



INDEPENDENT SCHOOLS INSPECTORATE

FYLING HALL SCHOOL

INTEGRATED INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

Full Name of School	Fyling Hall School		
DfE Number	815/6004		
Registered Charity Number	507857		
Address	Fyling Hall School Robin Hoods Bay Whitby North Yorkshire YO22 4QD		
Telephone Number	01947 880353		
Fax Number	01947 881097		
Email Address	headmaster@fylinghall.org		
Headmaster	Mr Ken James		
Chair of Governors	Dr Jill Rutherford		
Age Range	4 to 18		
Total Number of Pupils	183		
Gender of Pupils	Mixed		
Numbers by Age	3-5 (EYFS):	1	11-18: 151
	5-11:	31	
Number of Day Pupils	Total:	89	
Number of Boarders	Total:	94	
	Full:	91	Weekly: 3
EYFS Gender	Mixed		
Inspection dates	6 Mar 2012 to 9 Mar 2012		

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 2008.

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. The range of these Regulations, which replace those first introduced on 1 September 2003, can be viewed through the following link: www.legislation.gov.uk. Search for Independent School Standards Regulations and enter date 2010, to find Schedule 1, Parts 1-7.

Legislation additional to Part 3, Welfare, health and safety of pupils, is as follows.

- (i) The Equality Act 2010 (including race, gender, special educational needs and disability).
- (ii) The School Standards and Framework Act 1998, banning corporal punishment.

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 31st 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 Children, Schools and Families (DCSF) and follows the requirements of the Childcare Act 2006 as subsequently amended.

Under Government arrangements, the inspection of boarding became an integrated part of ISI inspections from 1 September 2011. 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. Boarding inspections were previously carried out by the Office for Standards in Education (Ofsted), Children's Services and Skills. The relevant Ofsted report refers to an inspection in June 2009 and can be found at www.ofsted.gov.uk under Children's social care/Boarding school.

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.

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', 'satisfactory' 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

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Mrs Julie Thompson

Mr Mark Ellse

Mr Michael Alderson

Mrs Eileen Grimes

Mrs Sally Gray

Reporting Inspector

Team Inspector (Head of Pastoral Care, SCHMIS School)

Team Inspector (Headmaster, ISA School)

Team Inspector (Housemaster, HMC School)

Co-ordinating Inspector for Boarding

Co-ordinating Inspector for Early Years

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Fyling Hall is a co-educational boarding and day school for pupils aged from four to eighteen. The school is situated in and around a Georgian manor house set in 45 acres of wooded grounds above Robin Hood's Bay on the North Yorkshire coast. Founded in 1923 on its current site, it became a charitable trust in 1978 and is now administered by a governing body. The school's education is founded on Christian principles and practice. Children of other faiths and of no faith are welcomed, though they and their parents are asked to support the school's ethos. The new headmaster took up post in April 2008. He had been appointed at the time of the last inspection and in that capacity attended the feedback in the term before taking up his post.
- 1.2 Within the school's motto of 'The days that make us happy make us wise', the school aims to identify and develop the potential of individual pupils by providing them with a broad, balanced and challenging curriculum, enriched by a range of extra-curricular activities, which makes learning enjoyable and rewarding; to develop pupils' self-confidence by giving them the opportunity to accept responsibility and display initiative, preparing them to play their part in a rapidly changing world; to work in partnership with parents, and to safeguard and promote the welfare of all pupils.
- 1.3 At the time of inspection, there were 183 pupils on roll, of whom 32 were in Reception to Year 6 and 151 in Years 7 to 13. Day pupils live within a radius of up to thirty miles, whilst boarders originate from throughout the country and abroad. Almost all come from homes in which parents are engaged in professional occupations, many in the armed services.
- 1.4 The school has identified 43 as having special educational needs and/or disabilities (SEND), 15 of whom receive specialist support from the school. There are 51 pupils who do not have English as their principal language, and 31 receive support with their acquisition of English. There are no pupils with a statement of special educational need. The ability profile of the Junior School is below the national average, with most pupils having an ability that is average, or below average. The ability profile of the Senior School is slightly above the national average, with a wide spread of abilities represented. The ability profile of the Sixth Form is above the national average, with most pupils having ability that is average or above average.
- 1.5 National Curriculum 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 (NC) equivalents are shown in the following tables.

