



INDEPENDENT SCHOOLS INSPECTORATE

SUNNINGDALE SCHOOL

INTEGRATED INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

Full Name of School	Sunningdale School
DfE Number	868/6007
Address	Sunningdale School Dry Arch Road Sunningdale Ascot Berkshire SL5 9PZ
Telephone Number	01344 620159
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Email Address	headmaster@sunningdaleschool.co.uk
Headmaster	Mr Tom Dawson
Proprietors	Mr Tim Dawson, Mr Nick Dawson, Mr Tom Dawson
Age Range	7 to 13
Total Number of Pupils	105
Gender of Pupils	Boys
Number of Day Pupils	Total: 12
Number of Boarders	Total: 93
	Full: 89 Weekly: 4
Inspection dates	31 Jan 2012 to 03 Feb 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 November 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.

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 2008 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 proprietors, 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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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Sunningdale, founded in 1874, is a family-owned boarding preparatory school for boys aged between seven and thirteen years, occupying a twenty-six acre site in Sunningdale with extensive playing fields and sports facilities. The current headmaster, together with his father and uncle who bought the school, are the joint proprietors; the original purchase of the school was made in 1967.
- 1.2 The school currently has 105 boys, including twelve day boys and four weekly boarders. Seventeen boys have a language other than English (EAL) as their first language all of whom receive English language support. Approximately one in six boys comes from a non-European background. In total, 26 boys have been assessed as having special educational needs and/or disabilities (SEND) and one boy has a statement of special educational needs. Most boys come from professional or business backgrounds. The ability profile of the boys is considered to be above the national average and covers a wide range. Boys are placed in forms in accordance with their prior attainment as well as their ages, and they progress through the school on this basis. As a result, most forms span more than one year group, although the range of age in any one form rarely spans more than two years.
- 1.3 The school aims to provide quality experiences in all aspects of school life so enabling boys to be happy, successful and keen to learn, and helping them to grow into young people who are fulfilled and able to make a positive contribution to society. It aims to do this in the context of a warm and welcoming Christian ethos, encouraging boys to develop a respect for the rights and needs of other children and adults from all cultures.
- 1.4 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) equivalence are shown in the following tables.

School	NC name
Form 1	Year 3 and 4
Form 11	Year 4 and 5
Form 111	Year 5 and 6
Form 1VA	Year 6
Form IV	Year 6 and 7
Form VA	Year 7
Form V	Year 7 and 8
Form VIA	Year 8
Form V1	Year 7 and 8

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 The quality of the boys' achievements is excellent, in response to the school's aim to provide quality experiences in all aspects of school life. The boys develop highly effectively in their knowledge, understanding and skills across a broad range of subjects and activities. The good curriculum and the excellent programme of extra-curricular activities carefully supports the needs of those of different abilities and ages. As at the previous inspection the personal, social and health education (PSHE) programme is not fully coordinated to identify gaps in the curriculum. All boys, including those with SEND and EAL make excellent progress strongly aided by the excellent staffing provision which enables teaching in small groups, and the good, and sometimes excellent teaching.
- 2.2 The personal development of the boys throughout the school is excellent. They have high levels of self-confidence, self-belief and self-esteem. Staff provide extremely effective support and guidance and ensure that boys are very happy and enjoy their life at school. Arrangements for welfare, health and safety are sound. The safeguarding of boys is effective in day-to-day practice, although past implementation of the school's child protection policy has not been consistent with regard to the checking of new staff. The attendance register is accurately maintained but the school has not kept records appropriately. The personal development of boarders is excellent. Relationships between staff and boarders are outstanding and staff work hard to maintain these relationships. The effectiveness of the leadership and management of boarding is good. This is evident from the smooth running of the boarding house and the positive atmosphere that is apparent throughout.
- 2.3 The work of the school is soundly overseen by the proprietors, helping to secure the school's aims. The monitoring of safeguarding by the proprietors with regard to safer recruitment practice has not been sufficiently rigorous in the recent past. Leadership and management is good overall. Effective leadership supports highly committed staff in providing a positive approach to learning in a friendly environment, enabling all boys to learn, achieve and develop successfully. Since the previous inspection progress has been made in involving the staff team more widely in reviewing the school's development plan. The school recognises that recommendations regarding review of the implementation of the school's policies and procedures, and clarifying management roles and lines of delegated responsibility have not been fully met. Links with parents are excellent. In their responses to the questionnaires, boys and parents expressed strong support for the school. Inspection evidence supports these views.

