



INDEPENDENT SCHOOLS INSPECTORATE

HORDLE WALHAMPTON SCHOOL TRUST LIMITED

INTEGRATED INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

Hordle Walhampton School Trust Limited

Full Name of School	Hordle Walhampton School Trust Limited		
DfE Number	850/6028		
EYFS Number	EY387486		
Registered Charity Number	307330		
Address	Hordle Walhampton School Trust Limited Lymington Hampshire SO41 5ZG		
Telephone Number	01590 613300		
Fax Number	01590 678498		
Email Address	registrar@hordlewalhampton.co.uk		
Headmaster	Mr Titus Mills		
Chair of Governors	Mr Neil McGrigor		
Age Range	2 to 13		
Total Number of Pupils	319		
Gender of Pupils	Mixed (170 boys; 149 girls)		
Numbers by Age	0-2 (EYFS):	22	5-11: 188
	3-5 (EYFS):	48	11-13: 61
Number of Day Pupils	Total:	305	
Number of Boarders	Total:	14	
	Full:	14	Weekly: 0
Head of EYFS Setting	Mrs Jo Furneaux-Reed		
EYFS Gender	Mixed		
Inspection Dates	27 Nov 2012 to 30 Nov 2012		

PREFACE

This inspection report follows the *ISI schedule*, which occupies a period of four continuous days in the school. The previous ISI inspection was in October 2008.

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) (England) Regulations 2010. The range of these Regulations, which replace those first introduced on 1 September 2003, 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.

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. Until September 2011, Boarding inspections were carried out by the Office for Standards in Education (Ofsted), Children's Services and Skills.

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 pupils aged under three), reports are required to use the same terminology ('outstanding', 'good', 'satisfactory' 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 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 Linda Donowho	Reporting Inspector
Mrs Sue Butcher	Team Inspector (Director of Sport, IAPS school)
Mr Andrew Day	Team Inspector (Former Curriculum Director, IAPS school)
Mrs Audrey Marsden	Team Inspector (Head of Pre-Prep, IAPS school)
Mrs Lynne Heath	Co-ordinating Inspector for Boarding
Mr Chris Manville	Co-ordinating Inspector for Early Years

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Hordle Walhampton School is a day and boarding school for boys and girls from the ages of two to thirteen. The school came into being following the merger of Hordle House School and Walhampton School on the Walhampton site in 1997. It is set in its own grounds on the edge of the New Forest. Facilities include a swimming pool, three lakes, where sailing, canoeing and fishing take place, a large sports hall and an all-weather surface. The school also has stables, which enables it to provide riding lessons for pupils. The pre-preparatory department, which includes the Early Years Foundation Stage (EYFS), is accommodated in purpose-built premises adjacent to the main school building. Since the previous inspection, a new headmaster has been appointed. The school is administered by a board of governors.
- 1.2 At the time of the inspection, there were 319 pupils on roll: 170 boys and 149 girls. Of these, 70 were in the EYFS, of whom 22 attended the Nursery, the majority part-time. There were 188 pupils in Years 1 to 6, and 61 in Years 7 and 8. The school offers full, weekly and flexible boarding to pupils from Year 3 onwards. At the time of the inspection, 14 pupils were boarding full-time and many make use of the flexible boarding arrangement. The pupils come predominantly from business and professional families. A small proportion represent a range of other nationalities and cultures. The school has identified 58 pupils as having special educational needs and/or disabilities (SEND), 45 of whom receive additional support; no pupil has a statement of special educational needs. Nine pupils have English as an additional language (EAL), five of whom receive extra support. The majority of pupils leave the school at the age of thirteen, when most take scholarship, Common Entrance or other entrance examinations for senior schools. The overall ability profile of the school is above the national average.
- 1.3 The school aims to be a happy, exciting and dynamic place in which pupils acquire a genuine thirst for knowledge and a love of learning, and where they can laugh, feel safe and enjoy being children. It aims to develop the academic, creative and sporting talents of each pupil, ensuring a broad and balanced education of the whole person, whilst inspiring in everyone a love of nature and the outdoors.
- 1.4 National Curriculum (NC) nomenclature is generally used by the school, and is used throughout this report, to refer to year groups in the school. The school refers to its oldest Nursery class as Kindergarten.

