



# **INDEPENDENT SCHOOLS INSPECTORATE**

**TERRINGTON HALL SCHOOL**

**STANDARD INSPECTION**

# INDEPENDENT SCHOOLS INSPECTORATE

## Terrington Hall School

Full Name of School	<b>Terrington Hall School</b>		
DfE Number	<b>815/6003</b>		
Registered Charity Number	<b>532362</b>		
Address	<b>Terrington Hall School Terrington York North Yorkshire YO60 6PR</b>		
Telephone Number	<b>01653 648227</b>		
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Email Address	<b>office@terringtonhall.com</b>		
Head	<b>Mr Mark Jonathan Glen</b>		
Chair of Governors	<b>Mrs Kate Willink</b>		
Age Range	<b>3 to 13</b>		
Total Number of Pupils	<b>124</b>		
Gender of Pupils	<b>Mixed (67 boys; 57 girls)</b>		
Numbers by Age	0-2 (EYFS): <b>0</b> 5-11: <b>79</b> 3-5 (EYFS): <b>14</b> 11-13: <b>31</b>		
Number of Day Pupils	Total: <b>118</b>	Capacity for flexi-boarding: <b>51</b>	
Number of Boarders	Total: <b>6</b>		
	Full: <b>6</b>	Weekly: <b>0</b>	
Head of EYFS Setting	<b>Mrs Veronica Whitfield</b>		
EYFS Gender	<b>Mixed</b>		
Inspection dates	<b>11 Oct 2011 to 12 Oct 2011</b> <b>09 Nov 2011 to 11 Nov 2011</b>		

## PREFACE

This inspection report follows the STANDARD *ISI schedule*. The inspection consists of two parts: an INITIAL two-day inspection of regulatory requirements followed by a three-day FINAL (team) inspection of the school's broader educational provision. The previous ISI inspection was in November 2005.

The Independent Schools Inspectorate (ISI) is the body approved by the Government 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 is as follows.

- (a) Quality of education provided (curriculum)
- (b) Quality of education provided (teaching)
- (c) Spiritual, moral, social and cultural development of pupils
- (d) Welfare, health and safety of pupils
- (e) Suitability of staff, supply staff and proprietors
- (f) Premises and accommodation
- (g) Provision of information
- (h) Manner in which complaints are to be handled

\*These Standards Regulations replace those first introduced on 1 September 2003.

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

- (i) The Special Educational Needs and Disability Act (SENDA).
- (ii) Race, gender and sexual discrimination legislation.
- (iii) 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 31<sup>st</sup> 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.

The inspection of boarding was not carried out in conjunction with the Office for Standards in Education (Ofsted), Children's Services and Skills, and the report does not contain 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 and development in general. The full Ofsted report refers to an inspection in December 2008 and can be found at [www.ofsted.gov.uk](http://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; though inspectors will 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.

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## **1. THE CHARACTERISTICS OF THE SCHOOL**

- 1.1 Terrington Hall Preparatory School is a co-educational, day and boarding school for pupils from three to thirteen years. It is situated in its own grounds in the village of Terrington, approximately eight miles from the town of Malton in North Yorkshire. It was established in 1920 and for just over fifty years it was privately owned. The school is managed by a board of governors which was established in 1974 when the school became an educational trust.
- 1.2 The school aims to raise pupils' self-confidence and aspirations so that they can set out on the road to adulthood, fulfilling their potential academically, emotionally and physically. The school seeks to maintain a healthy balance between academic work, music, sport and the arts, and to provide the best possible environment, teaching and pastoral care to enable pupils to be happily successful.
- 1.3 Since the previous inspection in 2005, the school has developed the recreational and general provision for boarders and information and communication technology (ICT) facilities, refurbished the indoor swimming pool, and built new tennis courts.
- 1.4 At the time of the inspection, there were 124 pupils on roll of which 14 were in the Early Years Foundation Stage (EYFS). The school is divided into two sections with the junior school comprising Nursery to Year 4, and the main school Years 5 to 8. Pupils may board from the age of six. At the time of the inspection there were six full-time boarders with many other pupils boarding regularly on a flexi basis. The majority of pupils are of British ethnic origin, and the day pupils are drawn mostly from professional backgrounds and live in the surrounding rural communities. The boarders travel from wider distances, some being international pupils and a few whose parents work in the armed forces.
- 1.5 The ability profile of the school is above the national average. At the age of 13, pupils move on to a range of schools both independent and maintained. The school has identified three pupils as having special educational needs and/or disabilities (SEND). They all receive specialist learning support. No pupil has a statement of special educational needs.
- 1.6 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

