



INDEPENDENT SCHOOLS INSPECTORATE

**INTEGRATED INSPECTION
CHAFYN GROVE SCHOOL**

INDEPENDENT SCHOOLS INSPECTORATE

Chafyn Grove School

Full Name of School	Chafyn Grove School		
DfE Number	865/6014		
EYFS Number	EY394078		
Registered Charity Number	1119907		
Address	Chafyn Grove School Bourne Avenue Salisbury Wiltshire SP1 1LR England		
Telephone Number	01722 333423		
Fax Number	01722 323114		
Email Address	headmaster@chafyngrove.co.uk		
Head	Mr Jeremy Griffith (Interim Head)		
Chair of Governors	Lady Congleton		
Age Range	3 to 13		
Total Number of Pupils	285		
Gender of Pupils	Mixed (174 boys; 111 girls)		
Numbers by Age	3-5 (EYFS):	31	5-11: 190
	11-13:	64	
Number of Day Pupils	Total:	226	
Number of Boarders	Total:	59	
	Full:	26	Weekly: 33
Head of EYFS Setting	Mrs Julia Steadman		
EYFS Gender	(Boys and Girls)		
Inspection Dates	08 Mar to 11 Mar 2016		

PREFACE

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. The range of these Regulations can be viewed on the website www.legislation.gov.uk. Additionally, inspections will consider the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment introduced by the School Standards and Framework Act 1998.

This inspection report follows the *ISI schedule*. The inspection on which the report is based took place over a period of four continuous days in the school.

The previous ISI intermediate boarding intermediate inspection was in May 2013 and the previous ISI standard inspection was in March 2011.

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

ISI is also approved to inspect the Early Years Foundation Stage (EYFS), which was introduced in September 2008 and applies to all children in England from birth to 31 August following their fifth birthday. This report evaluates the extent to which the setting fulfils the requirements of the Early Years Foundation Stage Statutory Framework published by the Department for Education (DfE) and follows the requirements of the Childcare Act 2006 as subsequently amended.

This inspection contains specific judgements on the National Minimum Standards for Boarding Schools. It comments on the progress made by the school in meeting the recommendations set out in the most recent statutory boarding inspection and evaluates the quality of the boarding experience and its contribution to pupils' education, personal development and welfare.

The inspection of the school is from an educational perspective and provides limited inspection of other aspects, although inspectors comment on any significant hazards or problems they encounter which have an adverse impact on children. The inspection does not include:

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

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

Both Ofsted and ISI inspect and report on the Independent School Standards Regulations. However, they apply different frameworks and have different criteria for judging school quality that are suited to the different types of schools they inspect. Both use a four point scale when making judgements of quality but, whilst the ISI terminology reflects quality judgements that are at least equivalent to those used by Ofsted, they also reflect the differences in approach. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement on each aspect of the school's work at the beginning of each section. **These headline statements must include one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory', and where Achievement is**

'exceptional' that term may be used for the top grade. Elsewhere in the report, inspectors may use a range of different adjectives to make judgements. **For EYFS registered provision (for children aged under two), reports are required to use the same terminology ('outstanding', 'good', 'requires improvement' and 'inadequate') as Ofsted reports.**

INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with senior members of staff and with governors' representatives, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited the boarding house 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 Pamela Leech	Reporting Inspector
Mrs Sarah Knollys	Team Inspector (Headmistress, IAPS school)
Mrs Sarah Morris	Team Inspector (Headmistress, ISA school)
Mrs Lynn Weeks	Team Inspector (Former Assistant Head, IAPS school)
Ms Diane Martin	Co-ordinating Inspector for Boarding
Mrs Eithne Webster	Co-ordinating Inspector for Early Years

CONTENTS

	Page
1 THE CHARACTERISTICS OF THE SCHOOL	1
2 THE SUCCESS OF THE SCHOOL	2
(a) Main findings	2
(b) Action points	3
(i) Compliance with regulatory requirements	3
(ii) Recommendations for further improvement	3
3 THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS	4
(a) The quality of the pupils' achievements and learning	4
(b) The contribution of curricular and extra-curricular provision (including community links of benefit to pupils)	5
(c) The contribution of teaching	6
4 THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT	8
(a) The spiritual, moral, social and cultural development of the pupils	8
(b) The contribution of arrangements for pastoral care	9
(c) The contribution of arrangements for welfare, health and safety	10
(d) The quality of boarding	10
5 THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT	13
(a) The quality of governance	13
(b) The quality of leadership and management, including links with parents, carers and guardians	13

