



INDEPENDENT SCHOOLS INSPECTORATE

INTEGRATED INSPECTION

CHIGWELL SCHOOL

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Chigwell School

Full Name of School	Chigwell School
DfE Number	881/6006
Registered Charity Number	1115098
Address	Chigwell School High Road Chigwell Essex IG7 6QF
Telephone Number	020 8501 5700
Fax Number	020 8500 6232
Email Address	hmpa@chigwell-school.org
Head	Mr Michael Punt
Chair of Governors	Mrs Susannah Alier
Age Range	4 to 19
Total Number of Pupils	912
Gender of Pupils	Mixed (476 boys; 436 girls)
Numbers by Age	4-5 (EYFS): 39 5-11: 259 11-19 586
Number of Day Pupils	Total: 884
Number of Boarders	Total: 28 Full: 28
Head of EYFS Setting	Mrs Evelyn Gibbs
EYFS Gender	Boys and Girls
Inspection Dates	15 Mar 2016 to 18 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 boarding intermediate inspection was in January 2014 and the previous ISI standard inspection was in February 2010.

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.

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 Roberta Georghiou	Reporting Inspector
Mrs Kathryn Benson-Dugdale	Team Inspector (Senior Tutor, HMC school)
Mrs Loraine Cavanagh	Team Inspector (Former Head, IAPS school)
Mr Richard Dain	Team Inspector (Deputy Head, HMC school)
Mrs Penny Forsyth	Team Inspector (Former Head, IAPS school)
Mr Craig Jenkinson	Team Inspector (Deputy Head, HMC school)
Mrs Anne Price	Team Inspector (Former Staff Development Co-ordinator, HMC school)
Mr Eugene Sharkey	Team Inspector (Director of Studies, IAPS school)
Mr Stephen Bailey	Co-ordinating Inspector for Boarding
Mrs Diane Riley	Boarding Team Inspector (Head of Boarding, ISA school)
Dr Wendy Bowring	Co-ordinating Inspector for Early Years

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Chigwell School is a co-educational day school for pupils aged 4 to 19, with boarding for international pupils who join in Years 12 and 13. It was founded in 1629, initially as a boys' school. The school occupies a 100-acre site in Chigwell, north-east London. It is an educational charity, overseen by a board of governors who are also trustees of the charity.
- 1.2 The school aims to provide pupils with opportunities and encouragement to develop and discover interests and talents across and beyond the curriculum so that they can play a full part in the life of the school and make a positive contribution to society. It seeks for pupils to develop a determined, independent spirit, taking responsibility for themselves and their relationships with others. The school aspires for excellence, both as a learning community and through its links with the wider community.
- 1.3 The school has 912 pupils; 476 boys and 436 girls. Pupils are from a wide range of ethnic and religious family backgrounds, and most live within a 5-mile radius of the school. Since the previous full inspection, the school has opened a pre-preparatory section on the same site. It accommodates 112 of the pupils, aged 4 to 7 years, including 39 children in the Early Years Foundation Stage (EYFS). The junior school comprises of 356 pupils aged 7 to 13, and 444 pupils aged 13 to 19 are in the senior school. Of these, 185 pupils are in Years 12 and 13. Other recent developments include expansion of the site, and the opening of 2 science laboratories and new boarding accommodation for boys. The girls' boarding houses and the catering facilities have been redeveloped to include a coffee shop for Years 12 and 13. New rehearsal space has been created in the drama centre.
- 1.4 The school has 4 boarding houses, 2 for boys and 2 for girls. It also has 8 day houses, 4 for the junior school and 4 for the senior school. All pupils belong to one of these day or boarding houses. Nearly all of the 28 boarding pupils are from overseas, representing 16 different countries.
- 1.5 The ability profile of the pupils throughout the school is above average. English is spoken as an additional language (EAL) by 26 pupils, around half of whom require support. The school has identified 24 pupils as requiring support for special educational needs and/or disabilities (SEND). Also, 1 pupil has an education health and care (EHC) plan.
- 1.6 National Curriculum (NC) nomenclature is used throughout this report to refer to year groups in the school. The year group nomenclature used by the school and its NC equivalence are shown in the following table.

