



INDEPENDENT SCHOOLS INSPECTORATE

REGULATORY COMPLIANCE INSPECTION

MOYLES COURT SCHOOL

INDEPENDENT SCHOOLS INSPECTORATE

Moyles Court School

Full Name of School	Moyles Court School
DfE Number	850/6048
Registered Charity Number	307347
Address	Moyles Court School Moyles Court Ringwood Hampshire BH24 3NF
Telephone Number	01425 472856
Email Address	info@moylescourt.co.uk
Headmaster	Mr Richard Milner-Smith
Chair of Governors	Canon Stanley Royle
Age Range	2½ to 16
Total Number of Pupils	164
Gender of Pupils	Mixed (78 boys; 86 girls)
Number of Day Pupils	Total: 136
Number of Boarders	Total: 28 Full: 25 Flexi: 3
Number of EYFS Children	32
Ownership and Governance	The school is a charitable trust administered by a board of governors.
School Structure	The school is divided into two sections: Junior School (pupils aged 2 to 11) and Senior School (pupils aged 11 to 16). Each section has a head who reports to the headmaster.
Inspection Dates	10 Nov 2015 to 11 Nov 2015

ABOUT THE INSPECTION

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) Regulations 2014. Accordingly, this inspection records whether the school complies with each of these Regulations, which are arranged in eight Parts, each of which is divided into separate paragraphs. Compliance is judged both by written formulation and by implementation. The Regulations represent minimum requirements and are given as either 'met' or not 'met'.

Additionally, inspections consider the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment introduced by the Education (Abolition of Corporal Punishment) (Independent Schools) Regulations 1989.

This inspection also 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 it judges the extent to which the school currently meets the boarding Standards. It identifies any Standards which the school does not meet and requires action to meet them. Findings are distributed across sections relating to the eight Parts of the Regulations.

ISI is also approved to inspect the Early Years Foundation Stage (EYFS), which was introduced in September 2008 and applies to all children in England from birth to 31 August following their fifth birthday. For children aged from two to five, this report evaluates the extent to which the setting fulfils the requirements of the Independent School Standards Regulations and related aspects of the EYFS Statutory Framework.

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) the school's aims, detailed coverage of the quality of educational provision or pupils' achievement;
- (ii) an exhaustive health and safety audit;
- (iii) an in-depth examination of the structural condition of the school, its services or other physical features;
- (iv) an investigation of the financial viability of the school or its accounting procedures;
- (v) an investigation of the school's compliance with employment law.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be mentioned specifically in the published report but will have been considered by the team in reaching its judgements.

The report reflects the evidence used in deciding whether the school's provision meets or does not meet the various requirements. Grades are not provided for the quality of the school as a whole or for each aspect inspected.

If the school has EYFS registered provision (for children under the age of two), reports use the same evaluative terminology ('outstanding', 'good', 'requires improvement' and 'inadequate') as Ofsted reports.

National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

INSPECTION EVIDENCE

The inspectors observed a small sample of lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with teachers, senior members of staff and with the chair of governors. They 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 Jan Preece	Reporting Inspector
Mr Guy Cowper	Compliance Team Inspector (Director of Operations, Society of Heads school)
Mr Jeffrey Shipway	Team Inspector for Boarding (Deputy Head Pastoral and Head of Boarding, ISA and Society of Heads school)

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Moyles Court is a co-educational day and boarding school for pupils between the ages of two and a half and sixteen years. It was founded in Dorset in the 1940s as Manor House School and moved to its current rural location in Ringwood, on the edge of the New Forest National Park, in 1963.
- 1.2 Accommodation is arranged around an eighteenth century manor house, which is set in a fourteen-acre woodland estate. Since the previous inspection a new headmaster has been appointed and the leadership structure, including for the Early Years Foundation Stage (EYFS) for children under the age of five, has been re-organised. Several buildings, including boarding accommodation, classrooms and the sports hall have been refurbished.
- 1.3 Almost all pupils come from a range of English speaking backgrounds, and day pupils are locally based. A small number of boarders have parents in the armed forces and others are from various countries in Europe and the Far East.