1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Chafyn Grove School was founded in 1876 as a grammar school in Salisbury. Originally called Salisbury School, it became a prep school in 1916 and was renamed after Julia Chafyn Grove, who had provided the original endowment. The pre-prep department was opened in 1949. The school became co-educational in 1980, providing education for pupils aged 3 to 13. Located on a 14-acre site near the centre of Salisbury, the school is a charitable trust overseen by a board of governors.
- 1.2 The school seeks to create a happy, relaxed environment where pupils may thrive and develop into confident, articulate young people with a keen sense of the traditional values of honesty, kindness and respect for others. It aims to encourage a love of learning and a desire to achieve academically as well as helping pupils take advantage of opportunities provided outside the classroom. Chafyn Grove welcomes pupils of all faiths as well as those with no faith.
- 1.3 Since the previous inspection, Chafyn Grove has undergone significant development and refurbishment, including new buildings and new resources. The school has appointed a new headmaster who plans to take up his position in September 2016. Presently it is under the direction of an interim head.
- 1.4 Currently, 285 pupils are on roll, 111 girls and 174 boys. Of these, 31 are in the EYFS, for children aged three to five. There are 38 pupils in Years 1 and 2, forming the pre-prep department, with the remaining 216 pupils in Years 3 to 8, forming the prep school. A total of 59 pupils are boarders, representing a number of different countries. This includes 26 boarding full-time and 33 who board on a more flexible basis. Boarders occupy two wings of the main school building. Day pupils come from within a 25-mile radius of the school and represent a wide range of cultural and economic backgrounds. Parents are predominantly professional or self-employed.
- 1.5 Pupils in Chafyn Grove School have an ability level which is, overall, above the national average. The school has identified 25 pupils as having special educational needs and/or disabilities (SEND), all of whom receive learning support. No pupil has a statement of special educational needs or an education, health and care plan. Two pupils speak English as an additional language (EAL).
- 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 Chafyn Grove School is highly successful in educating its pupils in line with its overall aim to provide an educational experience which inspires pupils to do their best in all they attempt. Achievement is excellent. From the EYFS to their final year, pupils develop a conscientious approach to their learning, apply their knowledge with confidence and achieve excellent academic results. The excellent curriculum, enrichment activities and broad extra-curricular programme enhance pupils' learning. Supported by excellent teaching, pupils approach opportunities to work independently and together constructively. Highly effective planning and assessment procedures enable teachers to meet the needs of the pupils. Within lessons, teachers have high expectations of their pupils, providing suitable challenges for the more able and giving excellent support to those with SEND and EAL. Pupils thoroughly enjoy their learning and take pride in their work and achievements. They appreciate the opportunities the school offers them to develop their links with the local community.
- 2.2 The quality of pupils' personal development is excellent. From the EYFS onwards they play and work well together, learning to live with each other with tolerance and respect. They demonstrate concern, behaving with courtesy and kindness towards each other. Pupils relish opportunities to undertake positions of responsibility, enjoying moments when they can offer support to one another. The quality of boarding is excellent. Boarders feel safe in their boarding house and appreciate the efforts of staff to create a warm, welcoming environment for them. Pastoral care is excellent and staff lead by example as they advocate tolerance, friendliness and mutual respect. Relationships across the school are excellent and behaviour is exemplary. Arrangements for welfare, health and safety are excellent.
- 2.3 The governing body is careful to uphold and maintain focus on the school's founding aims. Good governance ensures that statutory requirements are met and provides appropriate support and challenge for managers. However, governor oversight of the EYFS and the boarding provision is limited. Leadership and management are excellent. A shared vision for the future, combined with critical self-review, ensures that managers plan effectively, provide clear direction and are successful in supporting, developing and motivating staff. Since the previous inspection, improved procedures to monitor teaching and learning are successfully employed, however the system for regular recorded supervision meetings with EYFS staff is not yet fully implemented. The school has excellent links with parents.

2.(b) Action points

(i) Compliance with regulatory requirements

- 2.4 The school meets all the requirements of the Education (Independent School Standards) Regulations 2014.
- 2.5 The school meets all the National Minimum Standards for Boarding Schools 2015.