School	NC name
Pre Preparatory	Year 1
Pre Preparatory	Year 2
Lower 1	Year 3
Lower 2	Year 4
Upper 1	Year 5
Upper 2	Year 6
Third	Year 7
Fourth	Year 8
Removes	Year 9
Lower Fifth	Year 10
Upper Fifth	Year 11
Lower Sixth	Year 12
Middle Sixth	Year 13

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 Achievement is excellent throughout the school, including in the EYFS and for pupils who have SEND and EAL. They make excellent progress as a result of them thoroughly enjoying their learning and having particularly well-developed levels of knowledge, understanding and skills. The curriculum very successfully supports their high-quality education as it provides stimulation, is well-balanced and is adapted to meet the needs of individual pupils including the more able. It includes a comprehensive programme in information and communication technology (ICT) from Years 1 to 7, but opportunities to extend learning in ICT are not as prolific in the EYFS or after Year 7. Pupils benefit from an extensive range of extra-curricular activities and links with communities both at home and abroad. Teaching is highly effective in promoting pupils' progress because it builds thoroughly on pupils' knowledge and is based on full understanding of pupils' needs.
- 2.2 Pupils' personal development is excellent throughout the school. They are tolerant and appreciate non-material aspects of life. Pupils display maturity and they respect others, regardless of background or personal characteristics. They have highly developed cultural awareness and a developed understanding of British characteristics. Strong relationships between staff and pupils, and among the pupils themselves contribute to the highly effective pastoral structures and guidance. The school promotes positive behaviour, but the broad flexibility of its policy leads to occasional inconsistency of approach in applying sanctions. Arrangements for welfare, health and safety are good. Inconsistencies within policies and procedures were remedied during the inspection. Vetting of staff and governors is thorough, meeting a requirement of the previous inspection. The quality of boarding is excellent and the previous recommendation for boarding has been fully met.
- 2.3 Governance, leadership and management are good overall. They are excellent in ensuring the continuing high standards of pupils' achievement and pupils' personal development. They are also excellent in securing effective development of the school. Governance is largely effective in its oversight of the school and strongly upholds the school's aims. It conducts carefully the annual review of safeguarding and child-protection arrangements throughout the school. Governors have not been fully effective in discharging their responsibilities for statutory requirements, or in monitoring how well the school complies with these. Leadership and management have not been fully effective in their implementation of all the requirements. A rigorous appraisal system ensures that the previous inspection recommendations in this regard are fully met. The school has excellent links with parents, who are very positive about all aspects of the school.

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. Extend the opportunities for pupils to use ICT in Years 8 to 13, and ensure that children in the EYFS have greater opportunities to use the ICT facilities available across all areas of the curriculum.
 2. Refine current procedures to ensure that sanctions are applied fairly and consistently throughout the school.
 3. Ensure that whole-school policies and procedures are clear and comprehensive, and that they are implemented fully and consistently.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

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

- 3.1 The quality of the pupils' achievements and learning is excellent.
- 3.2 The high levels of achievement throughout the school fully support its aim to be an excellent learning community.
- 3.3 Children in the EYFS thoroughly enjoy their learning and achieve well in relation to their starting points, abilities and needs. Achievement in literacy and numeracy is particularly high. Reception children read simple texts confidently. They can construct basic sentences. Some can write longer texts for different purposes. Reception children can choose different coins appropriately, to add up to a set amount. Children throughout the EYFS are active learners and thrive on opportunities to explore and investigate, for example they were observed creating fairy houses in the woodland and using well-developed critical thinking skills when searching for the missing gingerbread man.
- 3.4 Pupils in the rest of the school, including those with SEND or EAL, display particularly high levels of knowledge, understanding and skill. They are highly articulate and enjoy expressing their own views and exchanging ideas with their peers and teachers. Pupils read confidently and their writing is well developed. They can reason logically and critically. Pupils are able to think independently, and they enjoy opportunities to develop extended pieces of work. They apply mathematical skills effectively. Pupils are highly creative in practical subjects such as design and technology, and art. Most use ICT productively as a support for their learning and also to enhance the presentation of their work.
- 3.5 The pupils' achievement is further extended by their participation in wide and varied extra-curricular activities, for example in music and in speech and drama. Year 12 and 13 pupils have enjoyed success in regional debating competitions. Pupils have gained awards in national challenges and competitions, in areas such as linguistics, mathematics and science. They gain bronze, silver and gold awards in The Duke of Edinburgh's Award (DofE) scheme. School hockey and football teams are current regional champions and the under-15 boys' football squad are recent national finalists. Representational honours have been gained by individual pupils in hockey, netball, swimming and cricket.
- 3.6 The following analysis uses the national data from years 2012-2014. These are the most recent three years for which comparative statistics are currently available. Pupils were first entered for assessments in Year 2 in 2014. In that year attainment was well above the national average for maintained junior schools, and data for 2015 indicate that attainment has improved. In Year 6, attainment in national tests has been exceptional. Attainment at GCSE is above the national average when compared with maintained schools, and in line with the national average when compared with maintained selective schools. International GCSE (IGCSE) attainment is higher than worldwide norms. Attainment at A Level has been well above the national average when compared with maintained schools, and above the national average when compared with maintained selective schools. Attainment in Extended Project Qualification (EPQ) and Higher Project Qualification (HPQ) is strong. In 2015, at the end of Year 13 nearly all of the pupils applied to university and the large majority gained a place at their first choice.