Early Years Foundation Stage

School	NC name
Form 1	Rec/Year 1/Year 2

Junior School

School	NC name
Form 2	Year 3/Year 4
Form 3	Year 5
Form 4	Year 6

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 The school aims to identify and develop the potential of individual pupils by providing them with a broad, balanced and challenging curriculum enriched by a range of extra-curricular activities which makes learning enjoyable and rewarding within the school's motto of 'the days that make us happy make us wise'. It is highly successful in this aim throughout. Children make an excellent start in the EYFS; they enjoy coming to school and are active, enthusiastic learners. Throughout the school pupils are co-operative and well motivated learners. Teaching is carefully planned and the support for those with SEND is excellent, as is that for the more able pupils. Pupils make excellent progress in developing their knowledge, skills and understanding across all areas of the curriculum. Since the last inspection the governors and senior management set themselves targets in their development plan to ensure all aspects of the school would show clear progression; they are highly successful in meeting these targets. Marking is regular and thorough and of a high standard. The tracking system introduced into Key Stage 2 indicates clear guidelines for pupil progress; the school is aware of the benefits of extending this into Key Stage 3.
- 2.2 The pupils' personal development is outstanding; from the earliest age they are willing to take on responsibility. Older pupils look after younger ones and the whole school community works as a large family. The pupils' personal development is fully supported by excellent pastoral care and by arrangements to ensure their welfare, health and safety. Risk assessments are detailed, and there is a robust safeguarding policy in place. Pupils demonstrate a strong moral awareness. They display a well-developed cultural awareness and are naturally tolerant of each others' viewpoints. The quality of boarding is good. In their responses to the pre-inspection questionnaire a small minority of pupils had complaints about aspects of the boarding experience. In interviews with pupils, and around the school, inspectors found no evidence to support this view.
- 2.3 Governance is excellent and totally supports the school in achieving its aims. The school development plan is fully shared, and worked with the governors, known as trustees. The trustees exercise close scrutiny of the school's financial, academic and extra-curricular performance. The quality of leadership and management is excellent throughout the school. Strong leadership has enabled the school to respond fully to the recommendations of the previous ISI report and sustained improvement and development is excellent. The trustees, together with the senior management team, worked carefully on the school development plan to ensure that goals set were clear and attainable within given timescales. The school maintains excellent links with parents, who expressed strong satisfaction in the pre-inspection questionnaire with the education provided. There were no areas of concern raised by a significant number of parents.

2.(b) Action points

(i) Compliance with regulatory requirements

(The range of the Independent School Standards Regulations is available through the link described in the Preface)

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 2011.

(ii) Recommendations for further improvement

2.6 The school is advised to make the following improvements:

1. Extend the tracking system for pupil progress into Key Stage 3 for the benefit of the older pupils.
2. In the EYFS provide resources for the class outdoor area to enable the children to easily access play equipment.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