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 Throughout the school, pupils' achievements and their learning, attitudes and skills are excellent. It succeeds in its aim to be an exciting and dynamic school in which children acquire a genuine thirst for knowledge and a love of learning. As a result, pupils are extremely well prepared for their future lives. A feeling of mutual respect and trust pervades the school. Pupils' success is promoted by good teaching and a broad curriculum that contributes appropriately to all areas of learning, although the length of each single lesson results in some learning time being lost. Since the previous inspection, information and communication technology (ICT) has been included in the curriculum for Years 7 and 8, and design and technology (DT) reintroduced for Years 3 and 4. The provision for pupils with SEND or EAL is fully integrated into the curriculum, with strong support in subject lessons and in individual sessions with specialist staff. More able pupils are also catered for extremely well in class. The curriculum is complemented by a strong emphasis on extra-curricular activities, which allows pupils choice based on interests and skills. This extensive range of opportunities enables pupils to flourish.
- 2.2 The personal development of pupils is excellent and is supported by the equally high standard of pastoral care, welfare arrangements, and health and safety procedures. Pupils are unfailingly polite to visitors and treat their peers and staff with great respect. Spiritual development is characterised by thoughtful pupils, who reflect seriously on non-material issues and develop a strong moral code. Pupils show considerable strengths in social awareness and talk to each other with maturity. Their awareness of those less fortunate than themselves shows in their positive approach to charitable giving. The quality of boarding is good, although there is no separate accommodation for boarders who are unwell.
- 2.3 The aims of the school are fulfilled and fostered by the governing body, which is committed to the academic progress and personal development of the pupils. Governors have a clear oversight of the school, informed by reports from the headmaster and by their visits to the school. The strong and dedicated new leadership has, in a short time in office, established a clear vision for the future. A new comprehensive development plan is still in its early stages of development. Since the previous inspection, links between the pre-preparatory and the preparatory departments have strengthened, and teaching and learning are now monitored by subject heads across both departments. However, this is not yet linked to a staff appraisal system and there is no comprehensive system for monitoring pupils' progress across the school. Safer recruitment procedures are efficient, and all checks on staff and visitors are undertaken and recorded correctly. Links with parents are excellent; parents are generally satisfied with all aspects of the school's educational and pastoral provision.

2.(b) Action points

(i) Compliance with regulatory requirements

- 2.4 The school meets all the requirements of the Independent School Standards Regulations 2010.
- 2.5 The school meets all the National Minimum Standards for Boarding Schools 2011:

(ii) Recommendations for further improvement

- 2.6 The school is advised to make the following improvements.
1. Implement an effective appraisal system throughout, which identifies and supports staff development and training.
 2. Consider the length of single lessons in order to reduce the amount of learning time being lost.
 3. Develop further the system for monitoring individual pupils' progress throughout their time in the school.
 4. Develop systems in the EYFS for monitoring the outcomes for children, to identify priorities for professional development and the allocation of resources.
 5. Provide accommodation for boarders who are unwell, separated for boys and girls.

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' achievement and learning is excellent.
- 3.2 The pupils' knowledge, understanding and skills develop well across a wide range of subjects and activities. The quality of their achievements and learning fulfils the school's aim to develop the academic, creative and sporting talents of each pupil, ensuring a broad and balanced education of the whole person. Pupils of all ages are particularly keen to learn, and clearly enjoy what they do both in lessons and in the excellent range of other activities, as well as committing themselves to producing work of the highest standards.
- 3.3 The pupils express themselves extremely eloquently, being articulate and confident across the ability range. They write with strong imagination and accuracy, and are highly competent in their reading skills, delighting in demonstrating these in lessons. When given the opportunity, they are also able to think for themselves and reason through arguments logically. They express their opinions with conviction and clarity and demonstrate substantial ability to work independently with considerable initiative. Pupils achieve particularly well when teaching requires them to work together to devise solutions to problems. Pupils demonstrate exceptional ability in number, and develop their own strategies for problem solving and working with mathematics in a practical way. They acquire a high level of understanding of scientific concepts and investigative skills are well developed. Information and communication technology skills are applied effectively across a number of curriculum areas.
- 3.4 An extremely high standard of creativity is evident in art and music, particularly in the imaginative displays around the school and in the regular uplifting sound of the singing, for example of the chapel choir and the whole school in assemblies. Many pupils achieve good grades in instrumental music examinations and they use their skills in various musical ensembles and events in school.
- 3.5 Pupils are highly successful in a wide range of activities, and the school celebrates a significant number of achievements, particularly in sport, across a wide range of skills including sailing and riding, and in music by individuals and groups. These achievements make a considerable contribution to pupils' personal development, enabling them to demonstrate their individual confidence, their team skills and their respect for each other. An inclusive approach enables all pupils to represent their school and both boys and girls enjoy success in inter-school sports matches.
- 3.6 Pupils' attainment cannot be measured in relation to average performance in national tests but, on the evidence available from lesson observations, scrutiny of pupils' written work and curriculum interviews with pupils, it is judged to be high in relation to national age-related expectations. The pupils follow a broad curriculum and, on leaving the school, they transfer to a senior school of their choice. Many achieve success in entrance and scholarship examinations to selective boarding schools, including awards for art, music and sport in addition to academic awards. This level of attainment, as judged, indicates that pupils make good progress in relation to pupils of similar abilities, although standardised measures of progress indicate that most cohorts make appropriate progress in relation to pupils of similar abilities. Less able pupils and those with EAL make excellent progress because they are supported extremely well. They are withdrawn from lessons for specialist