## **2. THE SUCCESS OF THE SCHOOL**

### **2.(a) Main findings**

- 2.1 From the EYFS upwards, pupils at Terrington Hall are highly successful in their learning and personal development and the school meets its aim to develop each pupil's strengths. The pupils' high standards of achievement in academic work are also reflected in a wide range of extra-curricular activities. They benefit from an excellent curriculum which prepares them thoroughly for their senior schools. Pupils are confident and independent with extremely well-developed skills in literacy and numeracy. Their achievement in ICT is excellent. The quality of teaching is mostly good and often excellent, although this high standard of professional practice is not yet fully shared through peer observation and review.
- 2.2 The pupils' personal development is outstanding. It is supported by excellent pastoral care and strong safeguarding, health and safety measures. In the pupils' pre-inspection questionnaire, they were most supportive of the school, showing high levels of satisfaction with the extra-curricular programme and with the progress they are making with their work. A small minority suggested that teachers did not always treat pupils equally, and were not fair in the way they gave rewards and punishments. However, inspection findings found no evidence to support these views. Pupils develop extremely well spiritually; have an excellent sense of morality and an outstanding social awareness. They understand fully how cultural and religious diversity enriches life. Boarding makes a good contribution to pupils' personal development.
- 2.3 Good governance ensures that pupils are well educated. Governors are committed to the success and development of the school, providing good support for the head and staff. The regulatory failings in the previous inspection regarding the appointment of staff and child protection guidance have been fully addressed. One regulatory failing was identified at the time of the initial visit in relation to necessary checks on governors. By the end of the inspection, this had been rectified. Leadership of the school is good. The newly formed senior leadership team have a clear understanding of the school's strengths and weaknesses. The recommendations from the previous inspection regarding library provision and the greater use of assessment to improve lesson planning and schemes of work, have been fully implemented, although regular procedures for monitoring the standard of teaching and learning are not yet fully established. The school development plans for the junior and main sections of the schools and the EYFS setting are not sufficiently detailed. Parents are highly satisfied with the school as shown in the almost entirely positive responses to the pre-inspection questionnaire.

## **2.(b) Action points**

### **(i) Compliance with regulatory requirements**

(The range of the Independent School Standards Regulations is given in the Preface)

2.4 At the time of the initial visit, the school did not meet all the requirements of the Independent School Standards Regulations 2010, and therefore it was required to:

- implement and record accurately enhanced Criminal Records Bureau (CRB) checks for all governors [Part 4, paragraphs 21 (6)(a)i and ii, (6)b and 22(7)(a) and (b) under Suitability of staff, and proprietors, and, for the same reason, Part 3,(7)(a) and (b) under Welfare, health and safety].

2.5 At the time of the final team visit, the school had rectified the above shortcoming, as noted in the text of the report.

### **(ii) Recommendations for further improvement**

2.6 The school is advised to make the following improvements.

1. In the whole school development plan, ensure that it includes sufficient detail for the fulfilment of each of its aims.
2. Develop more formal and regular procedures to monitor teaching and learning, and provide opportunities for staff to observe and review each other's professional practice.
3. In the EYFS, use effective self-evaluation to add greater focus to development planning.



