



INDEPENDENT SCHOOLS INSPECTORATE

**INTEGRATED INSPECTION
HAZLEGROVE PREPARATORY SCHOOL**

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Hazlegrove Preparatory School

Full Name of School	Hazlegrove Preparatory School		
DfE Number	933/6182		
Registered Charity Number	1071997		
Address	Hazlegrove Preparatory School Sparkford Yeovil Somerset BA22 7JA England		
Telephone Number	01963 440314		
Fax Number	01963 440569		
Email Address	office@hazlegrove.co.uk		
Head	Mr Richard Fenwick		
Chair of Governors	Lt General Anthony Palmer CB CBE		
Age Range	2 years six months to 13		
Total Number of Pupils	379		
Gender of Pupils	Mixed (201 boys; 178 girls)		
Numbers by Age	3-5 (EYFS): 28		
	5-13: 351		
Number of Day Pupils	Total:	262	
Number of Boarders	Total:	117	
	Full:	100	Flexi: 17
Head of EYFS Setting	Miss Ellie Lee		
EYFS Gender	Boys and Girls		
Inspection Dates	22 to 25 September 2015		

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 EYFS intermediate inspection and the previous boarding intermediate inspection were in April 2013. The previous ISI integrated inspection was in October 2009.

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, 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

Mr Graham Gorton	Reporting Inspector
Ms Caroline Coyle	Team Inspector (Head, IAPS school)
Mr Alex Osiatynski	Team Inspector (Head, IAPS school)
Mr Richard Raistrick	Team Inspector (Head of Teaching and Learning, IAPS school)
Ms Diane Martin	Co-ordinating Inspector for Boarding
Mrs Angela Russell	Co-ordinating Inspector for Early Years

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Hazlegrove Preparatory School is a co-educational day and boarding school for boys and girls between the ages of two and a half and thirteen years. Founded in 1947, the school and its playing fields are set in extensive grounds overlooking farmland just outside the small hamlet of Sparkford in Somerset. At the core of the school is a large 18th century country house, which is surrounded by educational buildings and facilities. A purpose-built pre-preparatory department (pre-prep) opened in 1993. The school is part of the same foundation as King's School Bruton situated approximately nine miles away. Under the foundation's governing body and central administration, Hazlegrove operates independently in its day-to-day educational arrangements.
- 1.2 The school seeks to provide a nurturing, caring and hard-working Christian ethos within which pupils are encouraged to take responsibility, to work together and to respect other people. It aims to encourage high standards and enthusiasm for learning within a happy, purposeful learning environment where pupils enjoy their work and develop self-esteem, self-confidence, self-motivation, self-discipline and independence.
- 1.3 Since the previous inspection, the school site has developed its facilities with the addition of a new teaching and learning centre, a mini farm, a boarders' common room, a new girls' changing room and an athletics pavilion. Facilities for outdoor learning for children in the pre-prep have improved.
- 1.4 Three hundred and seventy-nine pupils are currently on roll, 201 boys and 178 girls. A total of 28 children under five are accommodated in the Early Years Foundation Stage (EYFS). Eighty-three pupils have been identified as having special educational needs and/or disabilities (SEND) of whom 68 receive specialist support from the school. None has a statement of special educational needs or an education, health and care plan. Almost all pupils are White British; twelve are from different ethnic backgrounds, mainly from Asia and other European countries such as Spain. Seven pupils are learning English as an additional language (EAL). Most day pupils live within a twenty-mile radius and come mainly from professional, armed forces and business families. The ability profile of the school is above that of the national average.
- 1.5 There are 117 pupils who board at the school. Of these, 100 board full time and 17 are flexi-boarders. There are 12 boarders from overseas, mainly from forces families and other European countries.
- 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 Hazlegrove Preparatory School is most successful in achieving its aims and in producing well-rounded individuals who are well equipped for the next stage of their lives. Throughout the school, pupils' achievements are excellent. In the EYFS children are well grounded in the basic skills of literacy and numeracy, and these foundations are built upon as they move through the school. Their achievements in all subject areas are also of the highest order. Pupils' achieve highly in entrance examinations to their chosen secondary schools as reflected in the large number of scholarships that are offered. These also include awards for areas such as music, sport and drama, reflecting the wide range of achievements made. Pupils' attitudes to learning are outstanding, and pupils approach their school life with determination and a desire to succeed. The school provides excellent opportunities for the pupils through their curriculum which is broad and varied. An excellent extra-curricular programme enhances the opportunities for all pupils. Teaching throughout the school, including in the EYFS, is excellent. Staff know their pupils well and ensure that work is tailored to their individual requirements. Teaching is generally delivered with pace and knowledge using a variety of teaching styles to stimulate the interest of pupils. The school has introduced a number of new initiatives in recent years to improve teaching and learning. These are used more effectively by some teachers than others. Teaching uses information and communication technology (ICT) effectively to support pupils' learning, thus meeting a recommendation from the previous inspection. Both the teaching and curriculum provide excellent opportunities for pupils to take more responsibility for their own learning ensuring that a recommendation from the previous inspection is fully met.
- 2.2 Throughout the school, the personal development of the pupils is excellent. In the EYFS, children develop positive relationships with all members of their community and this remains a key feature until pupils leave Hazlegrove. Pupils are excellent citizens as demonstrated in the high quality of their spiritual, moral, social and cultural awareness. The school is a community where everyone is valued, irrespective of background or ability. The pastoral care of the pupils is exemplary. Pupils are well cared for in every aspect of school life, including the careful attention that is given to the well-being for pupils who board. Pupils feel valued, safe and secure in a school that places a high value on their personal growth. Boarding arrangements are excellent. Boarding accommodation is of a high quality and is a contributory factor, along with the excellence in staffing, in creating a family atmosphere where pupils are happy and appreciate all that the school has to offer. Careful attention is given to all matters relating to the health and safety of all members of the school, supported by meticulous record keeping. Safeguarding arrangements are excellent.
- 2.3 The governance of the school is excellent and has been strengthened since the previous inspection. Governors have an excellent oversight of all school matters including that of policy review. They know the school well and show enthusiasm and determination in ensuring that it continues to flourish. Leadership and management throughout the school are of a high quality. Leaders and managers are most effective at both a strategic and an operational level, and this is reflected in the improvement in areas such as teaching and learning since the previous inspection. There is a detailed school development plan with clear strategies for improvement, thus meeting a recommendation from the previous inspection. However, following