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

- 3.1 The quality of pupils' achievement is excellent.
- 3.2 The school is highly successful in fulfilling its aim to support, monitor and motivate pupils to reach their academic potential working in partnership with parents.
- 3.3 Children achieve extremely well in the EYFS. By the end of Reception they achieve high standards in all six areas of learning, with many exceeding the expectations of the early learning goals. They can write simple sentences, read fluently and order numbers up to twenty. Their creative skills can be seen in their use of colour and paint and in their music making, using instruments to accompany lively songs, singing solos and performing their concert song. Children access the computer to support their learning as part of their curriculum. Their access to resources, such as large play equipment, outdoors is limited. Role play and visits, such as to the post office and the museum in Whitby, help them to learn about the wider world.
- 3.4 Pupils are highly articulate; they listen to their teachers and to one another. They read fluently and write expressively. They have many opportunities to express their creativity which is evident around the school and in subjects such as art, music and drama. Their information and communication technology (ICT) skills are good and used well across the curriculum. Older pupils display excellent reasoning ability and work well independently. The school concert displayed a broad range of musical and drama talent; there are many competitions which encourage participation in the arts. Sporting success is particularly notable in a variety of disciplines such as hockey, cricket and volleyball.
- 3.5 In English and drama, pupils throughout the age range are highly articulate and confident about voicing opinions and making judgements. Pupils converse in French, from an early age, with confidence. Sixth form pupils eloquently discussed the effect of Van der Waal's forces in a chemistry lesson.
- 3.6 Pupils achieve at a high level in many activities. They perform successfully in instrumental and speech and drama examinations, enjoy success in local music and drama festivals, and further success in sports competitions. Older pupils attain well in the Duke of Edinburgh's Award (DofE) scheme. The school makes excellent use of its Barn theatre and Rose Garden amphitheatre for creative purposes.
- 3.7 The following analysis used the national data for the years 2008 to 2010. These are the most recent three years for which comparative statistics are currently available. In the junior section of the school pupils' attainment cannot be measured in relation to average performance against national norms; on the evidence available it is judged to be in line with age related expectations. Results at GCSE overall are similar to the national average for maintained schools. Results have shown improvement from 2008-10 and in 2010 were above the national average for maintained schools. Due to low numbers of pupils in the sixth form cohorts, and thereby varying results between cohorts, it is difficult to arrive at a statistically significant overall judgement for A Level results. Results in 2008 were similar to the national average for maintained schools, and in 2009 were below this average. Results in 2010 however were well above the national average for maintained schools, and above the national average for maintained selective schools. Pupils make appropriate progress overall. The GCSE results in 2010 indicate good and

improving progress. Pupils with SEND or EAL, as well as more able pupils, achieve well because staff ensure that they are given tasks in their lessons that challenge them at their own levels of ability. They are also well supported by teachers in class. The help given by the learning support staff enables those pupils to make at least good progress. About half of the pupils continue from Year 11 to the sixth form. The majority of sixth formers enter higher education.

- 3.8 Pupils are co-operative and motivated learners. They respond well to the challenge to take responsibility for their own learning. They present their work neatly and organise themselves well. Their behaviour, both in class and around the school, is exemplary.

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

- 3.9 The school provides an excellent curriculum much enriched by learning beyond the classroom. The school's curricular and extra-curricular provision contributes significantly to the school's aim to develop a responsibility for protecting the environment for future generations. The curriculum covers all the requisite areas of learning; it includes French, drama, religious education, personal, social and health education (PSHE) and business studies. The small numbers in the EYFS enable staff to respond to the individual needs of the children. They undertake observations and assessments to inform themselves of what the children need to learn next and plan accordingly. The classroom is well equipped. The board of trustees are committed to exploiting the rich resources of the schools' location. The woods, fields, moor, surrounding farmland and shoreline are used imaginatively for teaching purposes, for leisure pursuits and for raising environmental awareness, for children from year 1 upwards.
- 3.10 Pupils of all abilities are offered a range of subjects at a pace appropriate to their needs. There is a structured approach to target setting within tutor groups. Pupils have the opportunity to take their mathematics, French and drama GCSE's a year early. Excellent art facilities provide for study at a high level in art and design. English as a Foreign Language (EFL) is provided as part of the curriculum in Years 10 to 12. All subjects enable pupils to employ their ICT skills.
- 3.11 Provision for pupils with SEND is excellent and they are very well supported in their learning. Those pupils who are identified as being gifted and talented are given further opportunities in line with their abilities. There is an excellent work experience programme in the summer term and excellent liaison with North Yorkshire Education Authority for advice on careers from Year 9.
- 3.12 The curriculum is well supported by an extensive range of extra-curricular activities which includes a wide range of sports, music ensembles, wall climbing, boxing, textiles, riding and film making. Many pupils are prepared for external music and speech and drama examinations and a large proportion of pupils take part in the Eskdale and Whitby Festivals with great success. There are sports fixtures for football, cricket and hockey against local maintained and independent schools.
- 3.13 The curriculum is further enriched by visits to theatres, museums and galleries and a residential trip to London for Years 11 to 13.