- 3.7 The achievement of pupils with SEND is in line with their peers. They achieve well as a result of their positive responses to the support that they receive from staff, and because of the very considerable determination that they display in their efforts. Pupils with EAL also achieve in line with their peers. They make very good progress in their acquisition of English, as evidenced by their use of it in lessons and their success in the International English Language Testing System (IELTS) examination. The achievement of more able pupils is high as a result of the excellent teaching that they receive.
- 3.8 This level of attainment shows that pupils overall make progress that is high in relation to the average for pupils of similar abilities.
- 3.9 Pupils demonstrate very positive attitudes to learning. They are enthusiastic and committed. Pupils take pride in their work which is well organised and carefully presented. The more able work quickly and independently. Some of these pupils rely upon the information that they receive from teachers, but many when provided the opportunity respond well to the challenge of developing their own ideas.

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

- 3.10 The contribution of curricular and extra-curricular provision is excellent.
- 3.11 The curriculum very successfully supports the school's aim to provide a high-quality education. Educational programmes in the EYFS are highly successful in helping children reach their expected levels of development across all seven areas of learning. The good balance of activities fosters independent learning and imaginative play, for example children were observed creating their own fairy tales in the role play area. A broad range of extra-curricular activities including storytelling, dance, arts and crafts, and a computer club enhances the overall provision for Reception children.
- 3.12 The curriculum in Years 1 to 6 provides excellent stimulation for pupils. The development of literacy and numeracy skills is emphasised. Science, humanities, sports, and aesthetic, creative and outdoor education also have sufficient prominence. Religious education (RE) includes a study of world religions. The introduction of philosophy in Years 1 and 2, and thinking skills in Years 3 and 4 are recent innovations which have added value to the pupils' educational experience. Specialist teaching in French is provided from Reception. In ICT pupils follow a comprehensive scheme of work, with an excellent coding module in Year 2.
- 3.13 In Years 7 to 11 a well-balanced range of subjects covers arts, languages, mathematics, sciences, sports and humanities including RE. The teaching of ICT as a separate subject in Year 7 provides pupils with a broad range of opportunities to develop ICT skills. Fewer opportunities in this regard are available for pupils in Years 8 to 13. Since the previous inspection, more IGCSE subjects have been introduced. Pupils in Years 12 and 13 can choose from a wide range of A level courses that develop the necessary skills in preparation for university life and beyond.
- 3.14 Careers education begins in Year 7; it covers guidance regarding subject choices, and from Year 10 it encourages work experience. In Years 12 and 13, advice on higher education choices is provided in tutor time. Those who choose not to follow the university path are offered assistance and impartial advice to help them select possible career options and to encourage them to fulfil their potential. Links with parents and alumni enrich this area of the school's provision.