recent changes, roles and responsibilities within the EYFS are not clearly defined and job descriptions do not give clear guidance. The school has excellent links with parents and they are overwhelmingly supportive of every aspect of school life.

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 all roles and responsibilities within the EYFS are clearly defined and are fully reflected in job descriptions.
2. Strengthen teaching and learning by ensuring that new initiatives are fully utilised by all teachers.

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' learning and achievements is excellent.
- 3.2 The overall quality and standards in the EYFS are excellent. All children, including those with SEND, as well as the more able, achieve well and make excellent progress in relation to their starting points, reaching well above the developmental levels expected for their age. Children are active learners, enjoy their learning and show a desire to further their understanding. They independently select activities in class and make their own decisions. Children under three respond extremely well to instructions, whilst older children in the Nursery use their excellent knowledge of sounds to make a word. Children in the Reception confidently differentiate between information and story books, and increase their knowledge of simple ICT when using tablets. Children under three form simple numbers and older children recognise and record two-dimensional shapes. They use their creative thinking skills when they design their own clay creatures. The youngest children in the Nursery develop their physical skills when catching large balls, and children over three improve their hand-eye co-ordination in tennis lessons.
- 3.3 Throughout the school, pupils develop high levels of knowledge, skills and understanding. This fully supports the school's aims to encourage high academic standards and an enthusiasm for learning. In literacy, younger pupils show excellent levels of achievement when confidently writing stories using punctuation. They use adjectives and sentence extensions securely and apply skills well. English skills are well developed as pupils move through the school. Older pupils are accomplished writers and convey meaning in a variety of styles. All pupils are articulate and listen carefully and respectfully to one another. From a young age, pupils become accomplished readers. Pupils show a strong grasp of mathematical concepts and apply these well. Younger pupils manipulate numbers effectively and understand their interplay. Older pupils display strong subject knowledge and competency with excellent understanding, as reflected in the detail of their written tasks and problem-solving skills. Pupils' skills in science enable them to predict, experiment and hypothesise successfully from an early age. Pupils demonstrate competency in ICT. From a young age, pupils confidently use programmable toys, whilst the oldest pupils demonstrate their aptitude in coding. Pupils' physical development is strong across all age groups. Younger pupils develop coordination and strength through their curriculum. Older pupils in the school become accomplished in a range of sports and appreciate the technical aspects of sports science.
- 3.4 The pupils' strong academic progress is enhanced by their excellent achievement beyond the classroom. Considerable success in art, drama and music competitions reflects the pupils' well-developed creative skills. Pupils achieve highly in sporting events, as exemplified by the girls' cricket team, which has, for the past two years, been county, regional and national champions. Excellent standards are reached in a wide range of other individual and team sports at local, county and national levels. Pupils make excellent progress as they move through the school, and gain places at senior schools of their choice, with a good proportion attaining academic, sporting and musical scholarships and awards.
- 3.5 Pupils' attainment cannot be measured in relation to average performance against national tests but, on the evidence available, it is judged to be excellent in relation to national age-related expectations. Inspection evidence, consisting of lesson

observations, scrutiny of pupils' written work and interviews with pupils, confirms this judgement. This level of attainment indicates that pupils make at least a good, and for some an excellent, rate of progress in relation to pupils of similar ability. Pupils who are able, gifted or talented (AGT), those with SEND and those with EAL make excellent progress because they are extremely well supported by the school. Pupils with SEND and those with EAL are withdrawn from lessons for individual work, if appropriate, and are regularly supported in class.