3.(c) The contribution of teaching

- 3.14 Teaching throughout the school is excellent and is highly effective in promoting pupils' learning, achievement and progress.
- 3.15 The effective and comfortable relationships between pupils and teachers and amongst pupils is a real strength. Teachers are dedicated, know their pupils well and are sensitive to the particular needs of individuals. The quality of teaching is a major factor in enabling pupils to reach their potential. Since the previous inspection the good standards of teaching observed at that time have been considerably built upon. A clear system of peer review has resulted in sharing of excellent practice.
- 3.16 In the EYFS, staff know the children extremely well and are able to cater for their individual needs. Activities are provided with a balance of adult-led and child-led activities in the six areas of learning. Interesting and informative scrapbook portfolios document the children's learning and personal development in an accessible way giving a real sense of the individual child.
- 3.17 Basic skills in reading, writing and mathematics are well taught from the earliest age so pupils' knowledge and understanding are secure. Self-confidence is developed by the constant opportunity for discussion and reflection. Drama teaching throughout the school is excellent, using a fast paced, well directed method which comes to fruition in final performance. This was seen with the older juniors' confident and lively choral speaking and drama production for the Eskdale Festival, and at the senior pupils' music and drama presentation evening demonstrating their talents.
- 3.18 Pupils of all ages participate confidently in lessons. In science, careful and detailed explanations lead to well-planned practical work. Dynamic presentations in class catch the pupils' attention. Staff subject knowledge is excellent; they work tirelessly with pupils to ensure that progress is made. The quality of work displayed in classrooms and around the school is excellent. The art work is of a very high standard.
- 3.19 The high quality provision and programme of work for pupils with SEND enables teachers to plan individual help for those pupils in their lessons.
- 3.20 The classrooms are well-equipped with good resources, including interactive whiteboards and projectors. All classes, from the EYFS to the sixth form, take advantage of the outside environment for learning experiences from bird watching, gardening, performing in the Rose Garden Amphitheatre with the stunning backdrop of the sea, to science art and design and filmmaking.
- 3.21 The marking of work is of a high quality. Pupils say they know what they have to do to improve. They are given practical suggestions and appropriately set targets. Pupils can always seek extra help from teachers. A thorough system of assessment is used throughout the school to inform planning and monitor pupils' progress. The successful introduction of the tracking system in Key Stage 2 has enabled the pupils progress to be clearly monitored.

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 pupils' spiritual, moral, social and cultural development is excellent.
- 4.2 This is fully in line with the school's aim to give pupils the opportunity to accept responsibility and display initiative and promote a respect for equal opportunities and human rights. In the EYFS, children are well behaved, polite and friendly, showing respect to each other by taking turns and sharing willingly. Relationships at all levels are excellent and pupils make friends easily. Their willingness to participate in all aspects of school life is evident throughout the school. Teamwork is a huge strength of the school, both between pupils themselves and between staff and pupils. The younger pupils see the older ones as role models.
- 4.3 Pupils' excellent spiritual awareness is evident in their appreciation of their beautiful surroundings; they enjoy the feeling of freedom and space. The appreciation of the beauty of the site impacts on their enjoyment of the day. In a junior assembly, the younger pupils sang and responded in a reflective manner to the theme of fairness in life. Senior pupils reflected on their school motto in an assembly about making the right decisions in life. In RE lessons and PSHE they explore feelings, friendships and values in addition to studying aspects of different faiths. They feel valued within the school community.
- 4.4 All pupils develop an excellent moral sense through the school's Christian ethos and values. Behaviour throughout the school is exemplary. The pupils enjoy sharing each other's company across the year groups, at break and lunch times. Pupils develop an understanding of and concern for the environment through the school's commitment to reducing its carbon emissions and ensuring that any new build or refurbishment considers how to maximise energy efficiency.
- 4.5 The social development of the pupils is excellent. The older pupils willingly take responsibility for younger ones; this responsibility starts in the junior school. The school council meets regularly and there is a representative from each class. Pupils say the school listens to their suggestions, for example the establishment of a school tuck shop. Pupils display a real appreciation and consideration for financial constraints which reveals an attitude of prudent decision making. Pupils demonstrate a strong moral conscientiousness through fund raising for local, national and international charities.
- 4.6 Cultural development is excellent. The multi-cultural aspect of the pupil body celebrates individuality and difference. Pupils understand and respect other cultures and faiths. They visit galleries and museums on a regular basis and enjoy exploring art and design by a variety of artists. The creative arts are a strength of the school; pupils regularly participate in concerts, recitals and dramatic productions.