(ii) Recommendations for further improvement

- 2.6 The school is advised to make the following improvements.
1. Ensure that governors extend their oversight into all areas of the school, including the EYFS and the boarding provision.
 2. Implement the system of regular, recorded supervision meetings with EYFS staff.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

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

- 3.1 The quality of pupils' achievements and learning is excellent.
- 3.2 Chafyn Grove School is highly successful in achieving its aim to inspire pupils with a love of learning and a zest for life.
- 3.3 In the EYFS, children thoroughly enjoy their learning and demonstrate excellent levels of achievement, including those with SEND, EAL and the more able. Younger children become increasingly confident with the alphabet and are able to form letters. Older children use their phonic understanding competently to write words, with some children writing longer sentences successfully. Many of the children can recognise and use mathematical symbols such as the plus and equals signs. All the children enjoy listening to stories, enthusiastically commenting on the actions of the characters and able to suggest reasons for their behaviour. Stimulating and exciting activities such as those based around their imaginatively constructed space station, engage the children, so that they become effective learners able to investigate problems independently.
- 3.4 In the rest of the school, pupils demonstrate excellent knowledge and mature understanding across the broad range of subjects studied. They apply their skills with competence and expertise, making constructive links between subjects with confidence. As a result of the exceptional provision of individually devised tasks in lessons, all pupils, including those with SEND, EAL and the more able, make excellent progress. Pupils are assured learners, relishing opportunities to work independently and with each other. They approach academic and creative subjects with equal enthusiasm and commitment. Pupils listen carefully to their teachers and to each other, expressing their ideas with a maturity beyond their years. Their literacy skills are excellent: younger pupils read and spell confidently and older pupils debate current affairs in an informed and reasoned manner. Their writing shows creativity and imagination across a variety of genres. Pupils are able to think logically and enjoy the challenge of solving problems in mathematics. They apply logical thinking in their science studies, diligently participating in investigative work. Pupils show high levels of creativity in their artwork, skilfully using a variety of media. They are competent users of information communication technology (ICT), for example, older pupils produced a news programme for broadcast on national television.
- 3.5 Pupils' physical skills develop to a high level. They engage in a wide range of sports enjoying success at county and regional level in cricket, rugby and squash. Of particular note is the sustained national success of the hockey squads. Pupils have been highly successful in national science, technical and mathematics challenges, Latin reading competitions and public speaking competitions.
- 3.6 Beyond the curriculum, achievement is also excellent. The school choirs perform locally and on foreign tours. A significant number of pupils are successful in external music examinations, many also participating in flute and clarinet ensembles and in the jazz band. Pupils have recently exhibited their artwork in a public display in Salisbury library.
- 3.7 The pupils' attainment cannot be measured in relation to average performance against national tests but, on the evidence available from discussions with pupils

and from scrutiny of their work, performance in lessons and the results of standardised tests of attainment in English and mathematics, it is judged to be excellent in relation to national age-related expectations. A significant number of pupils gain academic, all-rounder, music, drama and sports scholarships to senior schools with demanding entry requirements, and overall achievement at Common Entrance demonstrates a high level of attainment. Entry to selective grammar school is enabled by excellent results at the 11-plus examinations. This level of attainment represents excellent progress in relation to pupils of similar ability. Individually-tailored programmes of study enable pupils with SEND and EAL to make excellent progress. More able pupils successfully extend their understanding and learning by the opportunities provided for them within and beyond the curriculum.

- 3.8 Pupils of all ages approach their work with enthusiasm and a desire to improve. They demonstrate positive attitudes to learning, either independently or with each other, applying themselves diligently to the task in hand. Pupils are proud of their work and enjoy their learning.