- 3.6 Pupils' attitudes to learning are a considerable strength of the school. Pupils have a distinct desire, enhanced by the strength of the relationships between pupils and teachers, to give of their best. Pupils are keen and motivated, from the outset displaying high levels of enjoyment. Pupils of all ages are confident and articulate, communicating their ideas effectively and fluently. They listen carefully and show a well-developed respect for the opinions of others. Pupils' co-operative learning is a strength of the school. Pupils work instinctively well together and share their ideas enthusiastically.

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

- 3.7 The contribution of curricular and extra-curricular provision is excellent.

- 3.8 A wide variety of challenging activities in the EYFS ensures that the seven areas of learning are covered well, and the excellent provision is stimulating for all ages, abilities and needs. Excellent educational programmes both indoors and outdoors, including problem-solving activities, provide exciting opportunities for children to develop their learning. This enables all children, including those with SEND, EAL or who are AGT, to reach well beyond the levels of development and be ready for the next stage in their learning. Displays throughout the EYFS are stimulating and support the interests of the children. Specialist teaching enhances the curricular opportunities in many areas including music, physical education (PE), dance and outdoor learning. Access to a wide range of excellent specialist facilities provides valuable learning opportunities to which the pupils respond with relish. For example, the indoor pool enables children to develop new skills and grow in confidence during swimming activities. The curriculum is enhanced further through excellent links with the local community. Visitors such as a police officer, a vet and a doctor develop children's understanding of the role of key people within their community. Visits to places of worship strengthen their understanding of British traditions.

- 3.9 From Year 1, the curriculum is highly effective and provides the opportunity and stimulus for academic achievement noted in the school's aims. It covers a broad range of subjects and other learning areas, all of which combine to offer pupils an extremely rich educational experience as well as preparing them thoroughly for their next educational steps. The introduction of Mandarin in Years 5 and 6 alongside French and Latin has been highly successful. Investment in ICT has led to enhanced opportunities for learning within the curriculum thus meeting a recommendation from the previous inspection. The performing and creative arts have generous allocations of time to provide many opportunities for pupils to develop their skills. The school covers the required areas of learning well including personal, social, health and economic education (PSHEE). An understanding of, and appreciation for, fundamental British values is delivered successfully through the PSHEE curriculum, the assembly programme and the many visiting speakers invited to the school. This ensures that pupils are prepared well for their roles, experiences and responsibilities within life in British society. The programme of visitors and events, notably the annual festivals, affords pupils excellent opportunities to learn

from and interact directly with authors, artists and musicians. The recent general election became an opportunity for pupils to engage with and debate many issues such as nuclear deterrents, the European Union and migration. Pupils are well versed in current affairs and the curriculum presents a balanced picture of opposing views. The school's well-used library is highly successful in encouraging a love of literature, developing methods for information retrieval and an in-depth appreciation of study in a quiet environment.

- 3.10 A wide range of trips and educational visits greatly enhance the curricular opportunities for the pupils. Within the space of one week, pupils were in Wales, on the River Dart and at Lulworth Cove, investigating the benefits and problems of high numbers of visitors on the local area. Pupils appreciate the benefit to their learning afforded by such visits. The school's aims to promote outdoor learning are made real by the widespread use of the woodland setting and the farm within the curriculum. Participation in the Exmoor Challenge, a gruelling orienteering competition, clearly provides those pupils who take part with an even higher level of challenge.
- 3.11 The breadth of the curriculum is not at the expense of the primacy of core subjects, as seen in the outcomes of the on-going curriculum review. This has revised the timetable for pre-prep and lower school to ensure that the time given to literacy and numeracy is appropriate. The provision for pupils with SEND, EAL or AGT is excellent and fully meets their requirements. Where appropriate, they withdraw from certain lessons. Those preparing for scholarship attempts in academic and other disciplines receive additional support and guidance. When on occasion pupils' individual talents, for example in music, have necessitated a bespoke curriculum, the school has adapted accordingly.
- 3.12 The range of extra-curricular activities is excellent, encompassing sport, drama, a wide array of musical ensembles and a gamut of other creative and leisure pursuits. These activities are hugely appreciated by the pupils who take full advantage of the opportunities presented to them, using the excellent specialist facilities in which the school has invested, whether three-dimensional printing, the artificial playing surfaces, the percussion studio or the theatre. Links with the community are strong, especially in the field of fundraising. Pupils play a leading role in directing these considerable efforts through the 'Making a Difference' committee. Local dentists, and the fire and police services visit the pre-prep, and the school is keen to continue to develop pupils' appreciation of life in the wider community.