- 3.15 The programme for personal, social health and economic education (PSHE) is thorough. For Years 1 to 6 it deals with issues such as relationships, healthy lifestyles and personal safety. In the senior school the programme provides further suitable opportunities for pupils to develop an understanding and knowledge of modern British society, covering topics such as democracy, the rule of law and individual freedom.
- 3.16 The school adapts the curriculum where needed so that it meets the needs of individual pupils with SEND. Pupils with EAL have the opportunity to follow the IELTS programme. The school has also devised a clear programme for identifying more able pupils. These pupils benefit from setting in some subjects, and planning provides for their needs in others.
- 3.17 An excellent range of extra-curricular activities contributes significantly to the educational, intellectual and personal development of pupils. It includes a host of musical, dramatic and foreign language clubs. For older pupils, choices include a young engineers club, gardening club and Islamic society. Scouts is a popular option. Many pupils take part in the DofE scheme. Some pupils opt to undertake the EPQ or HPQ which enables them to develop research skills and independence in their learning. The school's 'Learning +' programme provides additional challenge for the more able pupils.
- 3.18 Pupils benefit from a very extensive range of educational visits such as a 'pirate day' for the youngest at the National Maritime Museum, a residential stay on the Isle of Wight for junior-age pupils, and a geography trip to Iceland for senior school pupils. Visitors to the school such as a local MP and representatives of different religions enrich the pupils' understanding of British characteristics.
- 3.19 Pupils benefit from the wide variety of links with communities, both at home and abroad. The school establishes links with local state schools through hosting a variety of educational events. It also has links further afield which develop pupils' broader international awareness, such as that with a school in India.

3.(c) The contribution of teaching

- 3.20 The contribution of teaching is excellent.
- 3.21 Teaching has improved since the previous inspection. Throughout the school, it is highly effective in promoting pupils' progress. It fully supports the aims of the school to enable all pupils, including those with SEND or EAL, to develop their competencies and learning skills.
- 3.22 In the EYFS highly experienced, knowledgeable and enthusiastic staff motivate children to learn. Well-developed, comprehensive systems of assessment contribute positively to planning; individual children's interests influence future learning activities. Excellent teamwork amongst staff means that the needs of each child are well known and their learning and development are nurtured as a result. Excellent resources within the purpose-built setting enhance activities planned by teachers, although the full range of ICT equipment is not readily available for children within the classroom to use when they want to. The wider facilities of the school such as the chapel, woodlands and sports grounds fully support children's learning.
- 3.23 Throughout the school, effective and detailed planning is based upon a secure understanding of pupils' needs and strongly fosters pupils' interest and enthusiasm.

Teaching builds very well on pupils' knowledge, and benefits from a thorough understanding of pupils' personalities and needs. It employs a variety of approaches which are well matched to pupils' abilities, such as effective questioning to elicit higher level responses.

- 3.24 Assessment is used very effectively to evaluate individual attainment, inform planning and to formulate next steps. Teachers' marking of work, at its best, motivates pupils to make rapid progress by providing a clear indication of how they could improve. Pupils in interview said that they value this approach. Occasionally, teachers' marking for pupils in Years 7 to 11 lacked such clear advice. In their questionnaire responses, a small minority of pupils did not agree that their homework helps them to learn. The inspection found that homework set is appropriate, supports learning and helps pupils to progress.
- 3.25 Teaching demonstrates very strong subject knowledge which is used to enable pupils to develop their own learning skills, leading to a keen sense of individual achievement. Time is well managed and resources used effectively. Teaching benefits from the excellent relationships between staff and pupils. At all times it promotes tolerance and respect. Where political issues are covered, discussion is non-partisan and balanced.
- 3.26 Work is suitably planned to match the range of ability. For instance, pupils in a pre-preparatory school mathematics lesson were challenged outdoors to solve questions using addition and subtraction, followed by answering problems which were either designed to challenge the more able or to provide the less able with a strong sense of achievement from completing tasks more suited to their abilities.
- 3.27 Much of teaching fosters independence; for example the pupils enjoy researching individual projects that they are set. Year 12 and 13 pupils in particular are encouraged to share knowledge gained from their independent research. The more able pupils are identified from standardised and school tests in order that they may be challenged in lessons.
- 3.28 Pupils who have SEND are well supported in lessons. Teaching follows the provision set out in EHC plans and in those plans devised by the school for the pupils it has identified with SEND. Those pupils with SEND for whom it is appropriate receive learning support on a regular basis. In addition, some benefit from additional help in their lessons from appropriately trained teaching assistants. In interview, pupils who are receiving learning support expressed an appreciation of the support staff who help them. Pupils with EAL, the great majority of whom are in Years 12 and 13, are also supported in lessons because teaching pays particular attention to their needs, for example in acquiring new vocabulary. Pupils who need assistance with their learning at any stage are supported effectively, for example the school provides clinics in subjects at both GCSE and A level.