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

- 3.9 The contribution of curricular and extra-curricular provision is excellent.
- 3.10 The curriculum, fully supported by an extensive programme of extra-curricular activities, covers all core areas of learning, enabling the school to meet its aim to provide a breadth of educational experiences for its pupils.
- 3.11 Well-qualified staff in the EYFS provide an excellent range of activities for children, both indoors and out, covering all seven areas of learning and enabling children to reach the expected levels of development. Clear understanding of the interests and needs of each child, including those with SEND and EAL, ensures that these are fully met. Activities led by staff and those that children choose encourage children to think and work independently. Younger children keenly experiment with paints and textures to produce vibrant pictures of spring flowers, while older children explore the varying textures, smells and effects when mixing flour, salt or bicarbonate of soda with white vinegar.
- 3.12 As they move up through the school, pupils benefit from the increasing provision of specialist teaching in all subjects, for example, physical education, music and languages. All study French from Year 1 with Spanish introduced in Year 4, Greek for the more able in Year 5 and Latin in Year 6. Pupils benefit from lessons in specialist classrooms, including well-equipped science laboratories, and ICT suites.
- 3.13 The curriculum enables pupils to achieve high academic standards and contributes strongly to their personal development. In addition to core subjects, the curriculum incorporates a further layer of enrichment led by specialist teachers, for example, 'Chess for Maths' in Year 4. Pupils develop a broader appreciation and understanding of their academic studies through cross curricular work such as using knowledge gained in history about the Anglo-Saxons to enhance their creative writing in English. The personal, social, health and economic education (PSHEE) programme further underpins the cross-curricular approach of the curriculum, and actively promotes such qualities as tolerance and respect. Activities have been introduced to encourage mental well-being. Creative subjects such as music, art, drama and design technology, enable pupils to express themselves through a variety of opportunities. The library offers a stimulating and purposeful environment for pupils to develop their awareness of current affairs through newspapers, books

and the internet. The sports facilities and highly specialist teaching greatly encourages participation in individual and team competitive sports.

- 3.14 Provision for pupils with SEND and EAL is strong. Planning is consistently well matched to meet individual needs. Early identification of the more able learners enables suitably challenging opportunities to be incorporated into schemes of work.
- 3.15 A comprehensive extra-curricular programme fully complements the curriculum. In their responses to the pre-inspection questionnaire, pupils were overwhelmingly positive about the choice of activities available to them, and the programme caters for all interests and abilities, stimulating pupils' personal and social development. The programme offers a diverse range of experiences from the discipline of bridge to the excitement of model building in Lego, experimenting with train circuits or developing cookery skills, as a few examples. Pupils are eager participants in the particularly strong sporting opportunities.
- 3.16 Older pupils are helped to prepare for their secondary schools and possible future careers through a series of talks from visiting speakers and excellent guidance from their teachers.
- 3.17 The exciting programme of educational visits and trips take advantage of local sites of interest and museums to reinforce studies in geography and history. Opportunities are provided for pupils to participate in the wider community, for example, through choral performances delivered by pupils to local elderly residents or through Year 8 running a science workshop for a nearby special needs school. Pupils' self-confidence and self-reliance are nurtured through on-site residential visits in Years 1, 2 and 3, and for Year 4 with an organised activity camp. Higher year groups enjoy overseas visits to Normandy and special bushcraft adventures. Visitors to the school broaden pupils' experience of the wider world, and activities to help raise funds allow pupils to demonstrate their empathy and care for those less fortunate than themselves. Great care is taken to ensure balance in the coverage of political issues.

3.(c) The contribution of teaching

- 3.18 The contribution of teaching is excellent.
- 3.19 Teaching is highly effective in promoting the progress of pupils. The provision fully supports the school's aim to be academically ambitious for pupils of all abilities in an environment where learning is fun, and to ensure that pupils are ready for the next stage of their educational journey. Careful monitoring by heads of department and senior managers has ensured greater consistency of teaching and marking, as recommended in the previous report.
- 3.20 In the EYFS, dedicated and highly skilled staff work with specialist teachers in music and ICT, to provide activities which enthuse, engage and motivate children. The recently introduced tracking system enables staff to record assessments and measure progress across all areas of the learning and development programmes. Thorough planning for individuals ensures that each child's learning is supported and extended appropriately. This was seen in a mathematics session when, after children happily shared seeds among toy animals, differentiated groups tackled extended mathematical concepts at their own pace. Staff have high expectations of all the children, including those with SEND or EAL and the more able children. The good resources are used fully to support children's learning. Well-equipped rooms

are colourful and stimulating with the children's work imaginatively displayed, meeting a recommendation in the previous report.