2. COMPLIANCE WITH REGULATORY STANDARDS

Part 1 Quality of education provided

Curriculum

- 2.1 The school meets the Regulations.
- 2.2 The written curriculum policy covers the whole school and is supported by appropriate subject schemes of work. These support teachers' planning so that the learning needs of pupils of all ages and abilities are addressed, including those with special educational needs and/or disabilities (SEND), English as an additional language (EAL) or an education health and care (EHC) plan. The curriculum also supports pupils who are more able or who have particular talents through the provision of additional challenge within class and extra-curricular activities. The school ensures that core British values are not undermined through the themes chosen to promote pupils' personal development within subjects, assemblies and class discussions. [Paragraph 2(1)]
- 2.3 The curriculum across the school is suitably broad and enables pupils to acquire age-appropriate skills in speaking, listening, literacy and numeracy. It includes all National Curriculum subjects as well as religious studies (RS), Spanish, French from Year 5 and drama from Year 6. In Years 10 and 11 pupils take English, mathematics, science, information and communication technology, and RS as core subjects for GCSE, with options of French, Spanish, physical education, drama, art, textiles, history, geography, music and photography. [Paragraph 2(2)(a) and (b)]
- 2.4 The school's personal, social, health and economic education (PSHE) programme fully reflects its aims and ethos. It includes topics that encourage respect for all people, including those with disabilities or from different cultural backgrounds. Pupils receive appropriate preparation for post-16 options both within PSHE and in a careers week which seeks to broaden their experience of the world of work. Visits are also arranged to local sixth-form provision. [Paragraph 2(2)(d) and (e)]
- 2.5 Children in the Nursery and Reception classes follow the EYFS programme which covers the prime areas of communication and language, physical development, and personal, social and emotional development as well as literacy, mathematics, understanding of the world, and expressive arts and design. The children also go swimming and, from Reception, learn French. [Paragraph 2(2)(f)]
- 2.6 Throughout the school the curriculum enables all pupils to learn and make progress. At the age of 11 some pupils gain entry to selective schools and, on leaving school at the age of 16, all gain places at the sixth form of their choice. They are effectively prepared for adult life in British society, for example by learning about finance, government and ethics and through the school's focus on developing their personal resilience. [Paragraph 2(2)(h) and (i)]

Teaching

- 2.7 The school meets the Regulations.
- 2.8 Teaching, demonstrated in the sample of lessons and pupils' work observed, enables pupils to make good progress according to their ability and to increase their knowledge, skills and understanding. For example, children in Reception used their comprehension of two-dimensional shapes to build a picture of a castle, those in Year 6 developed their skills of inference and deduction to interpret possible scenarios from photographs, and those in Year 8 increased their understanding by applying their previous knowledge to consider how people prepare to survive an earthquake. All parents who responded to the pre-inspection questionnaire believe that their children are making good progress. [Paragraph 3(a)]
- 2.9 In the EYFS, children's progress is recorded using a digital learning journal that is accessible to parents. Teachers' planning is adapted to meet individual learning needs and interests, using a suitable balance of adult-led and child-initiated activities and accessible age-appropriate resources. Staff identify next steps in learning when they complete the progress check for two year olds, and the results of the EYFS profile are communicated to staff in Year 1 to support continuity of learning. [Paragraphs 3 and 4]
- 2.10 Confident and knowledgeable teaching promotes pupils' motivation and effort through the provision of interesting resources and effective use of praise. Time is used well to allow for a variety of activities which move learning on within lessons. Lesson planning takes assessment information into account when providing activities which allow pupils of all abilities to make progress, either through additional adult support or differently presented tasks, including those that provide extra challenge for the most able. The use of open questions enables teachers to draw out pupils' reasoning and independent thinking skills, and to assess their understanding. Almost all pupils who responded to the pre-inspection questionnaire indicated that the school provides them the support that they need to learn. [Paragraph 3(b) to (f)]
- 2.11 Teachers offer all pupils appropriate encouragement and support to ensure that no unfair discrimination occurs. Their expectations for good behaviour promote a suitable working atmosphere within class. British values, including respect and tolerance, are not undermined but promoted and modelled by staff which helps pupils learn to consider one another's views. [Paragraph 3(h) to (j)]
- 2.12 The school has a suitable framework to assess pupils' work and progress, using both standardised tests and its own assessments. Arrangements to collate and monitor pupils' progress over time are at an early stage of development but the system, whereby staff set individual learning targets and measure success against them, is established. Marking of pupils' work offers constructive advice for improvement. Assessment information is shared between staff, particularly so that individual and small group tuition may support classwork. [Paragraph 3(g)]
- 2.13 The pupils' attainment in the junior school is not measured by national tests but by the school's own framework. Pupils are entered for GCSE examinations in the senior school. [Paragraph 4]

How well do pupils achieve?