support and their individual learning plans (ILPs) are shared with all staff and include class-based targets, so that they are supported in striving for improvement throughout the day. More able pupils and those with particular talents are often given work appropriate to their ability and make particularly rapid progress in the majority of lessons where they are given high level challenges; however, this is not consistent for all year groups and subjects.

- 3.7 The pupils' attitudes to their work and study are excellent and support their achievements very effectively. Their exemplary behaviour and the extremely good relationships they enjoy amongst themselves and with staff also facilitate high quality learning. Pupils concentrate very well, are highly motivated and persevere at a task when it offers them an appropriate level of challenge.

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

- 3.8 The contribution of curricular and extra-curricular provision is good overall.
- 3.9 The school fulfils its aim to develop the academic, creative and sporting talents of each pupil. All the required subjects, including personal, social and health education (PSHE), are covered. The curriculum is suitable for all ages, needs and abilities, and is effective in promoting the pupils' excellent standards of learning and personal development, whilst providing a range of creative, linguistic and technological experiences with a strong focus on literacy, numeracy, science and sport. The curriculum is broadened by the inclusion of French from Year 2 onwards and Latin from Year 5. Woodwork and drama are also timetabled for pupils in Years 3 to 5. In addition, pupils have an extensive games programme and Years 4 to 8 participate in sport on a daily basis. The curriculum is tailored to the requirements of examinations for entry to local selective schools, for which pupils are very well prepared. Provision for both DT and ICT has improved since the previous inspection but further development is restricted by the heavy allocation of sport within the timetable. In addition, the timetable allows 30 minutes for each individual lesson, but this is reduced by the movement of pupils around the site, as there is no allowance for travelling time between classes. This considerably reduces learning time and sometimes has an impact on the achievement of pupils.
- 3.10 The curriculum is enriched by a range of educational visits, including outings to local areas of interest, a residential excursion to the Isle of Mull and trips abroad, developing pupils' creativity and leadership skills.
- 3.11 Curriculum planning is thorough within each year group, and subject and lesson plans are detailed and show separate tasks for pupils of differing abilities. A closer liaison between the pre-preparatory and the preparatory department has been developed since the previous inspection.
- 3.12 Curricular support for pupils with SEND is excellent. Clear targets are set in their ILPs which allow these pupils' needs to be met both in individual and class lessons, where their learning is ensured through sensitive support by Gap Year students or particularly relevant work set by teachers. Pupils value the extra support given. A small minority of parents expressed concerns in the pre-inspection questionnaire that more able pupils do not receive appropriate support. The inspection found that the curriculum for these pupils is usually enriched through high level challenges and extension tasks that encourage them to collaborate highly effectively with their peers, remaining focused and sharing ideas.

- 3.13 Extra-curricular provision is excellent. Activities are offered both in school and at the end of the day, enabling pupils to pursue many interests. These provide excellent opportunities for sport and outdoor pursuits, and include activities ranging from art and archery to sailing and stable management. Art and music particularly contribute to the extended curriculum. The art department freely allow pupils to use the art room at break times and there are many opportunities for pupils to take part in a variety of musical activities during the week. The school grounds further enhance the curriculum. They are highly valued by pupils and are used very successfully in lessons and for recreational activities.
- 3.14 The pupils' experience is enhanced by many links with the local community. The choir sings at a number of local venues including a church, the vicar of which regularly attends school assemblies and talks to the pupils. Local elderly residents are invited to the school twice a year to meet with the pupils and look at their work. Further links are developed through an extensive range of trips to venues nearby, such as art galleries, museums and other places of worship. The school hosts a cross-country event in which local primary schools compete, as well as the Junior Wessex Athletics Championships that over 30 preparatory schools attend, and pupils support local charities through regular fund raising.