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 does not meet all the requirements of the Independent School Standards Regulations 2010, and therefore it is required to:

- implement all appropriate safeguarding arrangements [Part 3, paragraph 7(a) and (b), 8(a) and (b) under Welfare, health and safety];and for the same reason National Minimum Standard 11, under Child protection;
- ensure that attendance registers are maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006 [Part 3, paragraph 17];
- before a person offered for supply by an employment business begins work at the school, the person's identity is checked by the proprietor of the school (irrespective of any such check carried out by the employment business before the person was offered for supply.) [Part 4 paragraph 20 2(c) and 20 2 (e)] and for the same reason National Minimum Standard 14.1 under Safe Recruitment and Checks on other Adults

2.5 The school does not meet all the National Minimum Standards for Boarding Schools 2011. The relevant requirements are included in the list above.

(ii) Recommendations for further improvement

2.6 In addition to the above regulatory action points, the school is advised to make the following improvements.

1. Evaluate and define the roles and responsibilities of managers.
2. Ensure the implementation and monitoring of policies and procedures is effective in all areas, including governance.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

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

- 3.1 The quality of the boys' overall achievements is excellent.
- 3.2 The boys' achievements match the aim of the school to provide quality experiences in all aspects of school life. The boys develop highly effective knowledge, understanding and skills across a broad range of subjects and activities. They are articulate, expressing themselves confidently in class even when English is not their first language. They read widely and write successfully for a variety of purposes showing an extensive knowledge of grammar which is further strengthened by their study of Latin. They answer challenging questions thoughtfully, demonstrating their ability to think critically about a range of issues, such as the meaning of parables and the key concepts of atoms and elements. The boys' scientific skills are highly developed; in interviews they explained a variety of experiments, talked about their conclusions and showed an excellent knowledge of the subject. Boys showed excellent language skills as they conversed highly competently during a French lesson. Boys use their good information and communication technology (ICT) skills increasingly well across many areas of the curriculum, an improvement since the previous report. High levels of creativity are strongly celebrated through displays in the dedicated art room, although examples of the boys' work are less evident around other areas of the school.
- 3.3 Boys have excellent numeracy skills which they use highly successfully throughout the curriculum and in mathematical challenges both in school and in competitions. Their music skills are excellent and high levels of success are achieved in instrumental music and theory examinations. Given the size of the school, team and individual successes in sport are excellent. In activities the boys' achievements are considerable, for example, when they worked together to raise a considerable sum of money to support the needs of a local child and through the tours undertaken by the school choir. These have a positive impact on the boys' personal development.
- 3.4 The school does not enter boys for national tests at the age of eleven but, on the evidence available, their attainment is judged to be excellent in relation to national age-related expectations across the range of subjects, which includes highly demanding work in mathematics, science and French. The mixed age form groups ensure that the most able pupils are challenged appropriately and they achieve highly as a result. Each year, the vast majority of boys gain a place at the school of their choice at selective independent schools, some with scholarships or awards. This level of attainment, as judged, indicates that boys make excellent progress in relation to pupils of similar ability across all areas of learning and across all year groups, strongly aided by the small class groups in which they are taught. Boys with SEND or EAL make excellent progress, as shown by their performance in specialist standardised tests and their contribution to lessons.
- 3.5 The boys' excellent progress is promoted by good and sometimes excellent teaching, and by their commitment and excellent ability to listen and apply themselves to tasks set during lessons and activities. Boys enjoy their learning; they are highly self-motivated and work very well both independently and, when given the opportunity, in collaboration with others.