3.(c) The contribution of teaching

- 3.13 The contribution of teaching is excellent.
- 3.14 Throughout the school, teaching is most successful in promoting pupils' progress and supports the school's aims. The school has improved the quality of its teaching since the previous inspection.
- 3.15 Teaching in the EYFS is excellent and staff thoroughly engage children in all activities. Adults have very high expectations, skilfully motivate children to learn and encourage them to explore. They take children's needs and interests into account and, along with information gained from thorough assessment, they understand and plan for each child's next steps. Teachers provide high-quality interaction with children to encourage their listening skills and regularly engage them in meaningful conversation through open-ended questioning. Teaching in the outstanding

woodland learning environment provides many opportunities for exploration and for children to learn about taking risks. Children are able to select from the excellent resources, which are accessible throughout the setting. This enables them to be independent in their learning and develop their own ideas.

- 3.16 In the rest of the school, long-, medium- and short-term planning is detailed and thoughtful. Teachers know their pupils extremely well, enabling them to plan to meet the needs of all individuals. Marking is generally very thorough and informative and supports pupils in making meaningful progress. New initiatives, which have generally been successfully introduced throughout the school, give pupils recognition for what they have done well and provide them with suggestions for improvement. However, some teaching does not fully utilise such schemes effectively. Self- and peer-assessment are developing as pupils use techniques to identify strengths and areas for development in their own or others' work. An effective and varied range of assessments and efficient tracking systems inform teaching, promote pupils' progress and enhance strategic planning through the monitoring of patterns and trends. In the pupils' pre-inspection questionnaire, a few pupils indicated that they felt homework did not help them to learn. Having discussed this with pupils of various ages and abilities during interviews and observed homework tasks set across a range of subjects, the inspection team felt that tasks are meaningful and fully support pupils' learning.
- 3.17 Teachers demonstrate strong subject knowledge. The teaching encourages pupils to become actively involved in lessons and, whenever possible, teachers provide opportunities for practical activities that promote enthusiasm and application. Teaching fosters a spirit of collaborative working and co-operative learning. In the most successful lessons, the teaching is dynamic, delivered at a brisk pace and includes a vibrant range of approaches. At these times, pupils benefit from meticulous planning and organisation combined with excellent pace and detailed questioning. Effective teaching enables pupils to take responsibility for their own learning and make significant progress. In a few lessons when the objectives are not clear or the activities are less well planned to meet pupils' needs, pupils find it hard to apply their knowledge and skills leading to restricted outcomes. The quality of teaching benefits from a wide range of resources, including a team of knowledgeable classroom and learning support assistants, who are used to excellent effect in lessons. ICT provision has been enhanced in recent years and is used effectively to support learning in many subjects and year groups, thus meeting the recommendation from the previous inspection.
- 3.18 In the questionnaires, a very small minority of pupils felt that teachers are not fair in the way in which they give rewards. Inspection evidence shows that the systems for recognising achievement and effort, such as rewards assemblies and the allocation of stars and merits, are appropriate and are applied consistently across year groups.
- 3.19 Teaching fosters interest and pupils enjoy their lessons, ensuring exemplary behaviour. The school has successfully introduced many new initiatives to meet the recommendation from the previous inspection with regard to increasing opportunities for pupils to take more responsibility for their own learning, including independent research. The middle school 'achievement portfolio' and the lower school 'learning muscles' foster the development of independence and reflective learning. Such schemes help pupils build an understanding of how they learn. In the questionnaires, the vast majority of pupils stated that their teachers encourage them to work independently and almost all agreed their teachers help them learn and would offer individual help when needed. Excellent systems and procedures are in

place for both identification and support of pupils with SEND, EAL and for those who are AGT.

- 3.20 Teaching throughout the school promotes a balanced viewpoint as was demonstrated in the recent shadow general election. Tolerance, respect and understanding are actively encouraged at every opportunity. Teaching also makes good use of the school library that stocks numerous books about global issues and conflict, and provides lively displays on topics such as freedom, equality and democracy. The school subscribes to newspapers and shows news footage in the library and dining hall, providing valuable resources to ensure a range of opinions are heard and discussed.