- 3.21 From Year 1, teaching continues to be highly effective in enabling pupils of all abilities to make rapid progress. Teachers demonstrate excellent subject knowledge and understanding of the needs of the pupils in their charge. Lessons are extremely well planned, providing a variety of lively tasks to foster independence, engage and interest pupils. Lessons offer an excellent balance of individual, paired and group work with the result that pupils approach independent learning with confidence and also learn to work constructively together. Thorough preparation enables teachers to provide activities carefully matched to individual needs of pupils, so that the more able pupils are suitably challenged. Teachers target those needing specialist help and support, both through one-to-one and small focused group teaching. As a result, pupils with SEND and EAL receive excellent intervention and support.
- 3.22 A clear marking policy is implemented consistently across subjects and year groups. Highly effective marking enables pupils to understand the progress they are making and how their work can be improved. Pupils are highly appreciative of the verbal feedback they frequently receive when work is returned, and almost all pupils responding to the questionnaire, said that their teachers help them to learn. A comprehensive range of assessments and standardised testing procedures enable teachers to assess and monitor the progress of pupils over time with accuracy. Coverage of political views is strictly non-partisan in approach.
- 3.23 Teachers develop mutually respectful and trusting relationships with their pupils and as a result, an atmosphere is created in which pupils feel comfortable to ask questions to clarify their understanding. Lessons embody the ethos that mistakes do not matter as long as they help you learn, and pupils enthusiastically embrace the concept. This was seen in a Year 7 drama lesson where pupils were experimenting with regional accents with great mutual enjoyment. Almost all pupils who responded to the questionnaire, indicated how pleased they are with the progress they are making and parents expressed equal satisfaction.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

- 4.1 The spiritual, moral, social and cultural development of the pupils is excellent.
- 4.2 Pupils' high standards of personal development strongly reflect the school's aim to give them the confidence and courage to live fulfilling lives with respect for each other.
- 4.3 From their first experiences of school life, children in the EYFS learn to play together, to share and to take turns. They are quick to co-operate and help each other. They are able to listen carefully to each other and to adults, gaining understanding of kindness and sharing, tolerance and respect. They enjoy opportunities to take on responsibilities, the youngest eagerly tidying up their toys and the older children helping to clear lunch tables. Children are well prepared for transition to the next class, joining in assemblies, sharing the older ones' facilities and playing in outdoor play areas. They are proud of their school and showed their parents around their classrooms with delight on the open afternoon during the week of inspection.
- 4.4 Throughout the school community, pupils demonstrate well-developed spiritual awareness. They have a deep appreciation of the non-material aspects of life, for example their respect for the natural world around them in their woodland areas. They are reflective and mature, dealing with difficult issues such as failure, with sensitivity in class assemblies. Pupils demonstrate high self-esteem, communicating their points of view confidently while respecting that of others. They are aware of the nature of faith, exploring a variety of different religions in their religious studies lessons and through visits to a Gurdwara. They show strong understanding of the Christian year when discussing Lent and posting leaves on their promise tree. They contribute confidently to school life, acting as guides for prospective parents and participating in public speaking and debating activities.
- 4.5 Pupils' moral development is excellent. They have a keen sense of right and wrong and are appreciative of the need for rules and a code of behaviour. Pupils are kind and considerate towards each other and understand the importance of honesty. Their behaviour around school is exemplary. Pupils recognise the need for tolerance, mutual respect and the importance of individual freedom. They have an appropriate sense of the civil and criminal law of England and discuss moral issues and current affairs competently.
- 4.6 The social awareness and sense of responsibility of the pupils is excellent. They undertake positions of responsibility with diligence and contribute sensibly to the school council. Pupils are keenly aware of their roles as individuals in a community and are courteous, helpful and kind towards each other. Year 2 pupils, for example, help Reception at lunch and older pupils are generous with their support when asked for help by younger pupils. Community spirit is encouraged through pioneer activities in Year 4, and Years 7 and 8 develop the skills needed for conflict resolution and team-building through externally arranged weekend events. Across the school, pupils raise funds for those less fortunate than themselves. They display a sense of fairness in sports competition. Pupils' personal development is enriched by their knowledge of public institutions and services. Pupils can recognise and understand the roles of the Queen and the Prime Minister and have a clear understanding of democracy.