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 The school strongly promotes principles and British values which enable the pupils' personal development across the school. This supports fully the school's aim to encourage an awareness of the spiritual side of life and an inclusive approach to others.
- 4.3 Children in the EYFS make a positive contribution to their own learning. They cooperate well with their peers, such as when children read to each other and discuss the parts that they enjoyed the most. Children display self-confidence in their comfortable relationships with their peers and their teachers, showing respect for each other's feelings. They readily take on simple responsibilities such as taking registers and proudly act as line leaders. Two members of the class represent the views of their peers at school council meetings. All British characteristics are strongly promoted, including learning to treat everyone equally and respecting the variety of cultures represented in the class. Children are extremely well prepared for their transition to the next stage.
- 4.4 Pupils display excellent spiritual awareness. They are tolerant, respectful, appreciate non-material aspects of life and value different religious beliefs. Pupils were observed in moments of quiet reflection. They are emotionally mature and demonstrate awareness of spiritual dimensions.
- 4.5 Pupils have excellent moral awareness. They keenly debate moral issues in lessons, in extra-curricular activities and as part of their PSHE programme. They display respect for norms of good conduct, the civil and criminal law of England and moral and ethical values, for example pupils in a Year 4 PSHE lesson spoke confidently about the rights and responsibilities of parents. During their daily routines, the great majority of pupils demonstrate that they have the maturity to make the right decisions. Pupils respect others, regardless of background or personal characteristics.
- 4.6 The pupils' social development is excellent and prepares them well for life beyond school. Pupils demonstrate that they understand and respond to the needs of those less fortunate than themselves through their involvement in an extensive number of charity fund-raising initiatives. Many older pupils engage in voluntary work with local organisations; all Year 7 and Year 9 pupils undertake community projects. A small minority of pupils in their questionnaire responses stated that they were not provided the opportunity to take on positions of responsibility. Inspection evidence does not support this view; pupils enjoy the opportunity to undertake a wide variety of leadership roles, for example as prefects, 'form friends', mentors to overseas boarders, chess buddies and heads of house, often providing a support structure for younger pupils.
- 4.7 Pupils have highly developed cultural awareness and eagerly seize the opportunities made available to them within and outside the curriculum such as talks by guest speakers, regular music and drama performances, and visits to exhibitions and galleries which broaden their appreciation of their own and other cultural traditions. The variety of pupils' cultural backgrounds enriches the life of the school. International boarders say that British traditions come across very strongly and

appreciate the way in which pupils share their culture. These boarders also share their own cultures with members of the school community during international evenings to celebrate events such as Chinese New Year and Diwali.

- 4.8 Pupils have a very strong understanding of the traits that comprise Britishness including the rule of law and the right to individual liberty. Through assemblies, religious services and the PSHE programme, pupils develop a very good understanding of public institutions and services of England, and the British democratic process.
- 4.9 Pupils leave the school as mature, tolerant and well-rounded individuals who have a very clear understanding of their responsibilities and display excellent standards of personal development. They are well-prepared for the next stage of their lives and suitably equipped to face the challenges ahead.

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

- 4.10 The contribution of arrangements for pastoral care is excellent.
- 4.11 Staff provide highly effective support and guidance for the pupils in accordance with the school's aims.
- 4.12 Within the EYFS, a key person ensures that each child feels safe and secure at all times and that their needs are met. Extremely positive relationships are formed with all adults in the EYFS, who know all the children well. Children's behaviour is exemplary. Significant emphasis is placed on healthy lifestyles, and healthy eating is encouraged. Reception children understand why their bodies warm up after exercise and the importance of sleep.
- 4.13 The relationships between staff and pupils, and among the pupils themselves strongly contribute to a supportive culture throughout the school within which the pastoral structures and guidance are highly effective.
- 4.14 Pupils are encouraged to adopt healthy eating habits through teaching and displays, and speak very highly of the nutritious food provided by the school. They have good opportunity for exercise and other activities, both in lessons and the extra-curricular programme.
- 4.15 The school promotes good behaviour effectively, but a small minority of pupils in their questionnaire responses said that the school does not issue rewards or sanctions fairly. Inspection evidence found that both rewards and sanctions are applied in accordance with school policy. The policy's broad flexibility, with respect to measures that teachers may impose, does lead to some inconsistency.
- 4.16 The school has suitable measures to deal with bullying and cyberbullying. In their questionnaire responses, a small minority of pupils and a few parents did not agree that the school deals with any bullying that occurs. In interview, pupils said that cases of bullying are rare and are handled well by the school. Records confirm this. The school makes resolute efforts to resolve bullying when it has been alerted that an issue has occurred, and it reviews all incidents.
- 4.17 The school is mindful of the needs of pupils with SEND and takes due account of their difficulties in the pastoral support it provides. It has a suitable plan to improve educational access for pupils with SEND.