### **3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS**

#### **3.(a) The quality of the pupils' achievements and their learning, attitudes and skills**

- 3.1 The overall achievement of the pupils is excellent. They are well educated in accordance with the school's aims to provide each individual child with the opportunity to develop to the best of their potential. Pupils display and develop excellent levels of knowledge, skills and understanding in lessons and across a wide range of extra-curricular activities. Pupils demonstrate good listening ability, they are articulate and they can discuss and debate cogently. Their reading and comprehension skills are strong, and an emphasis on the teaching of grammar ensures that the standard of pupils' writing throughout the school is well developed. Mathematical operations are fully understood and pupils apply their problem-solving skills well. At all ages, pupils show a firm understanding of basic scientific principles. In a Year 8 science lesson, pupils applied their previous knowledge competently to investigate the strength of the acid content of various substances. Pupils of all ages use ICT with enjoyment and overall achievement in this subject is excellent.
- 3.2 The pupils achieve high standards in sport, helped by a generous allocation of time and expert coaching of basic skills and tactics. Many pupils achieve individual success by being selected to compete in rugby, football, netball, hockey, cricket and athletics at county level. The pupils' artwork is good. Older pupils' remarkable acting talents were observed as they rehearsed enthusiastically for their Christmas play and younger pupils were observed in art working together most competently to create a class wreath for the forthcoming Remembrance Service. Musical talents are encouraged and pupils play many instruments and sing well. Many pupils gain good results in external music examinations.
- 3.3 Pupils' attainment cannot be measured in relation to average performance against national tests, but on the evidence available from lesson observations, work seen and in interviews with pupils, it is judged to be high in relation to national age-related expectations. The pupils follow a broad and demanding curriculum which challenges and extends the more able. In the last ten years, the school has been entirely successful in securing pupils' entry into their first choice of senior school. About a quarter of leavers regularly gain academic scholarships, music, sport or art awards. The rapid progress pupils make from the EYFS onwards is promoted by well-planned and effective teaching. The very few pupils who require support for SEND benefit from a generous level of adult guidance that helps them to succeed, demonstrating progress in line with their peers.
- 3.4 This high level of success in so many fields arises from the pupils' hard work and perseverance. They show highly positive attitudes to learning and they respond well to a climate of support and encouragement. Pupils are ambitious and eager to assume responsibility for their own academic development and they co-operate well with others. They use lesson time effectively, they develop good habits of work and they enjoy learning.

### **3.(b) The contribution of curricular and extra-curricular provision (including community links of benefit to pupils)**

- 3.5 The excellence of the broad and balanced curriculum is a contributory factor to the high standards achieved by pupils. The wide and varied programme successfully meets the school's aim to provide a curriculum that will challenge pupils of all ages, abilities and needs, allowing them to make rapid progress. For EYFS children upwards it includes all the National Curriculum subjects as well as religious education and Spanish. The pupils' language skills are enhanced by the addition of French and Latin from Year 5, and Greek in Year 8. The extended day and Saturday morning school for pupils in Years 5-8 greatly enriches their experiences. Cultural activity, which includes sport, music, art and drama, is an important part of the curriculum and all pupils have extensive opportunities to participate. An exciting range of both team and individual sports ensures that every pupil has plenty of physical exercise as well as learning skills for life. Pupils make excellent progress in ICT as all pupils receive a dedicated weekly skills lesson.
- 3.6 The recommendation from the previous inspection to use the library to its full potential has been fully met. Pupils visit the library as part of their English lessons and this facility is used increasingly for pupils choosing reading books.
- 3.7 The provision for pupils with SEND is excellent, ensuring that they achieve successfully. It includes a thorough identification of their needs and carefully planned individual programmes, with effective specialist one-to-one help where appropriate. Similarly, the most able and talented pupils are identified by the school. They are usually supported with extra challenge in the classroom and have access to an excellent enrichment programme.
- 3.8 The extra-curricular programme is excellent. A wide range of well-chosen activities, during lunch breaks and out of school hours, enables day and boarding pupils, to enjoy the opportunities to develop intellectual, creative and physical skills both inside and outside the classroom. The choice of clubs and activities available is extensive and includes choirs, board games, sign language, judo, dance and climbing. Such activities are popular and well-organised by members of staff who show outstanding commitment. Pupils benefit greatly from strong links with the local community and the annual Harvest Festival service, attended by pupils, is considered a highlight. Boarders regularly attend church services in the village at weekends.
- 3.9 Pupils' cultural education is deepened by the wide programme of visits to places of historical, artistic and environmental interest. Recently, pupils have undertaken a gardening project at a local technology centre and an investigation of Roman life at a nearby museum. Pupils in Years 5 to 8 gain independence and an understanding of life in Europe through the very successful annual cultural and educational trips to Paris, the Ardeche and the Alps.