- 4.7 Pupils have a well-developed sense of cultural diversity and speak confidently about the need for understanding and respecting others' beliefs. In a themed history and modern languages day, pupils showed that they had learned and understood aspects of the influence of the past on the present. Older pupils understand the value of learning a language in order to gain insight into another culture. Pupils develop a strong understanding of Western culture through their studies in art and music. In all year groups, pupils demonstrate a sincere respect for others regardless of differences in background, culture, language or personal characteristics.
- 4.8 By the time they leave school, pupils display an extremely high standard of personal development. They are mature and confident young people, clearly understanding the needs of others and thoroughly prepared for the next stage of their education.

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

- 4.9 The contribution for pastoral care is excellent.
- 4.10 Dedicated staff provide caring support and guidance for pupils, fulfilling the school's aim to create a welcoming, trusting environment where each individual may flourish.
- 4.11 In the EYFS, staff fulfil their roles as key people, developing close, supportive relationships with the children and ensuring their needs are met. As a result, children are confident in themselves and in the adults who care for them. They feel safe and behave well. They are encouraged and praised for making healthy choices in food and readily take exercise both outside and in organised physical education sessions.
- 4.12 Throughout the school, relationships between staff and pupils are respectful and positive. Pupils know whom to approach for support and are confident in receiving help and guidance from the adults who look after them. Pupils treat each other with kindness and respect, forming secure and supportive friendships. Almost every parent responding to the pre-inspection questionnaire expressed high levels of satisfaction with the way staff look after their children.
- 4.13 Pupils are encouraged to develop healthy eating habits through aspects of the PSHEE programme and the healthy and nutritious food provided in school. Games sessions, fixtures and activities throughout the school week, enable pupils to take frequent exercise and keep fit and healthy.
- 4.14 The school successfully promotes good behaviour and guards against bullying and harassment through a consistently applied system of rewards and sanctions. It takes due account of any related difficulties. A small minority of parents, and a few pupils, indicated that they were not always happy with the way the school deals with bullying. Through careful scrutiny of policies and records, and in discussions with staff, pupils and parents, inspectors consider that the school takes bullying, including cyber-bullying, extremely seriously and is successful in handling any incidents which may occur.
- 4.15 A few pupils, responding to the questionnaire, indicated that the school does not seek their opinions or respond to them. Inspection evidence found that pupils are able to contribute their views in many ways either through the school council or less formally, with their tutors.
- 4.16 The school has a suitable plan to improve educational access for pupils with SEND.

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

- 4.17 The contribution of arrangements for welfare, health and safety is excellent.
- 4.18 In the EYFS, children's welfare is promoted fully. Safeguarding procedures are followed rigorously. Staff undertake regular training and understand the arrangements to prevent radicalisation and extremism. Staff are aware of the additional needs of vulnerable children and closely monitor attendance. All the children can manage their own hygiene needs and are helped to understand the importance of hand washing to remove germs by a demonstration with a lightbox given by the school nurse.
- 4.19 Throughout the school, the comprehensive health and safety policy is effectively implemented with appropriate oversight of the governing body. Annual risk assessments for buildings and grounds are detailed with action taken as required. A high proportion of staff receive first aid training, including paediatric first aid. The school has suitable facilities for the care of sick pupils, and pupils who are unwell are properly cared for. Excellent procedures are implemented to record accidents and incidents and records are effectively monitored to identify possible patterns. Due care is taken to ensure the welfare, health and safety of those on school trips with specific physical or learning needs.
- 4.20 The school makes every effort to minimise the risk of fire. Fire drills are undertaken on a termly basis and equipment is regularly tested and well maintained. Staff receive appropriate training and a fire officer is on site at all times. Records are thorough.
- 4.21 The school implements comprehensive safeguarding policies effectively. Procedures are thorough and regularly reviewed. All staff receive termly refresher sessions in child protection matters from appropriately trained designated staff, with further training every third year by local safeguarding agencies. All staff are familiar with the latest guidance and on the latest safeguarding strategies for example, how to identify and combat radicalisation. Positive links are maintained with local welfare agencies and a suitable number of senior managers have been trained in safer recruitment.
- 4.22 The admission and attendance registers are correctly maintained and stored, and staff know what to do if a pupil were to go missing.

