planning is not consistent and does not always take account of the learning and development needs of individual children.
- 2.2 The pupils' personal development throughout the school, including the EYFS, is excellent. It is supported by excellent pastoral care and strong welfare and health and safety measures. The safeguarding of pupils is secure and the school takes care to ensure the suitability of staff. Incidents of unkind behaviour are rare and pupils feel safe and valued. The pupils' spiritual development is strong; they have an excellent sense of morality and keen social awareness. They have a good understanding of different faiths, but their knowledge and experiences of others' cultures are under-developed. The boarding provision is of high quality and outcomes for pupils are excellent, although the standard of decoration in some areas of the boarding house is poor.
- 2.3 Good governance throughout the school ensures that pupils are well educated and the governors are committed to its success and development. Leadership of the school is good and the strong and collaborative management style supports the pupils' excellent achievement and personal development. Within the EYFS effective systems are not in place to identify the training needs of all staff. The Nursery children receive regular written progress reports so meeting the recommendation from the previous inspection. Parents unanimously agree that their children are kept safe, the boarding experience helps their progress and development, they are well looked after at the school and that high standards of behaviour are achieved.

2.(b) Action points

(i) Compliance with regulatory requirements

- 2.4 The school meets all the requirements of the Independent School Standards Regulations 2010.
- 2.5 The school meets all the National Minimum Standards for Boarding Schools 2013.
- 2.6 See the end of the Early Years Foundation Stage section 6 for the inspection findings in relation to the requirements of the Childcare Act 2006 for children under three.

(ii) Recommendations for further improvement

- 2.7 The school is advised to make the following improvements.
1. Develop the pupils' awareness of other cultures.
 2. Improve the decoration of communal areas used by boarders.
 3. In the EYFS, ensure effective systems are in place to identify training needs of all staff.
 4. Ensure that written planning is consistent across the EYFS setting and takes account of the learning and development needs of the more able children.

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 is excellent.
- 3.2 The school meets its aims to enable pupils to develop skills as independent learners and achieve at a level appropriate to their individual abilities. Pupils have an extremely wide range of knowledge for their age in all subjects of the curriculum, well supported by the varied range of extra-curricular experiences that the school provides. They are able to make links across the curriculum, use their skills in different situations and recall quickly what they have previously learned.
- 3.3 Pupils in Years 1 to 8 are highly skilled in literacy. They are notably articulate and apply their speaking and listening skills confidently in lessons and discussions. They listen with care to the ideas and opinions of their peers, sharing ideas confidently. As pupils move through the school, they read and write with increasing fluency and in a range of contexts. Pupils acquire an excellent understanding of scientific concepts, and their investigative skills are suitably developed. For example, younger pupils displayed logical and independent thought when drawing a diagram of a food web. Mathematical understanding is strong and the pupils are able to apply their understanding in other subjects where needed. Pupils achieve well in information and communication technology (ICT) and they use these skills efficiently in other subjects. They achieve high standards in sport. Excellent levels of creativity are evident, from the outstanding artwork seen in lessons and on wall displays, to the high standard of music that is a strong feature throughout the school.
- 3.4 Pupils achieve high standards across a broad range of areas, many achieving scholarships in a range of fields including academic, music, performing arts and sport. Almost all pupils are successful in gaining entry to the next school of their choice. Pupils achieve highly in national mathematics competitions as well as at local and regional level cross country running, athletics and football. Some pupils have reached national standards in sailing, dancing, judo and biathlon. Younger pupils enjoy significant success in dance exams and older pupils in gaining awards in speech and drama. Music is a significant strength of the school and the majority of pupils play at least one musical instrument. Pupils perform in choirs, instrumental ensembles and orchestras through the many concerts and productions staged by the school.
- 3.5 Pupils' attainment cannot be measured in relation to average performance against national tests but, on the evidence available from the observation of lessons, scrutiny of work, and discussions with pupils, it is judged to be excellent in relation to national age-related expectations. This level of attainment indicates that pupils make a high rate of progress in relation to others of similar ability. Pupils with SEND make excellent progress and achieve as well as their peers, as evidenced through the reading tests. Their progress is enhanced by the school's rigorous analyses of standard assessments to identify needs and monitor progress, and the support provided by teachers and support staff. The progress of those identified as academically able is high as a result of early identification, the use of setting by ability where appropriate, and by teachers providing targeted support in lessons. Pupils with particular talents, such as in music, progress very well as a result of the school's wide range of provision for them.