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

- 3.6 The contribution of curricular and extra-curricular provision is good.
- 3.7 In accordance with its aims, boys are given experience in a full range of subjects and activities. From Year 3 French and Latin is taught in addition to the National Curriculum subjects. Provision for PSHE reflects the school's aims and is interwoven into the school day through chapel, most, but not all, tutor sessions and within the curriculum and other activities. The work covered is recorded appropriately but no one person has an overview to coordinate and identify gaps in the provision. Design and technology is taught to younger forms and older boys have access to opportunities in this area during extra-curricular activities. Lesson planning throughout the school is good with short-term planning giving clear guidance for meeting the boys' differing needs. Subject handbooks consider teaching methods, resources and learning support appropriately; this is an improvement since the previous inspection and meets the recommendation of that report.
- 3.8 The curriculum carefully supports the needs of those of different abilities and ages and enables rapid progress for boys with SEND. They receive highly effective individual specialist support and strong assistance is provided by most subject staff within the classroom. Boys are given individual education plans (IEPs) which contain appropriate targets and are regularly reviewed. There is no register for gifted and talented boys but arrangements for placing boys in forms throughout the school which ensure that boys of mixed ages are taught together according to their needs make good provision for the needs of these pupils. Boys strongly benefit from the small class sizes and from working at a level and pace suited to their needs.
- 3.9 The school's range of extra-curricular activities is excellent. It provides outstanding sporting activities ranging widely from rugby and cricket to Eton fives. Additionally it offers a varied choice of other interests or hobbies including a reptile centre, where feeding time provides boys with a unique experience, polo, golf and clay pigeon shooting. A good programme of trips and visits is organised, which supports topics within the curriculum. The residential trips, for example for field studies in geography, make a significant contribution to the boys' personal development. The school has developed good links with the community. These include visiting speakers on curriculum topics and for chapel services. The boys raise considerable amounts of money for local charities and sing for elderly residents in local care homes.

3.(c) The contribution of teaching

- 3.10 The quality of teaching is good.
- 3.11 Teaching standards have been maintained since the previous inspection and as a result, the school is effective in fulfilling its aims. Much teaching is excellent making particularly good use of the small size of classes. Teaching enables boys of all ages and abilities to acquire new knowledge, make progress and develop effective skills. Teaching frequently displays excellent subject knowledge and brings subjects alive through the teacher's enthusiasm. Pace is brisk and most teaching includes a good range of activities to maintain the boys' interest, ensure excellent behaviour and challenge their thinking skills. Boys are often enabled to make excellent use of previous knowledge to solve new problems or to grasp extended concepts. For example, boys drew on knowledge gained about rivers to help them in

understanding oxbow lakes. Well-focussed, open-ended questions and positive encouragement foster the application of intellectual, physical or creative effort. Some teaching is less effective because it is limited in pace or variety of teaching methods which hampers the boys' ability to think and learn independently.

- 3.12 Teaching shows a good understanding of the aptitudes, needs and prior attainments of the boys. Short-term planning clearly identifies specific individual needs. The support in the classroom given to boys with SEND and EAL is of a high standard. It enables the required provision for any boys with a statement of special educational needs. Assessment systems, which include the recent use of standardised tests as well as subject exams, are thorough and efficient and are carefully recorded in the recently developed database. The information from these tests is analysed and any emerging patterns discussed at staff meetings to enable colleagues to plan appropriate tasks to match the boys' needs. Marking is highly effective with many helpful and encouraging comments made in the boys' books; the best examples set targets and show boys how they can improve their standards further. The oral feedback given to boys about their work and how to improve it is of a high quality, and in interviews they expressed their appreciation of the help they receive.
- 3.13 Teaching is supported by a good quality, quantity and range of resources, including interactive whiteboards in many classrooms which are mostly used well and add greatly to the boys' enjoyment and interest through the visual aspect of learning. The provision of ICT equipment has been expanded since the previous inspection with the introduction of laptops and these, along with the computer room equipment, are used effectively in a number of subjects.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