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 Throughout the school, the pupils' personal qualities develop successfully in line with the school's aims. Pupils are self-confident, with moral understanding, good manners and self-discipline. These attributes are developed through the opportunities the pupils have to take on responsibilities and to participate in a variety of public events.
- 4.3 Throughout the school, British values are actively promoted through the PSHEE curriculum, during the assemblies given by members of staff and visiting speakers, and in the course of the wider curriculum. As a result, pupils are able to articulate their understanding of what 'British values' mean to them. Pupils have a broad knowledge of England's public institutions and services. The parallel election beside the general election gave pupils the opportunity to engage not only with the democratic process but also the social and economic issues being debated.
- 4.4 The children's personal development in the EYFS is excellent. Adults know all children extremely well and provide excellent support for each child. Children of all ages make a positive contribution to class activities by sharing their ideas and valuing each other's views. They respond well to clear guidelines, they understand right from wrong and their excellent behaviour is a feature of their outstanding personal and social development. Children develop a respect for other cultures and appreciate their differences as staff actively promote diversity when celebrating festivals such as Chinese New Year and Diwali. Children in the Reception answer the register in different languages broadening their cultural understanding. Children feel safe and cared for due to the comprehensive induction procedures into Nursery. Children feel well prepared for the smooth transition into the next stage of their education because of the excellent links between Nursery and Reception, and between Reception and Year 1.
- 4.5 In the rest of the school, pupils show excellent spiritual awareness. They are confident and show great emotional maturity. They grasp the many opportunities for spiritual growth, including Christian worship on weekdays and for boarders on Sundays, through the 'TGI Friday' Christian Fellowship for older pupils, and prayers in the boarding house led in some cases by the pupils themselves. Pupils develop a strong appreciation of the non-material world and a sense of awe and wonder through the many opportunities to appreciate the school grounds and through activities such as collective singing.
- 4.6 Pupils have a strong moral compass, and their determination to be upstanding members of society both within the school community and beyond is evident. Their behaviour, courtesy, consideration and kindness towards each other, to new members of their community and to visitors are all exemplary. Pupils' moral development is enhanced through the many opportunities to debate and influence the decision-making process. They demonstrate respect for rules within the school as well as the civil and criminal law of England.
- 4.7 Pupils' excellent social development is reflected in their appreciation of the life experiences of children in less fortunate situations, and the charitable fundraising generated by the school in recent years is extensive. Pupils develop their social

understanding as this work is organised and led by a group which includes pupils and staff on an equal basis. In the questionnaires, a few pupils felt that they are not given opportunities to take on responsibilities. It is clear, however, that pupils do assume responsibilities within the school, not only as prefects but also as monitors, buddies, guides or one of the myriad other opportunities to serve and help the Hazlegrove community deepening their social development. Older boarders look after younger members of the house at the evening meal as well as having responsibilities within the houses themselves. Although there is no formal outlet for pupils to contribute to the decision-making process within the school, teachers and pupils alike feel that the informal pathways, especially through the tutorial network, allow for their views to be heard.

- 4.8 The development of the children's cultural experience is extremely strong. Pupils' demonstrate a thorough understanding of, and appreciation for, English and other western cultural traditions. The pupils' cultural understanding is deepened through the celebration of religious festivals and events from around the world. Pupils' cultural development is strengthened through activities such as themed cuisine sessions, with recipes often sent in from parents overseas. The international mix in the boarding community promotes further understanding and tolerance of cultural diversity. Pupils clearly respect one another regardless of background but also show great levels of support and encouragement to one another, both in and out of the classroom.
- 4.9 Pupils are encouraged to be confident yet at the same time reflective. The school actively promotes independence and resilience, traits which are evident in the pupils. Tolerance and respect for all are keystones of Hazlegrove's ethos and are evident in the pupils' behaviour and attitudes.

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

- 4.10 The contribution of arrangements for pastoral care is excellent.
- 4.11 The provision of a happy, caring environment in the EYFS contributes very effectively to the children's well-being. The excellent care provided by the key worker for each child ensures their needs are fully met and enables them to feel safe, and to be happy and emotionally secure. Children form very strong relationships with adults because of the excellent support they receive. Behaviour is of a very high standard and enables highly effective learning. Children are rewarded for their behaviour encouraging them to do well. Manners are excellent and are given a high priority. Children are taught about healthy eating and become increasingly independent with regard to personal hygiene and self-care. Children under three change their own shoes, and those over three show increased independence when changing for PE.
- 4.12 The well-being and happiness of pupils is a clear and distinct priority for the school ensuring that the aims of the school are met well. Strong, supportive pastoral links have been developed and promoted between the staff and pupils and amongst the pupils themselves. The school's pastoral management team maintains an excellent overview of the pastoral care system where the tutor plays a key role. The school's management information system has evolved to provide highly effective communication between all relevant staff. Throughout the school, relationships between staff and pupils are excellent. The size of the school and the boarding element within it, including the high number of resident staff, clearly help to

strengthen social and pastoral bonds. Pupils know who to approach if they have any concerns.

- 4.13 Much is done by staff and older pupils to model good behaviour. The oldest pupils apply to perform monitor duties within the lower school and pre-prep, and a sense of caring is evident throughout the school community. Opportunities are taken regularly in assemblies to celebrate kindness and caring, and a wide range of incentives throughout the school supports this.
- 4.14 The extensive school grounds offer many opportunities for pupils to develop a healthy lifestyle. There are regular planned opportunities for pupils to be physically active and engaged, including through the extensive programme of sports and extra-curricular activities. Pupils benefit from healthy eating guidance, and the school places a great emphasis on providing nutritious and balanced menus.
- 4.15 The school has excellent measures in place to guard against bullying, including cyber-bullying, and pupils' questionnaires and interviews suggest that instances of bullying are rare and that staff would deal rapidly and effectively with any unkind behaviour.
- 4.16 In response to their questionnaire, a small minority of pupils feel that the school does not ask for their opinions and respond to them. However, pupils know that staff will always listen should they ever have concerns or opinions they wish to express and examples, such as the four food committees, show that the school welcomes the ideas of pupils.
- 4.17 The school has a suitable plan to provide educational access for pupils with SEND.