- 3.6 Pupils have positive attitudes to learning and they are well motivated. They show exemplary behaviour and their care for each other is special. They have confidence in their abilities, and are not afraid to put forward their ideas. They show good initiative to work independently and they co-operate well with others.

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

- 3.7 The contribution of curricular and extra-curricular provision is excellent
- 3.8 The curriculum is effective in its coverage of the requisite areas of learning and it is suitable for all ages and abilities. It is supported by an excellent range of extra-curricular activities, fulfilling the school's aim to develop the pupils' individual talents. The recommendation from the previous inspection to look at the length of lessons has been met, with lessons now 60 minutes in duration. As a result of this change pupils are able to make more progress and achievement in their lessons and teachers have more time to employ a variety of teaching methods. There is evidence of a wide range of excellent cross curricular links between subjects in a number of year groups.
- 3.9 The provision of modern foreign languages, which include Spanish from Year 5, French from the Nursery and the teaching of Latin from Year 5, greatly enhances the pupils' linguistic skills. Pupils benefit from specialist teaching in Year 5 and above, while specialist music and dance is taught from the Nursery upwards. Swimming lessons in the school's indoor pool broaden the curriculum for pupils in Reception onwards and all age groups make excellent use of the school's woodland areas. Drama is delivered both through the curriculum and through successful after-school activities. The pupils' personal development is enhanced by a well-planned scheme of work for personal, social and health education (PSHE) and this is delivered through discrete lessons once a week. Pupils make good use of the library and the provision for reading is further enhanced from Year 3 upwards when pupils read every day for a period over the lunch break. Regular and effective reviewing of the curriculum, through the academic committee, ensures that planning is effective and in line with pupils' needs. An example of this was seen through the English department's response to the recent changes in the Common Entrance syllabus.
- 3.10 Provision for pupils with SEND is excellent. They are identified at an early age and their needs and targets are made known to teachers. Setting by ability from Year 5 onwards helps to meet the needs of the more able pupils, as do the activities on offer such as Greek club, while pupils with specific talents have access to the wide variety of musical and sporting opportunities on offer.
- 3.11 The curriculum is supported by a wide range of extra-curricular activities as diverse as ICT, cooking and debating. Pupils express high levels of enthusiasm for the breadth of activities provided by members of staff. All pupils from Year 3 onwards benefit from a comprehensive Thursday afternoon activity programme, which includes such activities as team building and drama, while a good number make use of the excellent optional Saturday programme.
- 3.12 Links with the community are positive and support the curriculum well, with the school recently providing the bugler for the local Remembrance Service, whilst the choir have also sung at two homes for the elderly. Pupils regularly support school fund-raising activities which benefit agreed local charities. Further enhancement of the curriculum is seen with an exciting number of trips, residential visits and visitors to school.