3.(c) The contribution of teaching

- 3.15 The contribution of teaching is good.
- 3.16 The quality of teaching is wide ranging and some is excellent. Overall, it successfully promotes the school's aims to be an environment in which pupils acquire a genuine thirst for knowledge and a love of learning. The best teaching is characterised by clear objectives and effective, focused questioning, whereby teachers who have good subject knowledge freely challenge pupils, setting a well-judged framework to enable them to investigate, explore and discover. In these lessons, the pupils are inspired to learn and respond with willingness and enthusiasm; consequently their progress is rapid. In less successful lessons, the style of teaching combined with a lack of pace restricts pupils' opportunities for interaction with each other or to be challenged at their own level; learning objectives are not clear and there is a heavy reliance on worksheets.
- 3.17 In all lessons, strong relationships between teachers and pupils are evident and are a significant factor in pupils' successful outcomes. Classroom behaviour is of a high standard; the effort and application of pupils are clearly appreciated by staff. Resources are appropriate and, in a number of lessons, pupils benefit from the effective use made of interactive whiteboards.
- 3.18 Teachers know pupils extremely well, adapting many lessons successfully to their differing needs, a recommendation from the previous inspection. More challenging work provides stimulus for the most able, and the needs of pupils with SEND or EAL are met extremely well, enabling these pupils to make particularly good progress. They receive support outside the classroom and, within lessons, questions are carefully targeted at individuals, and they are placed in groups where they can help each other. There is a consistent practice of encouraging pupils to work collaboratively and discuss their thoughts and ideas, which they do very successfully. Much of the teaching provides opportunities for pupils to work independently, developing their ability to take more responsibility for their work.

- 3.19 The library is spacious and well appointed, and is used by all pupils for lessons and research. Sessions are planned well and the librarian is fully conversant with the pupils' reading ages and abilities. Pupils are guided to the appropriate genre of books and the most able are helped to extend their reading age, while support is provided to the least able and their confidence boosted.
- 3.20 There is no clear whole-school marking policy and marking varies across subjects and year groups. The best written comments seen both indicated the standard reached and suggested ways to improve. However, this is not consistent across all subjects. Pupils reported that they find the return of clearly marked work useful because it provides them with a good idea of how well they are doing.
- 3.21 The school has a large amount of assessment data on pupils, which helps to indicate how well they are progressing. However, the information is not yet used effectively within an over-arching and comprehensive system that enables clear monitoring of the progress of individual pupils throughout their time at the school.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

- 4.1 The pupils' spiritual, moral, social and cultural development is excellent.
- 4.2 The quality of the pupils' awareness in these areas fulfils the school's aims of promoting the importance of moral, spiritual and social values, inspired by its underlying Christian ethos and celebration of cultures from around the world.
- 4.3 Pupils have excellent spiritual awareness. The school ethos is strongly supported by Christian principles, and pupils develop a broad spiritual education that fosters tolerance and an awareness of non-material aspects of life. Pupils' understanding of world religions is developed extremely well through religious education lessons, as well as regular class or school assemblies, which play a key role in school life.
- 4.4 Pupils appreciate beauty in the world around them during expedition weeks to Weymouth, Cornwall, North Wales and the Isle of Mull, and through their enjoyment of nature in their own extensive grounds. Pupils' strong self-awareness is successfully fostered through the family atmosphere that is central to the ethos of the school.
- 4.5 Pupils' strong moral development is evident throughout the school. From an early age, pupils know right from wrong and take responsibility for their own actions. Pupils show a well-developed understanding of the rules of the community and benefit from the effective system for rewarding good behaviour. They also clearly appreciate the significance of friendliness and good manners. They grow to recognise value in being responsible citizens who show respect and tolerance, and consider the needs of others. Pupils work hard to support a range of charities, from raising money for national campaigns to sending clothes to an orphanage in Ghana or Christmas boxes to underprivileged children. They have also recently visited a local D-Day memorial and taken part in a Remembrance Day service, and were addressed by an elderly veteran who fought at Arnhem, who provided a greater understanding and opportunity to reflect on the outcomes of the Second World War, in preparation for a family and school visit to Arnhem.
- 4.6 The harmonious relationships seen throughout the school are a result of the pupils' excellent social development. Pupils demonstrate a good understanding of public institutions and current affairs, as well as an appreciation of how society works. At all levels they willingly accept responsibility when asked. The pupils develop a range of life skills that have an excellent impact on their social development, through for example, the food and environment committees and school council, their roles as prefects and patrol leaders, and the responsibilities they take in chapel assemblies and as guides for parents of new pupils. These skills are further supported through the PSHE provision, the Year 8 post Common Entrance curriculum, the extensive extra-curricular programme and residential visits.
- 4.7 The pupils' appreciation and understanding of cultural diversity are excellent and enriched by the opportunities provided for them. They have a harmonious and respectful approach to different cultures and faiths. Pupils appreciate their own traditions and cultures through different educational visits and activities, which are a regular feature of the curriculum. Pupils in the pre-preparatory department sponsor a child in Togo and a number of guest speakers visit the school to enlighten the pupils about many different cultures. The European Day of Languages and Taste of