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

- 4.7 The quality of the school's pastoral care is excellent, strongly supporting the pupils' personal development in accordance with the schools aims to develop the self-confidence of all pupils, to stimulate an awareness of the factors which promote good health and to give pupils the opportunity to accept responsibility and display initiative. Relationships between staff and pupils and among pupils themselves are excellent. They have a strong sense that teachers care for them as individuals and

will help them overcome any difficulties. From the EYFS onwards, relationships at all levels are excellent and children make friends easily.

- 4.8 The school encourages healthy eating. There is a food committee which meets regularly to discuss options. Lunchtime is another opportunity for pupils to socialise across the year groups. Food is served at each table by a member of the sixth form. All age groups have regular exercise in games and PE lessons and take advantage of the extensive grounds at break times.
- 4.9 The school has clear measures to guard against bullying. Recent arrivals to the school comment on the lack of bullying and the caring nature of the school. Pupils are confident that bullying is rare and if an instance occurred it would be dealt with quickly. There is a clear system of sanctions and rewards for all age groups, and this is fully understood by pupils. Assemblies for different year groups are a time for celebration as well as reflection.
- 4.10 The school has a suitable plan to improve educational access for pupils with special educational needs and/or disabilities. There is a suggestion box in the foyer of both junior and senior sections of the school where pupils can express their views. The school council is an active body within the school where issues are widely discussed.

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

- 4.11 The arrangements to ensure the welfare, health and safety of pupils are excellent. In the EYFS children's welfare is afforded a high priority and care is excellent. There are robust risk assessments in place for the premises and for school trips.
- 4.12 The school has robust arrangements to safeguard pupils which are implemented with great care. Since the previous inspection staff training is taken on a regular basis and procedures are fully understood by all members of staff including the teaching, administration, maintenance and catering staff. Checks required to ensure the suitability of staff are carried out thoroughly and appropriately recorded.
- 4.13 The school has a clear fire policy with concise and efficient arrangements in place. Regular fire practices are held in all areas of the school and the timings of evacuation recorded.
- 4.14 Pupils who are ill or injured are well looked after. There are a good number of staff qualified in first aid, including sufficient staff trained in paediatric first aid. The school nurse oversees all arrangements for pupils who are unwell. There is a visiting school doctor who attends the school on a weekly basis.
- 4.15 The needs of pupils with SEND are exceptionally well catered for. The school's admission and attendance registers are suitably maintained and correctly stored.

4.(d) The quality of boarding

- 4.16 The overall quality of boarding is good.
- 4.17 The school has clear boarding aims which it fulfils in giving opportunities for pupils to develop independence, self-reliance and strong interpersonal skills. Boarding makes a valuable contribution to the whole ethos of the school. Since the previous inspection the school has made significant progress with all the recommendations raised, and has identified areas for further improvement. Boarders feel that boarding

plays a considerable part in their education and development, as they are supported at all times by a committed and dedicated staff.