Pupils' Ability	The results of standardised tests indicate that the ability profile of the junior and senior schools is similar to the national average, with a fairly wide spread of abilities represented.
Pupils' Needs	Forty-eight pupils receive specialist learning support from the school for SEND. Their disabilities include dyslexia, dyspraxia and dyscalculia. Two pupils have an EHC plan. Fifteen pupils have EAL, of whom seven receive specialist support. The school has identified a number of pupils considered to be of high academic ability, and others who are gifted in mathematics and science or talented in a variety of sports or the creative arts.
Pupils' Achievements	The pupils' attainment in the junior school is not measured by national tests but by the school's own framework. In GCSE examinations in the years 2012 to 2014, performance has been similar to the national average for maintained schools. Results at GCSE in 2015 are better than those of the previous three years.

Part 2 Spiritual, moral, social and cultural development of pupils

- 2.14 The school meets the Regulations and Standards.
- 2.15 Through its aims, ethos, PSHE lessons and assemblies the school actively promotes values such as integrity, respect, responsibility and tolerance. Pupils develop an understanding of the democratic process through holding elections for the school council and appointing the head boy and girl, and in subjects such as history. The importance of adherence to the law is explored in philosophy and ethics. The school ensures that any visiting speakers are checked for their suitability and that opposing ideas are always presented in teaching to enable pupils to gain a balanced view of ethical and political issues. [Paragraph 5(a), (b)(vii), (c) and (d)]
- 2.16 In the EYFS children's personal, social and emotional maturity develops as they play co-operatively, readily taking opportunities to acquire independence and making a positive contribution within their classes. They are helped to develop an age-appropriate understanding of lives beyond their own through activities within a cultures and beliefs programme, in which opportunities are taken when learning about festivals around the world to promote mutual respect. [Paragraph 5]
- 2.17 Pupils throughout the school are confident and courteous towards one another and to adults. They demonstrate self-esteem and say that they are pleased with their progress. Pupils in the senior school express an understanding of the nature of faith and those in the junior school of the major world religions. In interviews they demonstrated a keen sense of fairness and an understanding of right and wrong. Pupils contribute to the school community by taking positions of responsibility such as librarian, head boy or girl, and serving on the school council. The school's expectations for manners and behaviour are promoted through the weekly 'Role Model Award' to pupils who have successfully demonstrated these qualities. The head boy and girl boarders' role is to set an example, be approachable and to act a representative of their colleagues. They receive an induction from the head of boarding and shadow the previous incumbents of the position. Pupils are

enthusiastic about their charitable fund-raising such as the recent ‘bake off’ for the Poppy Appeal. They develop an awareness of public services and institutions such as the national health, police and fire services in the junior school and the role of government, banking and the United Nations in the senior school. Pupils display respect and tolerance for one another whatever their background, and events, such as a banquet to celebrate Chinese New Year organized by Chinese boarders, promote an understanding of different cultural traditions. In interviews, pupils listened to each other patiently and were prepared to consider one another’s views. [Paragraph 5(b)(i) to (vi) and NMS 19]

- 2.18 Boarders are able to express their ideas and views at boarders’ meetings held twice a term and at termly meetings with the chair of governors. They report that their views are noted, giving as an example an improvement to the range of weekend trips. [NMS 17]

What are pupils’ views of the school?

Pupils are asked to respond as ‘agree’ or ‘disagree’ with the option to specify ‘no view’ or not to answer individual questions. Eighty-six pupils responded to part or all of the questionnaire. The table below shows the proportions of pupils who responded ‘agree’ or ‘disagree’ in relation to each question, and the number who didn’t offer a view.

	% Agree	% Disagree	Number offering no view
School questions			
1. I enjoy school	86	14	8
2. I find my lessons interesting and engaging	86	14	17
3. The school gives me the support I need to learn	97	3	8
4. I can get help if I need it	98	2	7
5. The school encourages me to do my best	95	5	12
6. I feel safe and happy at school	87	13	10
7. My views and ideas are listened to in class and in school	88	12	14
8. Behaviour is good in the school	72	28	10
9. Teachers are fair in the way they give rewards	87	13	14
10. Teachers are fair in the way they give sanctions	81	19	20
11. The school deals with bullying	81	19	19
12. There is a member of staff or senior pupil I can turn to if I have a problem	96	4	13
Boarding questions			
1. I enjoy boarding	92	8	61
2. Boarders get on well together in the house	84	16	61
3. I am well looked after if I fall ill or am injured	100		58
4. I am able to contact my family and friends if I need to	93	7	58
5. I like the food in boarding	39	61	60
6. I feel safe in my boarding house	96	4	63
7. I am able to have snacks and drinking water outside main mealtimes	97	3	59
8. I am able to keep my belongings safe	86	14	58
9. Boarding staff treat me fairly	91	9	64
10. I am happy with the balance of free time and activities in the evenings and at weekends	96	4	62