India day also enrich the pupils' cultural experience, which is further supported by the award of cultural activity prizes at the annual Founders Day prize-giving.

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

- 4.8 The contribution of arrangements for pastoral care is excellent.
- 4.9 Across all aspects of the school's life and in line with its aims, staff provide exemplary pastoral support for pupils, who in turn feel extremely well nurtured and valued. Relationships between pupils and staff, and amongst the pupils themselves, are excellent and contribute to both the ethos in the school and its quality of care. Their co-operation and courtesy are visible in all areas.
- 4.10 Highly effective policies and procedures for promoting an ethos of positive behaviour and guarding against harassment and bullying work well. Pupils are naturally kind to one another and are comfortable in each other's company. They appreciate and value the systems that reward good behaviour, work and effort. A small number of parents in response to the pre-inspection questionnaire indicated that staff do not treat pupils as individuals. In discussions with pupils, inspectors found no evidence to support this. The popular house and patrol systems, in which pupils are grouped across the age range, help to foster a sense of identity and add a competitive element to the rewards and sanctions system. The school deals with any poor behaviour in an efficient and sensitive manner. Incidents are recorded and monitored, and shared amongst the appropriate staff. A very small minority of parents expressed concern in responses to the questionnaire about how the school deals with bullying. Pupils say that bullying is rare but, should it occur, they are confident that the school would deal with it effectively. Pupils appreciate that all members of staff, including the most senior, are always available and willing to listen to them. A small minority of pupils felt that they are not always able to put forward their views. Inspection findings showed that pupils have a voice through their tutors and class teachers, and through the school council.
- 4.11 Pupils have many and varied opportunities to be physically active through their lessons and through the extensive extra-curricular provision. The pupils are aware of the need for healthy eating and this is reinforced in their lessons and in the provision of freshly prepared meals. The catering staff have an excellent knowledge of nutritious diet and put this into practice, offering a good range of food to suit all tastes.
- 4.12 The school has a suitable plan to improve educational access for pupils with special educational needs and/or disabilities.

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

- 4.13 The contribution of arrangements for welfare, health and safety is excellent.
- 4.14 The safeguarding policy is comprehensive, and accurately reflects current practice. It is reviewed annually by senior managers and governors. All staff receive child protection training, which is updated appropriately. Health and safety procedures are excellent and support the school's aims. Highly effective measures are taken to reduce the risk of fire and other hazards, and records and documentation of all aspects of health and safety are meticulously kept. Useful and stringent risk assessments cover all areas of the school and are also undertaken for external visits. Suitable medical facilities ensure that pupils' needs are catered for sensitively and effectively. Staff are very well informed about individual needs and conditions, including those relating to pupils with SEND. The school nurse is available when needed and many staff are trained in first aid.
- 4.15 The admission and attendance registers are maintained accurately and correctly archived. This represents an improvement since the previous inspection.