3.(c) The contribution of teaching

- 3.13 The contribution of teaching is excellent.
- 3.14 Pupils' high levels of achievement are attained largely as a result of the excellent teaching that is highly effective in promoting pupils' rapid progress. Teaching throughout the school provides activities that enthuse the pupils, so that learning is enjoyable and productive.
- 3.15 Almost all of the teaching demonstrates the teacher's secure subject knowledge, uses clear learning objectives is consistently well planned. It almost always exhibits fun, pace and challenge, and an imaginative range of methods is used to keep pupils interested and engaged. This meets the recommendation from the previous inspection. For example, in a drama lesson, teaching inspired pupils as they practised theatrical techniques changing the pitch of sounds to reach a crescendo. Pupils are encouraged to apply themselves with concentration and effort, and behave extremely well. They are given a high level of personal attention, and benefit greatly from working in an environment where hard work is praised and acknowledged by all. Teachers create an atmosphere in which pupils feel secure and are not afraid to ask for clarification when it is needed. Varied teaching methods provide many opportunities for the pupils to work successfully in pairs or groups. Homework successfully reinforces the work covered in lessons. Some pupils reported in the pre-inspection questionnaires that there is too much homework, but in discussion with pupils, most felt that homework was reasonable and the inspection findings supported this view. In the very small minority of lessons where teaching is less effective, a too directed approach and a lack of pace fails to sustain pupils' interests.
- 3.16 More able pupils are frequently given challenging work and many examples were seen of teaching which encouraged the use of mature thinking skills to reason a solution to a task. In the younger classes, pupils who need support within lessons are helped individually or in small groups by teaching assistants.
- 3.17 Assessment is a strength. Pupils are assessed by the use of standardised tests in English and mathematics, and via the school's own assessments twice a year from Year 3. Standardised assessment results are rigorously analysed. The results enable planned intervention for less able pupils or for those who would benefit from specific activities geared towards the more able. The assessment data are stored centrally and this information is accessible to all teachers to enable them to incorporate findings into their lesson planning. In Years 1 and 2 the information gained from standardised tests is supplemented with half termly assessments in independent writing, spelling and mathematics. Small class sizes enable teachers to give pupils individual feedback and support as the lesson is progressing and helps the pupils to move their learning forward. Marking is regular and has improved since the previous inspection. It is generally undertaken in line with the school's marking policy and the best examples provide pupils with suggestions as to how they can improve their work, although this is not yet fully integrated across all areas of the school.

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 pupils' personal development is excellent.
- 4.2 By the time they leave school the pupils have an excellent standard of personal development which prepares them successfully for the next stage of their education. The pupils are extremely self-aware, and their mature confidence is developed through the opportunities they have to lead class assemblies and to participate in dramatic productions, concerts and sport. Pupils appreciate, and are sensitive to, the non-material aspects of life as shown in their music, class discussions, circle time, and at chapel through talks from both staff and visitors. Pupils demonstrate emotional maturity for their age as they offer support to fellow pupils with precise dietary requirements.
- 4.3 The pupils have a very strong sense of right and wrong. In interviews pupils articulated with clarity the systems in place to honour right and rectify wrong behaviours which enable them to learn from their mistakes. For example, pupils in Year 6 argued persuasively about the unfair nature of punishments in the reign of Henry II. In the questionnaires a small minority of pupils felt that some teachers applied sanctions unfairly. This was not borne out in discussion with pupils or in the thorough records kept in school. Pupils are courteous and co-operative when they communicate with each other and teachers; their behaviour is very good throughout the school. Excellent table manners were observed in the dining hall. Tracking of the pupils' personal development has equal status with academic progress.
- 4.4 The pupils are proud of their school and willingly accept the responsibilities available to them, such as when acting as prefects, mentors or librarians. As a result, they develop a clear sense of social awareness. In the pre-inspection questionnaires a small percentage of the pupils felt that there were only limited opportunities to take on responsibility, but inspectors consider that there are sufficient opportunities provided. Through their support for local charities pupils develop empathy for the world beyond school. Pupils develop political and economic awareness appropriate for their age, for example in current affairs sessions.
- 4.5 The pupils have a good understanding of, and respect for, other faiths which is strengthened through their religious education studies. Their knowledge and experiences of other cultures are more limited. As a result, whilst their understanding of Western traditions is secure, that of the diversity of cultures in Britain today is less well developed and as a consequence pupils do not yet appreciate fully the richness of our multi-cultural society.