4.18 The three school councils, one for each school section, encourage pupils of all ages to express their opinions. A minority of pupils in their questionnaire responses did not agree that the school asks for their opinions and responds to them. Inspection evidence found that the school listens to pupils' views. In many instances reasonable suggestions from pupils are taken up by the school, such as the provision of a 'hobbit house' and a friendship stop, and adaptations to the lunch menu.

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

4.19 The contribution of arrangements for welfare, health and safety is good.

4.20 In the EYFS, children are well cared for and their safeguarding is ensured at all times, although prior to inspection some whole-school policies did not fully reflect their needs. Appropriate guidance is provided to staff through policies and handbooks. Staffing arrangements ensure that children are supervised at all times. Staff are aware of the threats posed by extremism and radicalisation, and how to respond appropriately. Attendance registers are carefully monitored to ensure that children attend promptly and consistently.

4.21 The school's safeguarding arrangements have regard to official guidance. Measures to ensure the safety of all pupils take appropriate account of their ages and to which section of the school they belong. Staff training in child protection and for all aspects of official guidance is up to date. The school carries out pre-employment checks carefully, thus meeting a recommendation of the previous inspection. At the start of the inspection there were some errors in recording, including recording of training, of admission register requirements, and, on the single central register of appointments, of the procedures carried out. Inconsistencies were also found in school policies relating to welfare, health and safety. All of these matters were rectified during the inspection. The school ICT network uses excellent filtering procedures. Good-quality advice on e-safety is delivered regularly to pupils and shared with parents.

4.22 All necessary measures are taken to reduce the risk of fire and other hazards. Fire procedures and systems are externally verified to high standards, including the recent installation of a new alarm system and an annual audit.

4.23 Effective arrangements to ensure health and safety are overseen by the school's health and safety committee which regularly reviews the school's provision and procedures, including for pupils with SEND. The school's medical centre is staffed by well-qualified personnel and includes the provision of a counselling service. Mental health is also supported. Sufficient staff are qualified in first aid.

4.24 Admission and attendance registers are appropriately maintained and stored. Effective systems ensure that any pupil absence is swiftly pursued.

4.(d) The quality of boarding

- 4.25 The quality of boarding is excellent.
- 4.26 Outcomes for boarders are excellent and meet the aims of the school. Boarders are happy, confident, polite and engaging. They take every opportunity to develop the individual, social and academic skills necessary for the next phase of their lives. International boarders are ably supported by their British pupil mentors, who volunteer for this role in the year prior to a boarder's arrival. This early contact has a significant impact on the confidence and speed with which boarders settle. Combined with an effective induction period, the process ensures that new boarders are provided the support that they need to maximise their potential. The success with which some boarders are assimilated into the school and can express their talents is exemplified by the appointment of boarders as school prefects and as a school head of house.
- 4.27 Boarders praise the school for the consideration that is afforded to their individual needs and they relish the opportunity to share aspects of their own cultures in a positive and welcoming environment. A recent reform to assisting boarders with EAL has led to house tutors working successfully on a one-to-one basis with pupils. The success of this interaction and integration is evident in the pre-inspection questionnaire responses of an overwhelming majority of boarders, which said that they enjoy boarding and get on well together in the house. Boarders have appropriate access to the internet and are encouraged to become informed about significant world issues by reading newspapers and periodicals. Many boarders look forward to the daily analysis of the evening news. This generates lively in-house debates on British and international current affairs, which involves both boarders and house parents.
- 4.28 The quality of boarding provision and care is excellent. Boarders occupy rooms which are appropriate for their age and gender. The house parents in conjunction with the estates team ensure that all houses are exceptionally well maintained. Any work relating to health and safety is prioritised and houses are subject to a rolling programme of refurbishment. The boarders are appreciative of the work of the support and domestic staff, and grateful for the care and attention that is afforded to the daily upkeep of the houses including the laundry provision.
- 4.29 Boarders are all Year 12 or 13 pupils. They have suitable facilities and opportunities for recreational and developmental activities in school and in the local area, including the school library and the local sports centre. Along with day pupils, they can participate in activities such as the DofE scheme and national debating competitions. Boarders are involved in many of the external school trips at weekends, for example to the National Theatre and a Model United Nations conference in London. The medical facilities are excellent. The medical centre meets boarders' needs and is staffed by qualified personnel. A weekly surgery is held at the school for pupils who need to see a doctor, and other specialist medical services are available. The medical team and the house parents maintain meticulous records of all medicines dispensed. Contact details for helplines such as a school counsellor and an independent listener are well publicised.
- 4.30 Boarders enjoy the wide variety of nutritious, freshly produced meals. Considerable care is taken to ensure that the individual cultural, religious and dietary needs of the boarders are known to the staff. In interview, boarders expressed that they are pleased with the provision of snacks outside of meal times. Boarders have