- 4.1 The boys' spiritual, moral, social and cultural development is excellent.
- 4.2 The school meets with great success its aim to help boys grow into young people who are fulfilled and able to make a positive contribution to society. Boys believe in themselves and understand what it means to be part of a community. Their self awareness is excellent as they contribute fully to the life of their school from their readings in chapel, to the effort they give in work and sport. They reach a high standard of personal development by the time they leave school.
- 4.3 The boys' spiritual development is excellent, fostered through the mostly well-planned curriculum and the strong pastoral support given by the school. They show an excellent understanding of how the spiritual dimension of life is expressed within Christianity and other world religions, gained through religious studies lessons and their regular chapel services. Boys have strong feelings of self-esteem and self-worth, reinforced as they spontaneously celebrate the achievement of others during tutor group sessions. They display great appreciation of the beauty of the world around them through the sensitivity in their singing during chapel and lessons and in their clear love of art. They value the rewards system which includes 'compliments' designed to enable them to celebrate their achievements in a variety of ways including posting them on the school's audio-visual board. They show a clear concern for the wellbeing of others.
- 4.4 The moral development of the boys is outstanding. A well-developed understanding of right and wrong is very much in evidence as they express a clear appreciation of the need for rules and for the structures that govern boarding school life. They have a strong understanding of the importance of consideration for others. This is reflected in their behaviour both around the school at play and during lessons. The boys' excellent commitment to activities that raise money to support those in need adds depth to their personal development and helps them to understand citizenship through service to others. They display a good knowledge of public institutions and services in England.
- 4.5 Boys show an extremely high degree of social awareness and participate fully in the life of the school. They have a strong sense of community and recognise their own part in this as they take part in team activities in a variety of sports, showing a determination to do as well as possible. Boys respond positively to the various roles of responsibility they are given and enjoy the opportunity to be team captains and monitors. They care for those younger than themselves with Year 8 boys being designated monitors with responsibility for the well-being of junior boys in the boarding house. Boys are friendly, well mannered and at ease with themselves.
- 4.6 The boys' cultural development is excellent. They appreciate the cultural diversity of the school and understand different faiths, backgrounds and traditions. In addition, boys extend their cultural awareness through their visits to the school's residence in Normandy, which incorporates visits to local towns, markets, and historic World War II sites such as the United States War Cemetery at Omaha Beach. Boys speak enthusiastically about music festivals, sports tours and form visits both at home and abroad which add strongly to their cultural development.

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

- 4.7 The school's pastoral care is excellent.
- 4.8 Staff provide extremely effective support and guidance, which is much appreciated by boys, and is in keeping with the aims and ethos of the school. Boys are very well known by staff who help them to thrive individually and as members of the community. The boys feel happy, safe and confident at school. There exist ready lines of communication to senior management and overall provision is fully coordinated. Records are thoroughly kept and allow patterns of behaviour to be identified.
- 4.9 Relationships between staff and boys and amongst the boys are excellent. There is a very strong feeling of mutual respect and as a result, the boys believe that they will be well supported should they approach a teacher with any concern they may have. In meetings with small groups, boys spoke highly of their school and the support available from staff. Under the new tutor system, staff monitor their tutees' well-being carefully.
- 4.10 Systems to promote excellent standards of behaviour exist and carefully support the needs of those with EAL and SEND. In the pupil questionnaire a small minority of boys expressed concern about the operation of the school's system of rewards and sanctions, however, in interviews they were clear that systems were fair and inspectors concurred. The school has a clear policy to combat bullying in all its forms and boys say that such problems are rare and are dealt with effectively should they occur. The school has a suitable plan to improve educational access for those with particular physical or learning needs.
- 4.11 Boys develop a thorough understanding of the importance of choosing a healthy diet and participating in physical exercise. They enjoy high quality school meals. The boys' views are carefully sought through the school council and the food committee. Although some boys commented in the pupils' questionnaire that their opinions are not acted upon, in interviews, the boys viewed these committees extremely positively. They believe they are highly effective as a means of voicing their ideas, identifying adjustments in school meals and the establishment of an adventure play area as examples of the results of their meetings.