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

- 4.6 The contribution made by pastoral care is excellent.
- 4.7 The care and welfare of pupils is a strength of the school. It is approached in a positive way reinforcing the school's philosophy, ethos, and core values. Through the tutor and the form teacher system, staff know their pupils well and work consistently to encourage their high academic standards and excellent personal development. Relationships amongst pupils, and between pupils and staff, are also excellent with high levels of respect, understanding and regard for each other.

- 4.8 The school has a comprehensive anti-bullying policy, which is fully implemented and effective in its outcomes so that pupils feel safe and secure. The system of rewards and sanctions is clear and respected by pupils. They understand the awarding of plus points and stars for good work or good behaviour, and a minus for a wrongdoing. Excellent monitoring and recording systems are used to evaluate patterns of behaviour and informal communications and regular staff meetings enable the senior pastoral staff to disseminate this information as appropriate.
- 4.9 Healthy eating and the need to take regular exercise are seen as very important aspects of the pupils' education. The school provides a good choice of freshly prepared food and it encourages pupils to have a balanced, healthy diet. The regular sporting activities, the outdoors programme, team building activities and opportunities for younger pupils to explore the woods allows the pupils to enjoy and makes use of the extensive grounds. The school has a suitable structured plan to improve educational access for pupils with SEND.
- 4.10 Pupils' opinions are valued and the school employs effective methods to seek their views. Lunch with the leadership and senior managers allows for issues to be raised, or pupils can put a note in the 'worry box'. The school council, to which members are elected, meets each term, and improvements made as a result of its suggestions include a water fountain at the artificial grass surface.

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

- 4.11 The school makes excellent arrangements to secure the welfare, health and safety of pupils.
- 4.12 Strong safeguarding arrangements, which have regard to official guidance, are well known by staff. Training is a priority and all staff and governors receive annual updates. New staff are provided with a safeguarding induction session. Secure recruitment procedures and checks on the suitability of staff to work are in place. The health and safety policy is thorough and ensures pupil safety through regular reviews. Fire procedures are thorough and fire drills take place regularly. The school carries out and records comprehensive risk assessment for premises, visits and residential trips. .
- 4.13 All staff are trained in first aid and medical staff follow protocols for the storage and administration of medicines and for dealing with accidents and illness. Medical staff keep a comprehensive record of accidents and appropriate provision is made for pupils who are ill. Full consideration is given to pupils with SEND and the pupils are looked after with great care. The admission and attendance registers are properly maintained and correctly stored.

4.(d) The quality of boarding

- 4.14 The quality of boarding is excellent
- 4.15 The outcomes for boarders are excellent. They are confident and articulate and have a high moral code. Without exception they enjoy the friendly, safe atmosphere of the house. They are full of praise for the boarding staff and feel able to talk to them freely. They interact very well with each other and their behaviour is of a high standard. They all enjoy their time in the boarding house and look forward to boarding nights. Boarders' understanding of the world around them is enriched by the accessibility of newspapers, television and the internet. There is a system for boarders to air their views about the boarding house and there have been changes

as a result of their suggestions, so they are confident that their views carry weight. Pupils with SEND are well supported.