### **3.(c) The contribution of teaching**

- 3.10 The overall quality of teaching is good, with many examples seen of stimulating and outstanding practice. It effectively supports the aim of the school to provide the best possible teaching to enable pupils to develop lively and enquiring minds. The majority of lessons are characterised by the secure understanding each teacher has of each pupil's needs. The teachers are committed to supporting the pupils and providing them with generous levels of individual help. They show genuine care for their development and success. In the best lessons, teachers show a high level of knowledge and good planning, and they use effective questioning to draw out ideas and extend pupils' thinking beyond the obvious. In these lessons, teachers use an imaginative range of methods to keep pupils interested and engaged. Progress is made at a brisk pace ensuring excellent levels of achievement for pupils. Although teaching is usually good and often excellent, in a small proportion of lessons observed, the pace and challenge were inadequate and the pupils' progress was less rapid. Teaching assistants and gap year students provide invaluable in-class learning support for pupils with SEND.
- 3.11 Teaching is enhanced by good, wide-ranging resources which are used effectively. Since the previous inspection, in accordance with the recommendation, the number of reference books in the library has been increased, and day and boarding pupils are encouraged to make frequent use of these.
- 3.12 Teachers mark in accordance with the marking policy and it is generally regular and effective. Small class sizes enable them to provide immediate and useful oral feedback to pupils on their work. Written feedback is most helpful where advice is given on how to improve the work. Whilst the majority of teachers acclaim achievement and most write encouraging comments on pupils' work, these are not always helpful to pupils in trying to move their learning forward. As recommended at the previous inspection, assessment undertaken during lessons and in more structured testing is now being used more effectively to guide planning and schemes of work.
- 3.13 In their responses to the pre-inspection questionnaire, all pupils agreed that the teachers helped them to learn. This is a further indication of the outstanding relationships between staff and pupils.

## **4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT**

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

- 4.1 Pupils' personal development is outstanding and is underpinned by pupils' strong relationships with staff and with each other. Pupils are friendly, open, polite and caring, reflecting fully the school's commitment to foster in children a sense of self-respect and individual worth and the ability to live and work in co-operation with others.
- 4.2 The pupils' strong spiritual awareness is significantly enriched by the Christian ethos of the school. It can be observed in various areas of school life such as assemblies, and creative activities inspired by the beauty of the surrounding grounds. Younger pupils demonstrated a deep sensitivity to others' needs during an assembly focusing upon the theme of remembrance. This was further developed during the whole school service, where, following a deeply moving account of war from a former Royal Marine, pupils showed great respect through poetry, music, prayer and reflection.
- 4.3 All the pupils develop an excellent sense of morality through the school's ethos and values. From an early age, they distinguish right from wrong, and, as they mature, they discuss sensitive issues and consider moral questions. During a stimulating Year 7 lesson, pupils were observed fiercely debating issues such as the need for religion, smokers' rights and the use of social networking sites. Throughout the school, pupils' behaviour is exemplary. They observe courtesy and fairness in their teachers, who act as excellent role models.
- 4.4 Pupils develop outstanding social awareness, this being an extremely strong feature of the school. Pupils feel valued within the school community and take pride in the rewards and accolades they receive. They are courteous to their peers as well as to their teachers and visitors. A strong commitment to the community and to the wider environment is demonstrated by their hard work to achieve the gold eco-award. Pupils show considerable appreciation that others may be less fortunate than themselves by supporting many charities throughout the year. Year 3 pupils showed an excellent understanding of the needs of others as they discussed their contributions to the shoebox charity project. Older pupils are extremely supportive of the younger ones, and they develop excellent social and personal skills through their participation in a wide array of activities. They have ample opportunities to take on responsibilities, such as being representatives on the food and uniform committees. All pupils in Year 8 have a recognised position of responsibility which gives them increased confidence before they leave school. Pupils demonstrate a willingness to co-operate with each other which is particularly evident in sporting, dramatic and musical activities.
- 4.5 The pupils develop excellent cultural awareness. They have a strong understanding of the religious and cultural beliefs of others through the study of Christianity and other world religions. They are tolerant of other cultural habits and faiths, and understand extremely well how cultural and religious diversity add richness to life. The pupils acquire a good understanding of some important aspects of public life through visits from local community organisations such as the local fire service. The school's charitable links overseas, through the sponsorship of schools in India, give pupils a further awareness of different cultures.