4.(d) The quality of boarding

- 4.23 The quality of boarding is excellent.
- 4.24 Outcomes for boarders are excellent. Different cultures and traditions are warmly welcomed in accordance with the boarding ethos of mutual respect and tolerance. Boarders flourish in the nurturing atmosphere and become confident, independent young people. A very large majority of boarders responding to the pre-inspection questionnaire, indicated that they get on well together in the house and enjoy their boarding experiences. A few parents disagreed. However, inspectors noted the warm, positive atmosphere among boarders; that new and overseas boarders settle quickly, benefitting from the carefully arranged induction programme and that boarders with SEND and EAL are well supported. Boarders are encouraged to share their opinions through daily informal contact with the staff who look after them, as well as through house meetings. They were enthusiastic about changes made as a result, including clocks being introduced into dormitories. Boarders benefit from

opportunities to undertake roles of responsibility, such as the termly appointment of a head of house. They receive appropriate training and support for their roles. Experienced staff work hard to ensure an environment of openness and harmony. The behaviour of boarders is excellent. Relationships between boarders and staff are trusting and positive and boarders know how to approach staff when they need guidance or support. Noticeboards display a variety of external helplines including that of the independent listener.

- 4.25 The quality of the boarding provision and care is excellent. The boarding house is well maintained, properly lit, clean and warm. Furnishings are attractive. Boarders socialise in common rooms and the extensive, well-maintained grounds. Large, bright dormitories are shared between groups of boarders, with appropriate segregation of the boys and the girls. Boarders are encouraged to personalise their areas. Toilets and showers have appropriate privacy. The laundry service is managed efficiently. Boarders may easily keep in contact with parents and friends, and use the internet to keep abreast of current affairs. Lockable cupboards enable boarders to keep their belongings safe.
- 4.26 In their questionnaire responses, a very small minority of boarders expressed concern about the availability of snacks and drinking water and the quality of the food. Fruit is always available, with extra snacks of toast and cereals freely provided. Drinking water is available at all times throughout the school. Inspectors found meals to be of a high standard with well-planned menus offering a healthy balance and catering for all needs. Food is locally sourced wherever possible and is home-cooked, providing a suitable range, quality and quantity at mealtimes. Stationery and personal items may be obtained from the matrons.
- 4.27 A qualified nurse is available throughout the school day and may be contacted at weekends and at night for advice. Consultations with external professionals, such as doctors, are arranged as needed. Medication is administered and stored correctly with scrupulously maintained records. Confidentiality is strictly maintained. Boarders who self-medicate understand the responsibility they have been given. Any complaints are handled swiftly and sensitively and in accordance with the published complaints policy.
- 4.28 The effectiveness of arrangements for welfare and safeguarding is excellent. All boarding house staff have received appropriate training and clearly understand their safeguarding responsibilities. The anti-bullying policy, including cyber-bullying, is correctly implemented and appropriate risk assessments are regularly updated. Fire evacuation drills take place each term in boarding time and are appropriately recorded. Visitors to the boarding floor are strictly monitored and code activated locks on all doors, together with appropriate close circuit televisions, increase the level of safety for boarders. Suitable procedures enable staff to know where boarders should be at all times, and staff know what to do in the unlikely event that a boarder be missing. The school implements appropriate staff recruitment procedures and only adults employed by the school occupy the appropriately separate residential accommodation. Boarders always know who is on duty and can easily contact staff at night.
- 4.29 The effectiveness of leadership and management of the boarding provision is excellent. There is a suitable statement of boarding principles and this is fully reflected in practice. Communication between staff is excellent with weekly formal meetings and daily informal contact. House log books enable the effective sharing of information at hand-over periods. Appropriate access to electronically stored

information allows managers to identify any patterns in behaviour giving cause for concern and highlights boarders' achievements. Newly appointed staff receive suitable induction and all staff benefit from regular appraisal and opportunities for continued professional development. Governors do not visit boarding on a frequent basis but maintain some oversight of the boarding provision through regular reports from senior managers. Responding to the pre-inspection questionnaire, parents wholeheartedly indicated their high levels of satisfaction with the way boarding staff look after their children and keep them safe.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is good.
- 5.2 Governance successfully promotes the school's aim to provide a safe and happy environment where children are encouraged to become lifelong learners. Supported by good governance, the school is highly successful in combining a strong academic base for pupils with excellent standards of pastoral care and personal development.
- 5.3 Governors receive appropriate training for their roles, including child protection training, and have a suitable range of expertise and skills. The clearly defined committee structure allows governors to monitor many areas of the school. However, oversight for the early years and the boarding provision is not maintained in sufficient depth to ensure the highest quality of involvement in all aspects of the school's provision. Governors carefully evaluate the school's performance through regular staff presentations and careful scrutiny of examination results and the success of the extra-curricular programme.
- 5.4 Governors are dedicated in their support and challenge for the school and provide strong stimulus for improvement. Governance provides successfully for the development and maintenance of the school's accommodation, facilities and resources, and has been successful in recruiting high quality staff. Arrangements for promoting welfare, health and safety and budgetary control are effectively monitored. Governors are fully aware of their legal responsibilities and maintain thorough oversight of required policies and procedures. All governors undertake an annual review of safeguarding arrangements and their effectiveness.