Part 3 Welfare, health and safety of pupils

- 2.19 The school meets all of the Regulations and Standards.
- 2.20 Arrangements to safeguard and promote the welfare of pupils, including boarders, are suitable. Staff have all received appropriate training to ensure awareness of their responsibilities for safeguarding, including advice about the risk of radicalisation. The safeguarding policy includes the requirements for the EYFS such as the use of mobile phones and cameras and declarations of disqualification by association, in addition to those for boarding. The school's recruitment policy is in accordance with the most recent guidance and properly implemented. [Paragraph 7(a) and (b), 8(a) and (b), and NMS 11]
- 2.21 The school has a suitable policy and procedures to promote good behaviour. In their responses to the pre-inspection questionnaire, a small minority of pupils reported that behaviour is not good and a few were dissatisfied with the fairness of sanctions. In interviews some senior pupils stated that expectations for behaviour in lessons is variable between staff, and a few boarders expressed the view that sanctions are inconsistently applied between the girls' and boys' houses. Staff apply appropriate rewards and sanctions, and serious sanctions are properly recorded. The boarders' handbook sets out clear codes for their behaviour in the form of rights and responsibilities. The inspection found the policy to support the good behaviour that was observed in lessons, and that the records of sanctions indicate appropriate policy implementation. All parents who responded to the pre-inspection questionnaire indicated that they believe the school actively promotes good behaviour and that their children have someone to approach should they have concerns. [Paragraph 9 and NMS 12]
- 2.22 The school has an appropriate anti-bullying policy, and staff and pupils are clear that bullying is not tolerated. In their questionnaire responses, a few pupils and parents did not agree that bullying is well handled. In interviews, younger pupils and boarders had no concerns about bullying and were confident that staff would constructively handle it should it occur. A few older girls expressed some concerns, although they said that they had not reported concerns to enable staff to implement the school's procedures. Records of bullying are sufficiently detailed and indicate that these cases have been appropriately addressed. [Paragraph 10 and NMS 12]
- 2.23 Arrangements to promote health and safety follow the school's comprehensive policy. A ten-year rolling programme for certified contractors to upgrade the school's electrical wiring system has been completed. Appropriate risk assessments promote pupils' safety for all areas of the school and external trips, including those at the weekend for boarders. Boarders say they feel safe in their boarding houses. [Paragraphs 11 and 16, and NMS 6]
- 2.24 The school employs suitable arrangements to reduce the risk of fire and staff are trained at appropriate levels for their responsibilities. Fire practices are held twice a term, including in boarding time, and properly recorded. Records of servicing and testing of fire equipment are suitably maintained. [Paragraph 12 and NMS 7]
- 2.25 The school maintains appropriate policies and procedures for pupils who fall ill or are injured, and sufficient numbers of staff are trained in first aid to provide cover when the registered nurse is not on duty. All pupils who responded to the questionnaire indicated that they are well looked after if they are injured or unwell. The school implements the specific requirements for children in the EYFS, including paediatric