#### **4.(b) The contribution of arrangements for welfare, health and safety**

- 4.6 The quality of the school's pastoral care is outstanding and arrangements for health and safety are good. This strongly supports the pupils' excellent personal development and successfully meets the school's aims. Pupils hold the school in high esteem which is evident from the high levels of satisfaction recorded in the questionnaires.
- 4.7 Staff offer high quality support and guidance for their pupils, and relationships between staff and pupils and among the pupils themselves are excellent. Pupils interviewed said they would be happy to go to any member of staff if they had a problem. In the responses to the pre-inspection questionnaire, a small minority reported that teachers do not always treat pupils equally or are not fair in the way that they give rewards and punishments. However, in conversations with pupils during the inspection, these views were not corroborated.
- 4.8 Staff are guided by good pastoral arrangements, and comprehensive anti-bullying, discipline and behaviour policies are in place. Pupils understand the rules and feel they are sensible and necessary when living in a community. They say that bad behaviour of any kind is rare. Child protection measures are in place and staff have been appropriately trained. This corrects the lack of training identified at the previous inspection necessary to comply with regulatory requirements. Pupils are aware of what bullying means and how it can affect them and others. In conversations they explained that were totally confident that any bullying behaviour, if it occurred, would be dealt with promptly and efficiently.
- 4.9 All measures to reduce the risk of fire and other hazards are in place. Visits out of school have appropriate risk assessments and general risk assessments ensure that safety is a priority. Safer recruitment procedures are now more thorough, and the regulatory failures from the previous inspection regarding the necessity for written references and medical checks for all staff prior to appointment have now been rectified. However, at the time of the initial visit not all governors had undergone an enhanced check by the CRB. This had been rectified by the time of the final visit.
- 4.10 The school has a comprehensive health and safety policy, which is reviewed and regularly updated. Almost all members of staff are trained first-aiders and an appropriate number of EYFS staff have paediatric certificates. Boarding staff have been given suitable training in the administering and recording of medicines which was a recommendation of the previous Ofsted boarding inspection. Arrangements for pupils who are unwell during the day are good. The school is aware of its responsibilities to improve access for adults and pupils with disabilities through its accessibility plan. Pupils may join the boarding community if they arrive at school early and appropriate after-school care is offered. Pupils are well supervised at all times during the day. Admission and attendance registers are completed accurately.
- 4.11 Nutritious and healthy meals are served by staff in a family style setting. The atmosphere in the dining hall is delightful and the pupils' table manners are outstanding. The food provided is plentiful and of good quality. Pupils' awareness of healthy eating is developing through PSHCE lessons and science programmes of study. Excellent opportunities are provided for pupils to take part in physical exercise and they all appreciate the benefits of keeping fit and healthy.

#### **4.(c) The quality of boarding education**

- 4.12 The boarding experience makes a good contribution to the pupils' achievement and personal development, and it contributes effectively to the school's aims. This is a significant improvement to the findings of the previous Ofsted boarding inspection in December 2008. All recommendations from this inspection regarding the administration of medicines, staff training in safeguarding and a supervision and appraisal system for boarding house staff have been addressed and the necessary refurbishment and decoration within the boarding house has been completed.
- 4.13 Pupils feel secure and well cared for in a homely atmosphere, and from interviews and comments contained in the pupil questionnaires, they feel that there is always someone to listen to them. Efficient procedures are in place for pupils to put forward views and suggestions. Relationships within the boarding house amongst pupils and between pupils and staff are good. In the pre-inspection questionnaire, parents indicated that they were supportive of the provision the school makes for its boarders.
- 4.14 A varied range of extra-curricular activities is offered to the boarders and their free time is carefully structured yet informal in practice. They are encouraged and supported to take part in diverse activities as part of their development and growth. Examples of activities provided by the school include chess, various sports, fishing, swimming, board games, film nights and outings to the cinema and local historic places of interest. Weekend family-style outings to tourist, leisure or cultural attractions keep the full-time boarders busy on a Sunday. Year 8 boarders are allowed to visit the village in small groups to collect newspapers and purchase tuck.
- 4.15 The accommodation is comfortable, and the pupils are able to personalise their space with their own possessions. Boarders have a common room where they can socialise and enjoy watching the television or listening to music. They have access to a games room where they can play pool, or enjoy a variety of board games. Flexi-boarding is available to all pupils over six, and many pupils take the opportunity to stay on an occasional basis. In the week before inspection all 51 places in the boarding house were taken for the night of the annual Halloween party. In the summer term international pupils board for a four to six week period which greatly enhances the boarding community. In conversations, pupils reported how much they like boarding when the accommodation is fully occupied. The process of inducting new boarders is sensitive and nurturing, especially for younger pupils.
- 4.16 Boarders' meals are appetising and healthy. The calm atmosphere at breakfast and tea creates a most enjoyable start and end to the school day. Due to the location of the boarding house, the boarders are able to use the ICT suite and other school facilities in their free time. There are many opportunities for boarders to maintain regular contact with their families.