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

- 5.5 The quality of leadership and management, including links with parents, is excellent.
- 5.6 In the EYFS, the high quality leadership ensures that children and their families are welcomed to a safe and stimulating setting. All staff understand and share a clear vision for the development of the children in their care. Priorities for improvement and professional development are identified through an effective system of self-evaluation. Educational programmes are effectively monitored and a thorough system of assessment enables staff to establish the progress children are making. Managers mentor and support staff, encouraging them to discuss ways of improving personal effectiveness in the setting. However, the procedure for holding and recording these discussions is not yet fully implemented. Staff in the EYFS actively promote the children's understanding of equality, diversity and aspects such as tolerance, democracy and the rule of law through vibrant displays and celebrations. As they don wet weather clothes to play in the wooded areas, children are encouraged to develop values of resilience and tenacity.
- 5.7 Throughout the school, excellent leadership, well supported by managers at all levels, enables the school to fully meet its aims to inspire children for life and learning in an outstanding and happy environment. Positive strategies to enhance the provision for pupils have been successfully implemented by managers. As a result, pupils, including those with SEND, EAL and the more able, attain high

standards and develop excellent personal qualities. Pupils feel safe and happy at school. Constantly improving changes in senior management roles are being implemented to strengthen links between all parts of the school.

- 5.8 Heads of department routinely monitor standards of teaching and learning. Highly effective future planning is based upon accurate self-evaluation and procedures for evaluating pupils' ability and progress are highly effective. Schemes of work are excellent and planning is thorough and consistent across all departments. As a result, pupils are offered exciting opportunities to enhance their learning, such as through the innovative use of ICT and extensive cross-curricular links between subjects. The strong tutor system supports pupils extremely well and promotes very high levels of pastoral development. Teaching staff benefit from regular formal appraisal and continuing opportunities for professional development.
- 5.9 Systems to ensure the recruitment of suitable staff are diligently applied. All staff receive regular training in their roles in safeguarding, welfare, health and safety. Policies meet requirements and are properly implemented. Checks to ensure the suitability of governors, staff and others as required, are rigorously carried out.
- 5.10 In questionnaire responses and in discussions, parents expressed an extremely high level of satisfaction with the educational progress of their children, the care they receive and their happiness in school. Parents also appreciate the high standards of behaviour and the range of the curriculum provision.
- 5.11 As children begin their education at the school, the whole family is warmly welcomed into the community of the school and strong, constructive relationships are rapidly established. In the EYFS, information on future class activities is available on the parents' board, enabling them to see what is planned for their children in the coming week. The EYFS has further improved its links with parents by the introduction of an electronic communication system which allows parents immediate access to information about their child's progress.
- 5.12 Throughout the school, staff work closely with parents. Regular parents' evenings offer opportunities for parents to discuss their children's progress and development. Parents are invited to meetings explaining the curriculum, or talks designed to help parents considering the next stage in their children's education. Parental involvement is encouraged by such means as contact books, planners and regular newsletters. In discussions with inspectors, parents were particularly appreciative of the ease of contact with teachers and office staff. Comprehensive reports provide parents with detailed information about the progress of their children, with guidance as to how their learning might progress. Parent speakers visit the school to share their experiences with pupils, for example, working with refugees fleeing war.
- 5.13 Parent representatives organise events so that parents and children new to the school can meet classmates before the start of term, and the website provides parents and parents of prospective pupils with much useful information. The school has an effective and appropriate procedure to deal with complaints which meets requirements.
- 5.14 Almost all parents responding to the questionnaire, expressed satisfaction with the education provided for their child and would recommend the school to other parents.

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