- first-aid training for all EYFS staff. Arrangements for the health and well-being of boarders include suitable sick bays should they be ill, and suitable procedures to ensure the secure storage and administration of any required medication. The school makes arrangements for boarders to be taken to medical appointments. No boarder is allowed to self-medicate and their right to confidentiality as patients is appropriately respected. [Paragraph 13 and NMS 3]
- 2.26 Supervision arrangements during the school day, in the evenings and for boarders at night include sufficient duty staff; pupils state that they may always locate an adult when necessary. All parents who responded to the questionnaire indicated that their children are happy and well looked after at the school. A suitable missing child policy ensures that staff know what action to take should a boarder go missing. Staff within the EYFS are suitably deployed to ensure that the appropriate ratios are met and that children are always within the sight and hearing of an adult. Boarding staff have suitable job descriptions. When new in post they receive a handbook and learn their duties by shadowing existing houseparents. They are appraised every year and teachers with additional boarding duties have their boarding role reviewed within their appraisal. Boarders are not allowed into staff accommodation. The school does not use lodgings. [Paragraph 14, NMS 15 and 20]
- 2.27 The admission and attendance registers are well maintained and stored appropriately. [Paragraph 15]
- 2.28 New boarders receive appropriate guidance in a handbook and support from a buddy, the head boarder and houseparents. They name a number of staff with whom they would share concerns, and state that they know the identity and contact details for the independent listener whom they would feel confident to consult. Boarders also have access to external helplines. [NMS 2]
- 2.29 Boarders may use personal mobile phones or a suitably private landline in their houses at appropriate times to contact their families. They also have access to video messaging and the school monitors the safe use of electronic technology. [NMS 4]
- 2.30 Boarders' meals are prepared in hygienic conditions and particular dietary needs are provided for. A majority of boarders expressed dissatisfaction with the variety and quality of the food. From sampling meals and scrutiny of menus, inspection evidence found the meals to be adequate in nutrition, quantity and quality. Almost all boarders who responded to the questionnaire indicated that they have appropriate access to drinking water and snacks in the boarding houses. [NMS 8]
- 2.31 Arrangements for boarders' laundry are efficient. Boarders may obtain personal items during weekend shopping trips or, in an emergency, from their houseparents. Suitable provision is made to protect items such as mobile phones, passports and money, and boarders have sufficient storage for their other belongings. [NMS 9]
- 2.32 Boarders have an appropriate range of activities at the weekends and in the evenings, and a variety of areas both indoors and outside for recreation. A number of trips are arranged at the weekends such as to the cinema, bowling, ice hockey or shopping. Boarders have access to the television, computers and newspapers to keep abreast of current affairs. [NMS 10]
- 2.33 Resident staff sign an appropriate agreement stating the terms of their accommodation and all adults living in boarding houses undergo suitability checks. Unauthorised individuals are not able to gain access to the boarding accommodation and visitors are checked in and accompanied. The school does not appoint

guardians, but it does monitor the welfare of overseas pupils after stays with guardians arranged by their parents. [NMS 14]

Other legislation

- 2.34 Corporal punishment is not used or threatened. [The Education (Abolition of Corporal Punishment) (Independent Schools) Regulations 1989]
- 2.35 Boarders are well cared for and those from overseas report that they do not experience any discrimination. The school has a suitable accessibility plan to improve educational and physical access for pupils with SEND. [NMS 16 and Equality Act 2010]

Part 4 Suitability of staff, supply staff and proprietors

- 2.36 The school meets the Regulations and Standards.
- 2.37 All the required appointment checks for the suitability of both full and part-time staff have been undertaken correctly. The school ensures it receives written confirmation that any supply staff have been properly checked by their agency and that photographic identification is obtained on their arrival. Suitable checks are made on prospective governors. All of these checks are clearly recorded on the single central register. [Paragraphs 18 to 21, NMS 11 and 14]

Part 5 Premises and accommodation

- 2.38 The school meets the Regulations and Standards.
- 2.39 The school provides suitable toilet and washroom facilities, including changing rooms and showers. Facilities for pupils who require medical attention enable them to be cared for in the short term. The buildings are appropriately maintained to ensure the welfare, health and safety of the pupils, including the suitability of acoustic conditions, and internal and external lighting. Drinking water is readily available and fountains are appropriately labelled. Pupils have access to a variety of outdoor spaces at break and lunchtimes as well as for physical education, and these are regularly inspected for safety. [Paragraphs 23 to 29]
- 2.40 Dormitory accommodation in both houses is spacious, clean, brightly decorated and comfortably furnished. Boarders are encouraged to personalise their bedroom spaces. Each house offers common rooms for recreation and adequate washroom facilities afford appropriate privacy. Suitable arrangements are made for boarders to do their prep in the computer room. Refurbishment has taken place in both houses, the accommodation is well maintained and suitably risk assessed. It is secure from entry by unauthorised individuals and surveillance equipment does not impinge on boarders' privacy. [Paragraph 30 and NMS 5]

Part 6 Provision of information

- 2.41 The school meets the Regulations and Standards.
- 2.42 The school ensures that all the required material is made available to parents of current and prospective pupils. In their responses to the pre-inspection questionnaire, a few parents did not agree that they receive good information about their children's progress, the school, its policies and events. Inspection evidence found that the website is clearly laid out and regularly updated by school staff to provide current information, such as policies and the weekly newsletter. Parents across the school receive reports on their children's progress twice a year, in addition to consultation evenings. Reports include detailed information about the pupil's individual strengths and also note areas for improvement in each subject. The school ensures that specific requirements concerning information in the EYFS, such as about the EYFS Profile as well as details of the learning programme, are communicated to parents and carers. The aims and ethos of boarding are published in the boarding staff handbook and sent to boarders and their parents in the boarders' handbook. [Paragraph 32 and NMS 1]