considerable input into the content of the regularly available 'breakfast box'. They also appreciate their involvement in occasional specialised house social events with their house parents and guests. Boarders are able to maintain regular contact with their families, and the school communicates effectively with parents, carers and guardians using mobile telephones and the internet, to which boarders have full access.

- 4.31 Arrangements for safeguarding and ensuring the welfare of boarders are excellent. All those adults involved in boarding are thoroughly vetted. All boarding staff have undertaken regular safeguarding training. Levels of supervision ensure that boarders are safe. The school operates robust systems to ensure the whereabouts of boarders are known, and provides staff clear procedures to follow should a boarder go missing. The successful use of support staff as weekend tutors, which brings boarders into contact with suitable adults from the wider local community, has recently been extended to all of the boarding houses. Houses undertake termly fire-evacuation drills including during boarding time.
- 4.32 Behaviour is managed exceptionally well and is consequently excellent amongst boarders. Boarders have every confidence in the staff. In interview, boarders expressed that they always have a person to whom they can turn if they require help, and that they are aware of how they should deal with serious issues such as bullying and safeguarding. In their pre-inspection questionnaire responses, a small minority of boarders stated that staff do not treat them fairly. Inspection evidence gained from a scrutiny of records concluded that staff treat boarders fairly, and that concerns are handled in an appropriate, sensitive and professional manner. All boarders who were interviewed said they feel safe in their houses.
- 4.33 The effectiveness of the leadership and management of boarding is excellent. Boarding priorities, as set out in the school's statement of boarding principles which is well known to staff and parents, are clear and implemented. Houses are very well run in line with the aims of the school, and with a commitment to self-evaluation and improvement. The recommendation of the previous inspection for staff to share best practice has been fully met.
- 4.34 All parents responding to the pre-inspection questionnaire agreed that their children enjoy boarding, that the experience of boarding helps their children's progress, and that boarding is well organised and managed effectively.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is good.
- 5.2 The governing body has many strengths. It works with great success to uphold the schools aims. The committee structure has been well developed with expertise and this enables the governing body to provide a largely effective oversight of the school and to discharge with great success its responsibilities for educational standards, financial planning, and investment in staff, accommodation and resources. The recent expansion of facilities to accommodate children from the age of four and the construction of a sixth form centre are evidence of the strong stimulus that the governing body provides for continual growth and improvement.
- 5.3 Governors have good insight into the working of the school. They achieve this through liaising with members of the senior management team, and attending planned days and events in school. The governing body takes its monitoring role very seriously. It understands the statutory requirements of the EYFS and is kept informed through a link governor who regularly visits the setting. Governors are also individually assigned to oversee other aspects of the school's operation such as boarding, health and safety, and safeguarding. They undertake appropriate training and employ external specialists to ensure a clear understanding of corporate responsibilities. The governing body provides strong support and challenge for senior staff. It has carried out a formal review of its own effectiveness, from which it made improvements to its arrangements for meetings and committees.
- 5.4 The governing body is largely effective in discharging its responsibilities for statutory requirements, including the annual review of safeguarding and child-protection arrangements throughout the school. It has not ensured that school documentation relating to pupils' welfare, for which governors are responsible, is sufficiently comprehensive. In addition, governors' monitoring processes are not adequately rigorous to ensure no administrative errors in the single central register of appointments. Pupils were not placed at risk by these shortfalls, but several policies and procedures required adjustment during the inspection in order to meet requirements. All governors recognise their responsibilities in ensuring that the school actively promotes the well-being of pupils.