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

- 4.12 The overall quality of welfare, health and safety is sound.
- 4.13 The school's provision for welfare, health and safety largely fulfils its aims. The safeguarding of boys is now effective in day-to-day practice, although procedures in the past have not always implemented the child protection policy consistently. The policy itself is now clear in its written form and has regard to latest official guidance. The designated child protection officer is well known to teaching and non-teaching staff. Staff have been trained appropriately in safeguarding and higher level updated training is arranged for the designated officer.
- 4.14 Health and safety procedures are good. Effective measures are taken to reduce the risk of fire and other hazards, and records and documentation are up to date. Risk assessments are in place for many areas of the school and include external visits. Arrangements for sick or injured boys are suitable and staff are very well informed about individual needs and conditions. The school matron is on duty throughout the school day, and provides a much appreciated source of support for boys. The

admission register has been accurately maintained and stored. The attendance register is accurately maintained but the school has not kept records appropriately for a three-year period.

4.(d) The quality of boarding

- 4.15 The quality of boarding is good.
- 4.16 The personal development of boarders is excellent and is supported by the outstanding relationships within the school community. Boys respect each other and the staff, and the atmosphere within the boarding house is harmonious, busy and productive. All boarders speak positively about the boarding experience, which provides a happy, safe and caring environment. They value the friendships they make and enjoy the opportunity to share their different cultural experiences. Those with EAL happily join in all activities and enjoy learning English through their interaction with their friends, their work, and the many varied activities available to them. Those with SEND feel that they are both well supported and respected as individuals.
- 4.17 Boarders respond well to responsibilities and opportunities to contribute to boarding life. The older boarders undertake their role as monitors highly conscientiously and are respected by the boarders for whom they are responsible. Boarders look forward to this role during their final years in the house. Relationships between staff and boarders are outstanding. All boarders spoken to reported that they are able to give their views directly to the boarding staff. This provision, in addition to the regular formal structure for gathering the boarders' views, is a strength of boarding.
- 4.18 Staff work hard to maintain the excellent relationships in boarding. The boarders' individual needs are well met. All boarders are eager to join in the many activities that are available to them during evenings and weekends; they play an active part in social events. They are determined to take advantage of the many opportunities available to them, developing their independence, and confidence. These activities, whilst encouraging the development of many different skills, allow for self-directed time and freedom of choice.
- 4.19 Overall the boarding accommodation is comfortable with adequate facilities which include many recreational areas. The newly refurbished shower area has been well received by the boarders. A small number of boarders commented on the low temperature of the boarding house, however, overall inspectors considered heating to be adequate. Staff are caring and well qualified. The arrangements and amenities for unwell or injured boys are appropriate. Staff ensure that the boarders are aware of fire procedures. Boys commented that their possessions were safe and that they had adequate storage.
- 4.20 Meal times are valued, well organised social occasions. The food committee representatives meet regularly and their ideas have been considered and where appropriate, acted upon. Food is plentiful and nutritious; menus change regularly and all individual dietary needs are catered for. There are food theme days, a cookery club and an opportunity for the boys to cook for staff at the end of term. Drinking water is available at all times and snacks are available at appropriate times. Boarders are able to maintain regular contact with their families. The school communicates in a number of ways with parents, carers and guardians.
- 4.21 The school's safeguarding policy is mostly well implemented, including in training staff, although in the past it has not been fully implemented in terms of staff

recruitment checks in boarding. The boarders feel very safe within the boarding community and were unanimous in their confidence that they know who to turn both in school if they have any concerns. An independent listener is available. Boarders are confident that they will be listened to and supported. The school's anti-bullying procedures are clear with underlying principles based upon respect, tolerance and consideration for the feelings and comfort of others. Boarders overwhelmingly report no experience of bullying. The policy and procedures to promote good behaviour are securely in place. There is a comprehensive policy in place for searching for a missing boarder.