- 4.16 The quality of boarding provision and care is excellent. New boarders are given all the information they need by their peers and staff and they are quickly helped to settle into the routines of boarding. All boarders reported that they felt safe and that they knew who would help them if they had a problem. They are also aware that there are several people outside school to whom they could talk if they had a concern.
- 4.17 Activities available to boarders are numerous and they are able to have some choice in the evening activities. Pupils may use the excellent facilities available in school and in the attractive grounds, as well as those in their common room. 'Theme nights' are a very popular feature of boarding life and are held twice a term. These are well attended and boarders report that they are most enjoyable experiences. Many other pupils stay overnight on these occasions.
- 4.18 All staff are trained in first aid and facilities for boarders who are ill are outstanding. Boarders with chronic conditions are catered for and immediate treatment plans are well publicised to all staff in the house and school. Although there were a small minority of adverse comments about the food in the pupil's questionnaires the meals which the inspectors sampled were of a high quality, being nutritious, well balanced and well prepared. Considerable attention is paid to the numerous special diets and allergies. In interviews, most boarders expressed extremely strong approval of the food.
- 4.19 The boarding accommodation, including dormitories and washrooms, is appropriate although in some areas décor is in need of attention. As pupils only board for two nights a week the laundering of clothes is not frequent, but should the need arise, there are suitable facilities within the boarding house. Provision for boarders to communicate with their families is excellent and they have access to two phones available to them at no cost.
- 4.20 Arrangements for boarder's welfare and safeguarding are excellent. Detailed policies, protocols, recruitment and staff training are efficient and all staff are fully aware of their responsibilities in this regard. The behaviour policy uses very positive methods to encourage good behaviour. Boarders say that there is a good atmosphere and that everyone gets on with everyone else. Boarders expressed confidence that if any bullying behaviour were to occur, it would be dealt with immediately. Risk assessments for the premises and trips are in place and regular monitoring of the health and safety policy ensures that boarders are kept safe. Staff know, through the house systems, where all boarders are at any given time and they only go out into the grounds if supervised by a member of staff. The necessary check on people over 16 who live on site is carried out, together with a suitable contract if they are not employed by the school but live in the same premises as the boarders.
- 4.21 The effectiveness of leadership and management of boarding is excellent. Management and organisation of the boarding house is good as is evident from the excellent policies, procedures and records and the positive, happy atmosphere in the house. The required policies, protocols and records are in place, reviewed regularly and known by staff. There are excellent links between the academic and boarding teams. An evaluation on boarding has been carried out by the management and a useful development plan produced.

- 4.22 Regular meetings of the house staff ensure that everyone is aware of any pastoral and administrative measures affecting the boarders. All staff receive thorough induction and training opportunities to support their work. As there are just two nights when pupils board a system of booking ensures that everyone knows who is in the house on any night, and lists are available in strategic places should there be a fire alarm.
- 4.23 In the pre-inspection questionnaires parents reported that their children thoroughly enjoyed the boarding experience and much appreciate the support provided by the staff who are responsible for their children's care.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The governance of the school is good.
- 5.2 The board of governors successfully administers and oversees the work of the school, helping to secure the school's aim of creating an inclusive environment in which pupils feel valued and involved. The governors bring a wide range of interests and expertise to their role. Governors ensure that the school complies with all statutory requirements. In the past, there were some irregularities with recruitment checks, but in the last two years these have been carried out correctly. The full governing board carries out the annual review of the safeguarding policy and ensures that the related child protection duties have been undertaken efficiently. Individual governors take particular interest in various aspects of the school, such as academic matters, child protection, premises, health and safety, boarding and the EYFS.
- 5.3 The board is involved extremely closely in financial and strategic planning, as seen in the recent decision to admit pupils up to 16. It has a clear vision for the future of the school, understanding its strengths and areas for development. The chair keeps in constant contact with the leadership and is a frequent visitor to the school. Regular reports from the leadership and members of its team give the board further information about the school. In addition, subject leaders are invited to attend meetings to update the governors about educational developments.

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

- 5.4 The quality of leadership and management is good
- 5.5 Throughout the school leadership and management successfully meets the school's aim to enable pupils to develop self-discipline and self-esteem. Whole school policies and procedures have now been fully updated and provide practical and useful guidance for staff. The safeguarding, welfare, health and safety of pupils is given high priority and members of staff receive the required training. Recruitment procedures are effective and the induction of new staff is thorough. All required checks take place and the central register of appointments is completed accurately.
- 5.6 Good educational direction is being set by the leadership and a dedicated team, who oversee the pupils' extremely high standards of academic achievement and excellent personal development. Since the previous inspection, senior management has been re-organised and its responsibilities have been clarified. Weekly meetings of the newly formed leadership team are effective in setting a purposeful sense of direction across a range of school activities. All the recommendations from the previous inspection have been met.
- 5.7 Self-evaluation is not conducted formally, but the school's progress and areas for development are considered in weekly meetings and on the three staff training days set aside at the beginning of each term. The school's leadership has developed a useful annual development plan in which priorities have been identified. Heads of department complete their own subject development plans which support the main document, as do the development plans for the EYFS and boarding.