## **5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT**

### **5.(a) The quality of governance**

- 5.1 Governance of the school is good, ensuring that the school meets its aim to provide each pupil with the chance to be involved in a caring, supportive and challenging environment where their full potential may be realised.
- 5.2 The governors offer considerable support to the school's leadership and members of staff on a regular basis. They have a strong association with the school and they are totally committed to its continued success. The board members have an appropriate range of skills and expertise, and recently four new governors have been appointed to add further experience. The governors have a clear vision for the future of the school and they take a keen interest in educational standards and pastoral matters. They have already started to implement their plans to further educational developments with the appointment of new staff to strengthen the senior leadership team. This initiative has been most successful with the redistribution of roles and responsibilities to provide a clearer management structure. However, governors' continued plans to improve the school do not as yet form part of a detailed whole school development plan compiled in conjunction with the leadership and staff.
- 5.3 The head keeps the governors fully briefed about the daily working of the school and regulatory measures at termly meetings. Sub-committees for finance, premises and general purposes and education also meet regularly to discuss more specific issues. Members of staff attend some meetings to give presentations and to keep governors directly informed about aspects of the school. At a recent governors' meeting a member of staff gave detailed reasons why Spanish should replace French in the curriculum and governors were involved in the final decision. Members of the board attend the school for formal occasions, social events such as the very popular recent firework party, concerts, plays and sporting events. This is a valuable way for governors to increase their profile within the school and parent body.
- 5.4 The governors work hard to keep abreast of their legal duties. They are aware of their responsibilities for child protection and they review the policy and procedures annually. Welfare, health and safety arrangements are good. At the time of the initial inspection, not all governors had enhanced CRB clearance, but this was rectified by the end of the final visit.

### **5.(b) The quality of leadership and management**

- 5.5 The quality of leadership and management is good. It is well suited to meeting the school's aim to provide its pupils with a well-rounded education with a healthy balance between academic work, music, sport and the arts.
- 5.6 Effective educational direction is being set by the schools' leadership and the newly formed senior leadership team. Lines of accountability are in place, but currently the leadership takes overall responsibility for many aspects of the school's work including day to day management and the monitoring and overseeing of policies and procedures. Some of these responsibilities are now in the process of being devolved to other senior managers, although the full impact of this delegation is not yet evident.

- 5.7 In light of recommendations from the previous inspection, an updated assessment and recording policy has been implemented which includes some strategies for the monitoring of pupils' progress. Assessment data is being appropriately recorded and used to help plan the curriculum and schemes of work. However, a regular system for monitoring teaching and learning has not yet been fully established.
- 5.8 Overall, heads of subjects manage their departments well and they communicate regularly with their colleagues. Development plans for each department feed into the whole school development plan. However, this plan is insufficiently detailed to provide effective long term guidance for the school. It does not include clear timescales or indicate who is to take responsibility for the fulfilment of each aim.
- 5.9 All staff receive appropriate training in safeguarding, welfare, health and safety procedures. Since the previous inspection, all the required checks on prospective staff and volunteers have been carried out before any appointment is made and the central register is properly maintained. Good measures are in place for the induction and support of newly appointed staff.
- 5.10 The friendly and positive atmosphere which is created by the leadership team is enhanced by the efficient work of secretarial, administrative and other non-teaching staff who play an active role in supporting pupils.

### **5.(c) The quality of links with parents, carers and guardians**

- 5.11 The relationship between the school and parents is excellent and strongly supports pupils' achievements and their personal development in accordance with the school's aims. In their responses to the pre-inspection questionnaire, parents were overwhelmingly complimentary about their children's progress, the curriculum, the pastoral help provided to pupils and the high quality of worthwhile attitudes and views promoted by the school.
- 5.12 Parents have many opportunities to be involved in the life of the school. They are actively encouraged to visit school at any time and they are regularly invited to attend concerts, sports matches, social occasions, or to speak to the children about aspects of their professional work. During the inspection, a good number of parents came to support the rugby and netball matches and enjoyed the match tea with the players and staff.
- 5.13 The school communicates daily with parents via its website, providing useful information. Regular surveys are sent home to seek parents' views, and any suggestions are genuinely considered. Members of staff warmly welcome pupils and parents into school each morning. Parents are also able to communicate with the school by email if they need information or have a concern. The parents' social and fund raising committee is an active group whose members organise a variety of events for the whole parent body. They raise considerable sums of money for charity and the school.
- 5.14 One annual parent consultation evening and two detailed written reports a year keep parents fully informed about the progress of their children. The full reports contain an indication of how pupils are achieving and progressing, though some lack such specific guidance on how pupils can improve their performance. Pupils in Years 3 to 8 also receive shorter reports every five weeks which provide details of effort and achievement with accompanying grades. Homework diaries enable staff and parents to communicate and maintain daily contact.