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

- 4.18 Arrangements for welfare, health and safety are excellent.
- 4.19 Throughout the school, including in the EYFS, high priority is placed on the safeguarding of pupils and on ensuring their health and safety, in line with the school's aims, and in support of their excellent personal development. The safeguarding arrangements are extremely thorough and are effective across all aspects of school life and for pupils of all ages. Staff receive appropriate training in child protection that is kept up-to-date. The safeguarding of pupils is taken very seriously by every member of the school community. Excellent procedures are in place for the safe recruitment of staff, and all necessary information is meticulously recorded.
- 4.20 The school has clear and effective procedures for the administration of medicines, and for looking after pupils who are sick or injured. The school sick bay and the presence of a school nurse or matrons at all times ensure the needs of the pupils are met well. Members of staff are trained appropriately in first aid, or paediatric first aid as appropriate. Records are kept of any accidents or injuries, and the school has clear procedures for informing parents. The school ensures it monitors carefully the welfare of those pupils who have SEND.
- 4.21 Suitable arrangements are in place to reduce the risk from fire and other hazards. Regular checks on fire safety equipment are carried out and fire evacuation drills are practised at different times of the school day. Potential risks in classrooms, around the school site and on visits out of school are identified and evaluated. Comprehensive risk assessments, supported by a risk assessment policy, are in

place for every aspect of school life. Excellent attention is given to the security of the school site. The school site is checked regularly and any potential hazards are dealt with quickly and efficiently. The school is well maintained and excellent attention is given to food hygiene. The school maintains detailed and helpful records on all matters relating to welfare, health and safety, including in the EYFS.

- 4.22 The admission and attendance registers, including in the EYFS, are properly maintained and correctly stored for the previous three years. In the EYFS, safety procedures when dropping off and collecting children are comprehensive and known by all staff.

4.(d) The quality of boarding

- 4.23 The quality of the boarding provision is excellent.
- 4.24 Outcomes for boarders are excellent. Boarders are extremely well cared for and are happy in line with the school's boarding aims. They are confident and exuberant in their appreciation of boarding at the school. They have respect for each other and are tolerant and appreciative of differences in the cultures of other boarders. For example, a Muslim boy is enabled and supported to follow his required ritual of washing and praying, and the other pupils are taught an understanding and acceptance of his need.
- 4.25 Staff and boarders state that there is a strong and loving family atmosphere in all the houses. The boarders' voice is heard either at designated house meetings, when older boarders collect views and run the meeting, or in the younger house where notes are put into a suggestion box and discussed at house meetings. Boarders appreciate the fact that they are listened to and that their ideas are acted upon to strengthen their community. Monitors are selected through the year to take on specific roles. Older girls, for example, particularly enjoy and excel in their care of the younger girls in their house.
- 4.26 Relationships between staff and pupils are exceptional. Pupils demonstrate tolerance, a caring attitude and respect and trust for each other. Their behaviour is cooperative and responsive. Boarders agree that there is always a member of staff to talk to if they have a concern and they are aware that 'worry forms' are available should they find it difficult to initiate a contact. They are also aware of the existence and reason for an independent listener.
- 4.27 The quality of boarding provision and care is excellent. An excellent induction package guides boarders through the first few weeks. They say that they settle in very quickly. In the questionnaires, a few boarders felt that they are not looked after well when ill or injured. On inspection, it was found that the protocols for the management of ill or injured boarders are thorough. There is always a nurse, a matron or a house parent on duty at night and at weekends, and they are all fully trained. Health plans are circulated as necessary and photos are attached to help the kitchen staff identify any specific dietary requirements or concerns. Medical confidentiality is maintained. Handovers between the nurse and house staff at the start and end of the day are detailed and effective.
- 4.28 Accommodation in all houses is well maintained, welcoming and homely. Any issues identified are dealt with promptly by the maintenance staff. In the questionnaires, a small minority of boarders felt that the food is not good and that they do not have enough opportunity for drinks and snacks during the day. Inspectors did not find this to be the case, as the food was found to be enjoyed by

pupils and was excellent in quality and quantity. Suitable drinks and snacks are available for all pupils at appropriate times. A boarding food committee, consisting of representatives of all ages from the three houses, meets regularly and pupils are able to air their views. A few boarders stated in the questionnaires that they do not feel that their belongings are safe but, on investigation, it was found that there is ample opportunity for the safe storage of personal possessions in lockable boxes and in the house offices.