- 5.8 Appraisal arrangements are good. All members of staff are observed in their teaching role and the follow-up professional dialogue provides a forum for discussion of target-setting and training needs. However, training needs in the EYFS are not as rigorously considered as elsewhere in the school. Peer observation enables staff to consider each other's professional practice and share ideas.
- 5.9 Teaching and classroom support staff are deployed effectively and they make a vital contribution to pupils' learning and welfare. The school's friendly and positive atmosphere is enhanced by the efficient work of secretarial, administrative and all other non-teaching staff, who fully understand their roles and play an active part in supporting pupils.
- 5.10 The school greatly values the strength of its partnership with parents and the quality of these links is excellent. The overwhelming majority of parents who responded to the pre-inspection questionnaires were very happy with the curriculum, the care, safety and happiness of their children, the high standards of behaviour achieved, the information available regarding the school and almost all aspects of the boarding experience. The biennial parent questionnaire provides an ideal opportunity for the school to consult with its parent body. The school has established a strong partnership with parents and deals promptly with concerns. A suitable complaints policy is in place which operates in accordance with the schools published procedures.
- 5.11 The school provides numerous opportunities for parents to be actively involved in the work and progress of their children. Parents' workshops have been organised by the school on topics such as internet security and mathematics so that parents are better prepared to support their children at home. There are regular parents' evenings, invitations to assemblies, concerts, sporting events and match teas. Important information such as policy documents, newsletters and individual pupils' reports are made accessible to parents via the school website on the parents' portal. An active parents group is involved in organising a wide range of social and fundraising events for the school, for example the bonfire night, the family disco and the summer fete, events which are enjoyed by the whole school community.
- 5.12 During the inspection week a number of parents spoke to inspectors about their high regard for the work of the school and their positive relationships with staff. They greatly appreciate the school's open door policy and feel that they can speak to staff as necessary.
- 5.13 Parents of current and prospective pupils are provided with detailed information about the school. The prospectus and a number of departmental handbooks provide additional information. In the pre-inspection questionnaires a very small minority of parents felt that they did not receive sufficient information about their child's progress, but the inspection findings considered that the informative school reports, grade cards and parents' consultation evenings keep parents well informed about their child's work and progress.

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

6. THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION STAGE

6.(a) How well the early years provision meets the needs of the range of children who attend

- 6.1 The setting makes good provision in meeting the needs of the range of children who attend. The broad and exciting educational programmes across the seven areas of learning help all children reach the level of development typical for their age. The youngest children benefit from specialist teaching in dance and music while the older Nursery children also have French lessons. In Reception, children enjoy the addition of weekly sessions of physical education and swimming. Teachers know their children very well and support them in the development of important skills enabling them to develop and learn effectively so that they are ready for the next stage of their learning. Children are highly motivated and engage enthusiastically in many well planned activities. The youngest children demonstrated enormous confidence singing solo and playing percussion instruments while exploring sound patterns. Older Nursery children enjoy opportunities to recognise, name and count items in their shopping trolley while playing a board game. Reception children can interpret information on a pictogram showing their favourite fruit.
- 6.2 Many opportunities are provided for children to initiate their own learning and they show great confidence when making decisions. An exciting outside learning environment in the school grounds is well used by all EYFS classes and the youngest children also make very good use of their covered decking. Where learning is led by the teacher, the quality of planning is not consistent and does not always take account of the needs of individual children, particularly the more able. This was a recommendation from the previous inspection which is still to be achieved. A small minority of parents indicated in the pre-inspection questionnaires that this was a concern and this view is confirmed by inspection findings. The setting has developed strong links with parents who, in the questionnaires, overwhelmingly acknowledged that children were happy and felt safe at school. Parents of children in Nursery classes receive an annual written report informing them of their child's progress, a recommendation of the previous inspection. The setting operates an open door policy and parents are encouraged to discuss and share information and achievements about their children.