- 5.15 The clear and detailed website, colourful annual magazine, half termly newsletters and weekly sports news updates provide current and prospective parents with all the information they require about the school. The school operates an open door policy and parents are encouraged to visit school to discuss any problems. As a result most concerns or queries are dealt with quickly and informally. Procedures for dealing with parental complaints are clear and any concerns are dealt with sensitively in line with the school policy.

**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) The overall effectiveness of the early years provision – how well the school meets the needs of children in the Early Years Foundation Stage**

6.1 The overall effectiveness of the EYFS is good. The setting successfully meets the needs of all children, ensuring they make consistently good progress in their learning. Since the previous inspection, the accommodation has been re-organised to allow children to move outside more freely, and more time is now allocated for child-initiated learning. Staff are committed to meeting children's individual learning and welfare needs. Good self-evaluation does not yet impact on development planning. The setting provides a welcoming and nurturing environment, in which children develop close and secure relationships with staff and one another.

### **6.(b) The effectiveness of the leadership and management of the Early Years Foundation Stage**

6.2 The quality of leadership and management of the EYFS is good and has been strengthened through recent re-structuring of responsibilities. Effective policies are implemented successfully to safeguard children and eliminate discrimination. Staff are appropriately trained. Staff meet regularly to review their practice, and share a clear determination for improvement. However development planning is insufficiently detailed to reflect identified priorities. Its effectiveness is limited by a lack of clear targets, time scales and responsibilities. Relationships with parents are excellent and they are extremely appreciative of the staff's support for their children's well-being and development. The setting has a positive relationship with the local authority, which provides useful advice and support for professional development. Resources are used well to create an interesting and lively learning environment.

### **6.(c) The quality of the provision in the Early Years Foundation Stage**

6.3 The quality of provision is outstanding. Staff know the children extremely well and use careful observation and assessment to plan interesting and challenging learning activities. They make excellent use of questioning to develop children's thinking and problem-solving, and sensitively encourage them to sustain interest in activities. An appropriate balance of child-initiated and adult-led activities, together with well-organised indoor and outside learning environments, allows children to make choices and select resources independently. Co-operative working enables younger and older children to pursue their interests together in the varied learning areas. Learning sessions in the wooded grounds foster the children's curiosity and imagination most effectively. Children's progress is carefully tracked and recorded so that staff are alert to individual needs and arrange suitable additional support. Provision for the welfare, health and safety of the children is exemplary. All necessary policies, risk assessments and procedures for children's welfare are in place and implemented well. Daily routines effectively promote good health and well-being.

### **6.(d) Outcomes for children in the Early Years Foundation Stage**

- 6.4 Outcomes are good overall with significant outstanding features. Children make good progress in relation to their starting points across all areas of learning, and most achieve the Early Learning Goals by the end of the EYFS. They are articulate, confident in discussions and they reason thoughtfully. Children develop appropriate ICT skills and use electronic toys and computers confidently. Older children know many sounds and some are beginning to use them to read words. They count and order numbers to twenty and can name two dimensional shapes. Some younger children can identify and write their names and they all demonstrate developing motor skills. The children's personal development is excellent; they are confident, independent and sociable. They have a good understanding about keeping safe and understand the importance of healthy eating. They respond well to the staff's expectations for kindness and good manners, and work and play together co-operatively, enjoying their time in the setting, well prepared for the next stage of their education.

**Section 2 includes what the Early Years Foundation Stage should do to improve its provision**

## **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

Mr Alfred Bogyor

Mr Jimmy Beale

Mrs Jan Preece

Reporting Inspector

Deputy Head IAPS school

Head IAPS school

Early Years Co-ordinating Inspector