- 4.29 A very small minority of boarders stated in the questionnaires that they are not happy with the balance of free time and activities. However, inspectors found that boarders enjoy the many and varied activities on offer during evenings and at the weekends. They also appreciate the fact that they can make choices and are able to play freely or just spend time with their friends if they wish so to do. They make full use of the facilities and grounds where they are appropriately supervised. There are many opportunities for boarders to contact their parents via telephones in each house and via the office telephone if they require privacy. Boarders from overseas can use face-to-face electronic messaging in the office, and all boarders write a weekly letter home. They have access to outside events and news via news boards in the houses and a daily newspaper. Communication systems between boarding house staff and pupils' parents, carers and guardians are strong and effective.
- 4.30 The arrangements for welfare and safeguarding are excellent. There is an appropriate safeguarding policy, and all staff are aware of the necessary protocols should the need arise. Training in safeguarding is carried out as part of the induction process and is updated regularly. Recruitment of boarding staff is carried out as required, and the necessary checks are in place. All adults living in boarding accommodation are employed by the school. There is a comprehensive behaviour management policy but, through a consistent approach to any minor acts of misbehaviour, sanctions are kept to a minimum and boarders are very keen to do the right thing. Numerous boarders, including long-term boarders, and staff, all stated that there is not a bullying problem. Boarders said that they are happy to tell someone if there is a possible problem, and it is dealt with effectively so that there are no repercussions. Comprehensive records of any misdemeanours are kept, but they are minor and are dealt with appropriately. All risk assessments for premises, trips and activities are carried out and acted upon. Accident records kept by the nurse are checked at health and safety meetings for any significant trends. Fire practices are held at appropriate times and full records are kept of checks that are carried out. Boarders whereabouts are known. They are appropriately supervised and there is always easy access to a member of staff at night should the need arise. Houses have ample security systems in place day and night.
- 4.31 The effectiveness of the leadership and management of boarding is excellent. Leadership ensures that the school's aims are met as well as those of the boarding department. Boarding priorities are clear, and the boarding houses are all well run by qualified and experienced personnel.
- 4.32 Policies and procedures are implemented thoroughly and there is a positive atmosphere in the houses. Routines run smoothly. Boarders feel able to speak openly to staff. Detailed records of boarders academic, pastoral and medical needs are monitored regularly by senior staff. All the necessary health and safety checks are carried out and recorded. An annual review of boarding feeds into the development plans for each house.

- 4.33 All staff have detailed job descriptions, and an excellent appraisal system is in place. External training is available and taken up by staff. Senior leaders in boarding, along with a nominated governor, carry out regular audits of the National Minimum Standards (NMS) and the governor takes an active interest in all aspects of boarding. In the questionnaires, parents expressed overwhelming support for boarding at the school. In the previous interim inspection, the school was advised to formalise the processes of self-assessment, to include compliance against the NMS. This has been fully achieved.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is excellent.
- 5.2 The governing board has a broad range of professional expertise which it uses well to address key areas of school life. The governance committee evaluates successfully the work of the board to ensure that all members contribute effectively thus strengthening their roles and overall effectiveness. Their excellent understanding of school life ensures that governors have a clear and effective oversight of their role as monitors through which they provide support, challenge and a strong basis for development and improvement in all parts of the school. There has been considerable investment in the site, staffing and resources reflecting the determination that the governors show to support all aspects of school life. Governors undertake training sessions as appropriate, and 'away days' enable the board to focus effectively on the strategic development of the school.
- 5.3 Governors have a perceptive insight into the needs of the school through regular formal and informal contact. Such contacts have strengthened over recent years. Strong links exist between governors and the senior leadership team, particularly between the senior warden and the headmaster. Governors with specific responsibilities for areas such as boarding, safeguarding and EYFS strengthen the links between the governance and management of the school. Governors' involvement and support for the EYFS are most effective. Support and challenge, as reflected in the Hazlegrove Plan, provide vital ingredients for success.
- 5.4 The governing board is effective in discharging its responsibilities for statutory requirements. This is an area that has been strengthened since the previous inspection. It has a rolling programme for the review of school policies and ensures that the independent school regulations, the National Minimum Standards for boarding and the early years' requirements are fully met. The governors place a high priority on the safeguarding of pupils, and they carry out an in-depth audit of the school's arrangements on an annual basis.

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 excellent.
- 5.6 The EYFS environment is welcoming, safe and stimulating, and the safeguarding of all the children is the priority of management and staff. All in the EYFS setting respect the aims and ethos of the school which ensures recognition of diversity and active promotion of fundamental British values. As a response to the recommendation from the previous EYFS inspection, priorities set in the development plan are more focused and secure continuous improvement. Realistic targets for improvement result from a shared vision and accurate self-evaluation by all teachers. The leadership understands the areas for improvement and the strengths of the setting. Performance management and staff supervision meetings support the knowledgeable and well-qualified staff in their teaching and care of the children. However, roles and responsibilities within the EYFS are not clearly defined and job descriptions do not give clear guidance. Further staff training needs are

identified, often following appraisal. This has a positive impact on the learning and development of the children. Since the previous inspection, the setting has made good progress.