Part 7 Manner in which complaints are handled

- 2.43 The school meets the Regulations and Standards.
- 2.44 The complaints procedure is displayed on the website and clearly sets out arrangements to be followed should parents have a concern that cannot be immediately resolved. Procedures include those which are particularly for parents of children in the EYFS. Suitable records indicate that the few complaints that proceed to the formal stage are handled in accordance with the school's stated procedures. Two formal complaints were resolved at the second stage during the academic year 2014 to 2015. [Paragraph 33 and NMS 18]

Part 8 Quality of leadership and management

- 2.45 The school meets the Regulations and Standards.
- 2.46 The school's leadership demonstrates appropriate knowledge and skills to fulfil its roles and responsibilities, and is supported by experienced and involved governance. A clear focus on teaching, learning and pupils' well-being by senior leaders promotes the educational and personal development of pupils. Systems to monitor welfare, health and safety have been established since the previous inspection and are secure. Management in the EYFS constantly evaluates practice and initiates improvements that provide a safe and stimulating environment for the children. [Paragraph 34]
- 2.47 The governors monitor the effectiveness of boarding provision closely through regular meetings by the chairman, as nominated governor for boarding, with the boarders. The leadership promotes the well-being of all pupils through regular pastoral meetings, the minutes of which are copied to boarding houseparents. Academic and residential staff liaise in person or by email to ensure effective communication about boarders' academic and pastoral welfare. The head of boarding has attended appropriate training for his role and all boarding staff undertake child protection, first aid, fire and bereavement training. Houseparents have not yet attended any external training for their roles. All the required boarding records are maintained. [Paragraph 34 and NMS 13]

What are parents' views of the school?

Parents are asked to respond as 'agree' or 'disagree' with the option to specify 'no view' or not to answer individual questions. Thirty-eight parents responded to part or all of the questionnaire. The table below shows the proportions of parents who responded 'agree' or 'disagree' in relation to each question, and the number who didn't offer a view.

	% Agree	% Disagree	Number offering no view
School questions			
1. My child is happy at the school.	100	0	0
2. My child is making good progress at the school.	100	0	5
3. My child feels safe at the school.	98	2	1
4. My child is well looked after at the school.	100	0	4
5. The school actively promotes good behaviour.	100	0	2
6. There is someone for my child to go to if problems arise in the school.	100	0	2
7. The school welcomes my views.	95	5	1
8. The school deals well with bullying.	84	16	13
9. Behaviour is well managed.	95	5	1
10. I receive good information about my child's progress, the school's policies and activities/events.	82	18	1
11. I receive timely responses to my questions, concerns and complaints.	98	2	1
12. My child has access to a broad curriculum.	98	2	3
13. My child's individual educational needs are being met at school.	98	2	3
14. I would recommend the school to another parent.	95	5	2
Boarding questions			
1. My child enjoys boarding.	100	0	37
2. The boarding accommodation is well maintained.	100	0	37
3. My child is well looked after if he/she is ill or injured.	100	0	37
4. I am able to contact my child easily.	100	0	37
5. I am able to contact boarding staff easily.	100	0	37
6. My child feels safe in the boarding house.	100	0	37
7. My child's belongings are kept safe.	100	0	37
8. Boarding staff treat my child fairly.	100	0	37
9. I am happy with the balance of free time and activities my child has in the evenings and at weekends.	100	0	37

3. SUMMARY OF REGULATORY COMPLIANCE

	All requirements met?
Part 1 Quality of education provided (curriculum)	Yes
Part 1 Quality of education provided (teaching)	Yes
Part 2 Spiritual, moral, social and cultural development of pupils	Yes
Part 3 Welfare, health and safety of pupils, including Other legislation	Yes
Part 4 Suitability of staff, supply staff and proprietors	Yes
Part 5 Premises and accommodation	Yes
Part 6 Provision of information	Yes
Part 7 Manner in which complaints are handled	Yes
Part 8 Quality of leadership and management	Yes
National Minimum Standards for Boarding Schools	Yes

Action points

3.1 The school meets all the regulatory requirements.

Progress since the previous inspection

3.2 At the time of the previous inspection all the requirements of the Independent School Standards Regulations and National Minimum Standards for Boarding Schools were met.