- 4.18 The outcomes for boarders within the school are good. Over the past four years the school has made substantial progress in raising the profile of the boarding community within the whole school. They have integrated all international students into their community successfully, which has resulted in them contributing significantly to the life of the school. This reflects the school's commitment to equality and diversity, and demonstrates the importance placed by the school on promoting individuality. Throughout the boarding community there are strong relationships, between pupils themselves and with both boarding and academic staff. Boarders enjoy the company of others and have a strong sense of family, feeling like 'sisters and brothers' in a house with a real sense of belonging.
- 4.19 The quality of care and the boarding provision are good. Boarders' health and well-being are promoted throughout the school and are organised extremely well. Staff are aware of how to create a safe environment for boarders and how to promote health and safety. Boarders are able to access the professional help of the school nurse and other professionals. They have access to a doctor as required, as well as through the weekly surgery. Boarders confirm that they are aware of the procedures to follow in the event of being ill during the night and feel that they are well looked after by caring staff. Boarders confirm that a variety of meals are provided throughout the day. All boarding houses have facilities for the preparation of snacks and drinks. During the weekdays and at weekends a wide variety of activities are provided. Boarders have the freedom to choose these as they wish; staff respect the need for pupils to relax. The range of accommodation varies across the houses. There is a detailed programme of improvements and refurbishments in place in the school development plan. Recent refurbishments have been completed to a good standard and boarders are extremely happy with the outcomes. Pupils confirm that they are able to contact parents using phones, mobile phones and various applications through the internet.
- 4.20 The arrangements for welfare and safeguarding are excellent. Procedures for promoting the welfare and safety of boarders are very well managed by staff. Everyone who has access to boarders is fully aware of their roles and responsibilities and have detailed job descriptions. All checks are completed and staff undergo rigorous induction procedures. The excellent behaviour is a strength of the setting, managed by staff who are confident and committed to challenging any inappropriate behaviour. Boarders know and understand what is expected of them and respond appropriately with clear guidance on consequences and sanctions. Boarders report that they feel safe in a family environment, confident that any bullying will be dealt with quickly by staff. Boarders report that there has been no instance of bullying.
- 4.21 The effectiveness of the leadership and management of the provision is excellent. The head of girls' and head of boys' boarding give a strong lead on all issues and visiting staff provide a wealth of support for both the staff and boarders. Boarding policies and procedures are being constantly reviewed and updated and there are opportunities for boarders to contribute to the running of the house. Training is undertaken by staff on a range of issues.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is excellent and supports the school in achieving its aims. The school development plan is fully shared and worked with governors. The governors, called trustees, are well informed about all aspects of the work of the school, including the curriculum. Governors support the school by regular attendance at concerts and performances.
- 5.2 There are ten trustees who bring to their role a wide range of expertise and experience. Governors have a good oversight of the EYFS and there is a commitment to monitor and evaluate the overall provision to ensure continued improvement. The governors see their main roles as leading the strategic direction of the school; ensuring that the school complies with legislation and regulations; and monitoring and evaluating the progress of the school. Since the previous inspection, the board has been strengthened through the appointment of new members. The board is a strong team which works together for the good of the school.
- 5.3 The governors operate a regular and thorough review of policies. Individual governors have responsibility for particular policies including EYFS, safeguarding and boarding. An annual review of safeguarding is carried out.

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

- 5.4 The quality of leadership and management is excellent. It provides the necessary stimulus for pupils to achieve its aim of encouraging in pupils a sense of ambition beyond school. The strong leadership has enabled the school to respond fully to the recommendations of the previous ISI inspection and Ofsted boarding inspection. Improvement and development are excellent. The quality of the school's links with parents, carers and guardians is also excellent including in the EYFS through the sharing of observations and involvement in the classroom. The setting's good relationship with its parents and carers and links with the local authority ensure a good quality of education and care.
- 5.5 The excellent leadership of the headmaster and his staff promotes the ethos and values of this highly individual school. The school development plan identifies clear priorities. The school is working to ensure progress made over time by all pupils is clearly recorded on a tracking system.
- 5.6 The junior department is now working to the same times as the senior school which enables junior pupils to benefit from specialist teaching and use specialist rooms in the school such as the science laboratories.
- 5.7 The governors, staff, parents and pupils are totally committed to the future development of the school as outlined in the school development plan. Pastoral development and sustaining academic achievement is given the highest importance. Since the previous inspection middle managers now work to monitor the quality of teaching and learning in order that staff are able to ensure all pupils are fulfilling their potential.

- 5.8 The school's leadership makes effective arrangements for recruiting and inducting new staff and is diligent in ensuring that they are appropriately trained for their responsibilities including the safeguarding of children. All the required checks are carried out to ensure the suitability of staff.
- 5.9 Senior management encourages all staff to evaluate their teaching and continue with professional development; the school appraisal system enables staff to discuss areas of this. There is a good system of peer observation in the school. All staff are fully aware of school procedures and the whole school runs very smoothly on a daily basis.
- 5.10 Strong links are established from the start in the EYFS. Relationships with parents are strong; there are many opportunities for them to be involved in the life of the school. There is an active parent teacher association which enthusiastically supports the school by organising events to welcome new parents and social occasions to which all parents are invited. The headmaster and teachers are always available to meet with parents.
- 5.11 Information is available for current and prospective parents through the school website, or the school office. Regular reports and parent/teacher interviews give clear information to parents in all year groups. In the pre-inspection questionnaire, parents indicated a high level of satisfaction with the school. They particularly commented on the progress children make at the school, the support for pupils with SEND and the more able pupils, the school leadership and the boarding.

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