- 5.7 At all levels, excellent leadership and management support the school's aim to make Hazlegrove a thriving, happy, caring and safe community that produces individuals who are appropriately equipped for the next stage of their lives. The leadership and management of the school are underpinned by determination and vision. All want to ensure that all pupils reach their academic potential as well as displaying high levels of personal development. Pro-active leadership is a key to the strength of the interpersonal relationships that exist throughout the school at every level. The composition of the senior leadership team reflects all aspects of school life ensuring careful attention is paid to the needs of the pupils in every way. The leadership team is supported by the senior management team which successfully focuses on the operational side of school life, ensuring that the strategies for school improvement and development are successfully put into practice. Leadership and management are effective in discharging their delegated responsibilities, particularly in the area of safeguarding, which is given a high profile. Safeguarding procedures are thorough, and staff and pupils know to whom they should go to if they have a worry or concern.
- 5.8 School leaders and managers are dynamic in their approach and are constantly looking at how the school can improve and develop. The comprehensive Hazlegrove Plan, which aims to fully support the school's aims and ethos, is supported by departmental and aspect plans which involve staff at every level of the process. This plan fully meets a recommendation from the previous inspection to review and refine the school development plan in order to identify clearly whole-school priorities. Teamwork is actively and successfully encouraged through an inclusive leadership approach. Many staff are afforded the opportunity to take on roles that contribute effectively to the management structure of the school. Staff talk positively about the manner in which school leadership promotes strong teamwork and a positive working environment. 'Enthusiasm with focus' is a phrase that characterises the leadership and management at Hazlegrove.
- 5.9 Leadership and management are effective in the process of self-evaluation and readily review their procedures to ensure that they respond to the ever-changing needs of the pupils and the curriculum. New initiatives are commonplace and are generally successfully introduced throughout the school. Their effectiveness is reviewed regularly. The drive to improve means that complacency does not occur in the pursuit of excellence. The leadership of the school has identified and appreciates the need continually to seek ways to strengthen the links between each part of the school, ensuring that each section always contributes effectively to the whole-school experience.
- 5.10 The school is successful in securing and retaining high-quality staff. Strong emphasis is placed on their professional development through courses from both within and outside the school. The school has a thorough system of appraisal of staff, including all senior leaders. Appropriate key leaders contribute to this review programme which identifies areas for both personal and professional development. Excellent procedures, supported by thorough and detailed records, are in place for the safer recruitment of all those who contribute to the school community. An excellent induction process for newly appointed staff covers all the necessary areas of policy and implementation. New staff feel valued and supported as they take up their posts at the school. All staff are suitably trained for their roles in meeting the

needs of all pupils, particularly in the area of safeguarding, welfare, health and safety. The attitudes, values and excellent personal development of the pupils are reflections of the school leaders and managers who never lose sight of ensuring that their pupils grow into young people of whom they can be justifiably proud.

- 5.11 All records and procedures for the welfare, health and safety of all members of the school community are undertaken and recorded thoroughly. The high quality of leadership and management at the school is supported by excellent administrative arrangements. In questionnaires, parents felt strongly that the school is led and managed well.
- 5.12 The school has excellent links with parents, including in the EYFS. Parents who responded to the questionnaire are overwhelmingly appreciative of the education and support given to their children. In the EYFS, they especially appreciate the fact that their children are well looked after. Parents, in discussion, indicate that communication is a strength of the school and that it has greatly improved with the advancement of ICT systems in recent years. There is now a parent portal and staff can be easily reached through email as well as in person on a daily basis. The school's website contains a variety of quality information for current parents and parents of prospective pupils, including the required policies, news updates and regular newsletters from the head.
- 5.13 The school maintains constructive relationships with parents in line with its aims. All parents are encouraged to use the school's 'open door' policy if they wish to speak to a member of staff, including in the EYFS. Formal complaints rarely occur, and any minor parental concerns are addressed in a timely manner. The school has a comprehensive complaints procedure should the need arise. Teachers are always available to meet with a parent about any matter concerning their child's education or well-being.
- 5.14 Parents are encouraged to be actively involved in the school and this was supported by responses to the parents' questionnaire. Parents report that there are many opportunities to become involved, including: attendance at concerts, plays and fixtures; serving as a class representative; attending coffee mornings; or joining activities run for parents using the school's facilities. All events have an open invitation and any parents can attend. There is an active parents' association, 'The Friends of Hazlegrove', which raises significant funds to support school projects as well as organising special events, thus strengthening the link between parents and the school.
- 5.15 In the EYFS, partnerships with parents, the local authority and outside agencies result in appropriate intervention for the children. This ensures that children with additional needs receive the appropriate support.
- 5.16 Parents receive clear and informative reports on their children's progress and achievement. Mid-term reports include grades and targets, and end-of-term reports in the autumn and summer give longer narratives as well as effort and attainment grades. Parents, in discussion, reported that staff know their children extremely well and that they are delighted with the level of care given by everyone, especially form tutors, and the number of opportunities on offer to all pupils at the school.

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