6.(b) The contribution of the early years provision to children's well-being

- 6.3 Provision for children's well-being is outstanding and a particular strength of the setting. Teachers and support staff ensure that all children, including the youngest and those in need of additional support, enjoy very positive relationships with adults and form secure emotional attachments. The youngest children look forward to their Nursery sessions and settle quickly. Similarly the older children arrive happily and prepare with enthusiasm for the day ahead. Children trust all the adults in school and enjoy being with them. In accordance with the aims of the school a high priority is placed on children's happiness and the development of positive self-esteem. Children are actively encouraged to persist when things seem difficult. High standards of behaviour are expected and achieved because adults help children to understand why it is important to listen to others, to show respect, to share, co-operate and take turns.

- 6.4 Children understand the importance of physical activity and enjoy outside play, exploring in the forest, dance and swimming. Nutritious snacks are prepared by catering staff, water is available throughout the day and children enjoy healthy lunches. Children understand why they need to wash their hands throughout the day and have established a very good routine. The youngest children are becoming increasingly independent and most can confidently manage their own personal hygiene. Arrangements for transition are excellent. The youngest children have joint activities with the older Nursery group and regularly spend time with them and their teachers. There is regular interaction between the other classes too, with Reception children spending wet playtime with pupils in Year 1. Children are extremely well prepared for the next stage of their education.

6.(c) The leadership and management of the early years provision

- 6.5 The effectiveness of leadership and management of the provision is good. The governors take a close interest in the EYFS setting and are kept informed of developments. Leadership and management ensure that the setting is welcoming, safe and stimulating and that safeguarding and welfare requirements are met. Staff have received full child protection training and fully understand health and safety procedures. The school nurse takes the lead to ensure that children's medical needs are dealt with effectively, and first aid arrangements are secure. Policies are reviewed and updated regularly and staff meet fortnightly to discuss timetabled events and children's progress. A detailed development plan within the setting highlights priorities and helps determine action necessary for improvement. A biennial system of staff appraisal encourages teachers to set themselves targets and to engage in continuous professional development, although to date there has been no specific training for the implementation of the new EYFS framework. A positive and effective partnership has been established with parents, the local authority and other external agencies to ensure children receive the support that they need.

6.(d) The overall quality and standards of the early years provision

- 6.6 The quality and standards of the EYFS provision are good. The setting meets the needs of all the children in the seven areas of learning and they are well prepared for the next stage of their education. Whilst all children make progress in relation to their starting points the setting does not always provide sufficiently well for the more able. Children are highly confident and relate very well to adults. They are articulate and listen attentively to their teachers and each other. The youngest children were observed confidently counting orange beakers at snack time. They synchronise actions to the words of familiar songs. The older Nursery group are beginning to recognise initial letters and to sound out words. Children in Reception are confident when ordering numbers from one to ten and form the numerals correctly. They listen to stories and comment on the characters and storyline and even suggest what might happen next. Many children are increasingly confident when writing their first name. By the end of the Reception year most children reach expected levels of achievement, and the more able exceed expectations in some areas of their development. Children are self-assured and confident; they trust adults at school and feel secure and happy. The requirements needed for the safeguarding and welfare of children have been met and there is a shared understanding and responsibility of how to protect children. Leadership and management of the setting demonstrates a commitment to evaluating practice and the next step is to secure continuous improvement.

Compliance with statutory requirements for children under three

The school's registered provision for childcare meets the requirements of the Childcare Act 2006 and no action is required.

Section 2 includes any identified action the Early Years Foundation Stage is recommended to take in order to improve its provision.