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, carers and guardians is good.
- 5.6 Leadership and management at all levels strongly support the school's aim to encourage excellence in all aspects of school life. At the start of the inspection evident weaknesses were identified in leadership and management's ensuring of proper discharge of their delegated responsibilities, particularly those for safeguarding. Consequently some policies did not fully reflect the most recent guidance and some inconsistencies were found. These had been remedied before the end of the inspection; all regulatory requirements are now met.
- 5.7 Leadership and management of the EYFS are very strong. Clearly understood roles and responsibilities enable staff to work as a highly effective team to ensure that all children feel safe and secure at all times. Children's happiness and well-being are held in highest priority and central to all EYFS practice within a vibrant, welcoming environment. The EYFS staff are committed to continuous improvement, and regularly reflect on their practice and contribute to self-evaluation and ambitious plans for moving forward. Training priorities are identified through annual appraisal and regular supervision meetings. An excellent programme of staff development enables all staff to keep abreast of changes in the EYFS. All staff have undertaken a variety of courses to promote safeguarding. British characteristics are actively promoted wherever the opportunity arises. Opportunities to promote and reflect on equality and diversity are well fostered. 'Philosophy Phil', a toy rabbit, poses searching questions for children to consider.
- 5.8 The long-term vision of the governors and leadership is embedded in the school development plan to which all departments contribute. This provides clear educational direction. At all levels of management, review of progress and evaluation of outcomes are regular and thorough. As a result, the school has benefited from considerable development since the previous inspection. Strong leadership and management in all areas have led to the high quality of pupils' achievements and to their excellent personal development.
- 5.9 Leadership and management promote excellent academic achievement and pastoral care through the recruitment of high-quality staff. The school ensures that all staff are suitably trained for their roles in meeting the needs of all children, in safeguarding, and in welfare, health and safety. The recommendations of the previous inspection have been fully achieved. Consequently appraisal now includes all staff, monitoring of teaching and learning is thorough across all year groups, and staff targets are closely linked to the school development plan so that the whole school vision is shared by all. Whole-school professional development is linked effectively to the aims of the school.
- 5.10 The overwhelming majority of parents' questionnaire responses indicated satisfaction with the education and support provided for their children, agreed that the school is well led and managed, and stated that they would recommend it to another parent.
- 5.11 In the EYFS, partnership with parents is extremely strong and enables the school to provide appropriate interventions when needed. Parents are strongly encouraged to contribute information about their children's achievements, engaging them fully in

their children's learning and progress. Plenty of information is provided to prospective parents, enabling them to support their children's learning at home.

- 5.12 The school's leaders have forged a strong and constructive partnership between school and home. In their responses to the pre-inspection questionnaire, parents said that they receive timely responses to their questions and concerns. The school operates an appropriate complaints procedure to handle parents' concerns. The inspection observed very careful attention paid to parents' formal concerns, which were answered honestly and thoroughly. Records of these had been kept and by the end of inspection were presented in such a way as to show the actions taken.
- 5.13 Parents have many opportunities to be involved in the work and progress of their children. They attend assemblies for younger pupils, concerts, plays and sporting events, and make significant contributions to various festivals and theme days. Parents also contribute to the careers conventions arranged for the senior school pupils; they share their experience, help with practical interviews and provide advice. They accompany staff and pupils on some school visits.
- 5.14 Parents of pupils and of prospective pupils are provided with the required information about the school through its website. The school also makes many other types of information available to parents, for example through regular newsletters, curriculum booklets and curriculum evenings.
- 5.15 The reporting system is of a high standard. Regular full reports and interim progress reports are clear and keep parents very well informed about their children's achievement and progress, and help their children to improve their work further. These written reports are complemented by parents' meetings which take place twice a year, for all year groups.

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