- 4.22 The leadership and management of boarding are good and fulfil the boarding aims of the school. This is evident from the smooth running of the boarding house and the positive atmosphere that is apparent throughout. Many of the procedures are informal but work well as the staff work closely as a team. There is now a new management structure in place, but, responsibilities of roles are not sufficiently defined to enable the effective review of policies and procedures. The management of care is well coordinated and effectively responds to the boarders' needs and views. While confident in maintaining these high standards of care, staff are not complacent and continue to consider ways to improve. Care plans are well formulated and boarding staff are familiar with these. The ongoing training program for staff ensures that they keep up to date with boarding practice. Links between academic and residential staff are strong and supportive. In their responses to the parental questionnaires, parents were almost unanimously appreciative of the care and support their boys receive and inspectors concurred with this view. The school has responded to almost all of the recommendations from the last boarding inspection but recruitment procedures have not always been implemented rigorously.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is sound.
- 5.2 The work of the school is soundly overseen by the proprietors which helps to secure the school's aims and supports the boys' excellent academic achievement and personal development. Responsibility for the educational and strategic development of the school rests largely with the headmaster who is also a proprietor. He ensures that human and material resources are continually developed to strongly support the needs of the boys. Effective financial oversight is ensured through the annual financial meeting and plans are carefully considered to provide for the maintenance and improvement of facilities.
- 5.3 Although there are no formal meetings proprietors are aware of the school's shortcomings and successes both through the knowledge of the head and through regular informal contacts with each other. As at the previous inspection there are no arrangements for the appraisal of the headmaster to provide further challenge for improvement. The annual review for safeguarding and child protection arrangements takes place but is limited in scope. The monitoring of safeguarding by the proprietors with regard to safer recruitment practice has not been sufficiently rigorous in the recent past.

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

- 5.4 Leadership and management are good overall.
- 5.5 Those in senior positions are effective in furthering the school's aims. They are approachable and, since the previous inspection, progress has been made in involving the staff team more widely in formulating and reviewing the school's development plan, relating this to subject plans, and working towards agreed priorities. Whole-school development planning is good with an appropriate number of objectives clearly identified.
- 5.6 Effective leadership enables highly committed staff to provide a positive approach to learning in a friendly environment which is supportive of the needs of all boys, enabling them to learn, achieve and develop highly successfully. The good monitoring of teaching and learning through the emerging systems of peer review and book scrutiny, alongside the strong systems of assessment, enables subject managers to have a clear oversight of the development of their subject throughout the school and the standards boys attain. However, as the school recognises, effective implementation of all policies and procedures, and clearly defined management roles and lines of delegated responsibility are not yet fully realised. The management of policy review in welfare, its implementation, and the safeguarding of boys are sound but responsibility is not delegated sufficiently to ensure that all tasks are undertaken with sufficient rigour. Shortcomings in the checking of recently recruited staff were not identified at the time, although all possible steps have been taken to establish an accurate and compliant single central register of appointments since then. Teaching staff are trained effectively in welfare, health and safety and safeguarding.

- 5.7 Leadership makes a good commitment to the in-service training and professional development of staff, and an appropriate staff review process is undertaken on a two-yearly cycle. The induction of new staff is effective and recognises that all new staff need to understand the ethos of the school. Teaching and non-teaching staff are deployed effectively and make a highly significant contribution to the boys' welfare and learning, particularly those boys with SEND and EAL. Staffing provision is excellent, so that strong support and care is given to the boys.
- 5.8 Links with parents are excellent, meeting the aims of the school, and significantly improved since the previous inspection. Parents are pleased with the educational and welfare provision for their children, as indicated in their pre-inspection questionnaires, where the overwhelming majority of responses were favourable. Almost all who responded believe that the school promotes worthwhile attitudes and values. Parents value the easy communication with the school, and inspectors concurred.
- 5.9 Parents have good opportunities to be actively involved in the work and progress of their boys. They are welcomed into the school for various events including concerts and matches. Relevant and officially required documentation is easily available to parents of boys and prospective boys. The school 'e news' highlights the events that have taken place as well as the successes of the boys both in and out of school. Together with a highly informative website which includes the head's blog, parents are kept up to date with the life of the school community.
- 5.10 Parents receive three written reports a year. These give a strong indication of their boy's progress, and the best set targets for future learning. Parents' evenings are held once each year. Parents are encouraged to raise any concerns about their children as soon as possible with the relevant member of staff, in particular their form tutor. Staff are readily accessible to parents by email. Complaints are treated seriously, through an appropriate procedure, with due care and properly documented.

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