4.(d) The quality of boarding

- 4.16 The quality of boarding is good.
- 4.17 The outcomes for boarders are good and their personal development is promoted well by their boarding experience and the support they receive from boarding staff and tutors. Boarders mix well; they strongly support one another and value the friendships they make. Older boarders help in the care of younger pupils, promoting a sense of community. Pupils in Years 7 and 8 are encouraged to board at least once a week to prepare them for the next stage in their education, as many move on to senior boarding schools. Pupils enjoy the boarding experience and they feel that they are acquiring useful skills for the future. The majority are positive about the new developments within the house and appreciate efforts being made on their behalf by house staff. Many show a mature understanding of the values on which the boarding aims are based and appreciate how a sense of community and social cohesion may be fostered. Boarders are articulate, courteous and confident, and are encouraged to voice their views in the food committees and house meetings or informally to staff. The ethos of the house is to recognise and reward kind and thoughtful behaviour and to engender a spirit of co-operation and integrity in which all boarders can flourish. Differences, such as in culture and language, are respected and celebrated, with good support given to those who join the school from abroad. Boarders keep themselves fully informed of current affairs through the news on television and through daily newspapers.
- 4.18 The quality of boarding provision and care is good. The individual support and guidance which the boarding staff provide have a significant positive impact upon boarders and enable them to keep safe, fit and healthy. New boarders receive a thorough induction programme by house staff which provides support and key information. The new 'buddy' system has been successful in supporting new boarders. Boarders are aware of the help offered by the independent listener and are able to access contact details in their school diary and from notices around the school. A six-weekly rota of menus, with an emphasis on healthy eating, provides good choices of nutritious, freshly prepared food. Portions are good and individual dietary needs are carefully met. Fresh fruit is always available and boarders have access to fresh water and snacks in the house in the evening. There is an efficient

laundry system. A few pupils indicated in responses to the pupils' questionnaire that possessions occasionally go missing. No evidence was found to support this. Weekend shopping trips allow pupils to purchase any personal items they may need. Medical well-being is overseen by a registered nurse, supported by a local doctor, health centre and specialist services, and all house staff have first-aid training. Comprehensive medical records are kept for all boarders, ensuring that the school is aware of individual needs. Boarders are aware of how to contact staff at night in case of illness, but no separate accommodation is available for sick boarders.

- 4.19 Boarders enjoy a vast range of interesting recreational and developmental activities available to them in the evenings. The balance of boarding life is well defined, ensuring appropriate levels of free time and study. Staff monitor choices of activities to ensure that boarders do not over-commit themselves. Weekend trips out of school are varied and very popular. The accommodation is of a high standard. Boys and girls are accommodated on separate floors. All rooms are spacious, bright, clean and well furnished; many boarders personalise their space. The girls' boarding has been thoughtfully refurbished to provide relaxing, homely accommodation. There is an adequate number of bathroom facilities. The house has comfortable and well-equipped areas for relaxation and recreation, with a small kitchen for boarders' use. Boarders are able to communicate with their families by house telephone and through weekly letter writing. The use of mobile telephones, email and visual internet communication software is limited to certain times of the day. Boarding staff foster good links with parents and carers by email and telephone, as well as contact in person, and parents are aware of the complaints procedure. Comprehensive risk assessments are undertaken for both on-site activities and out-of-school visits, health and safety measures are secure and regular fire drills are held.
- 4.20 Pupils' welfare is at the forefront of everyday practice and arrangements for the welfare and safeguarding of boarders are excellent. The boarders feel very safe within the boarding community; the supportive and caring environment ensures a culture of openness between the staff and pupils, so that any difficulties are dealt with swiftly and calmly. Systems for behaviour management are fair and understood well by all. Sanctions are appropriately recorded but are rarely invoked because good behaviour is praised and positive incentives are offered. Staff are diligent in registering boarders several times a day. Stringent measures prevent unauthorised access to boarding areas. Arrangements for the safer recruitment of boarding staff are rigorous and all receive safeguarding training at induction, which is regularly updated.
- 4.21 The effectiveness of the leadership and management of the boarding provision is good. The school's statement of boarding principles works well in practice. Staff are committed to the school's aims and ethos, and conscientious in their endeavours to promote a strong culture of mutual consideration and harmonious social interaction. Priorities are clear and the team provides a safe and caring environment for the pupils in the house. However, the majority of the team members are new in post and procedures and policies are in the process of being reviewed, revised and developed. Staff cover in the house is sufficient; input from tutors and on-site staff ensures that boarders' needs are well met. All boarding staff have detailed job descriptions. Staff are experienced and well qualified for their roles; relevant professional training is offered by the school, which ensures positive outcomes for boarders. Regular boarding staff meetings take place and the team is effective in self-evaluation and identifying areas for improvement. There are strong direction and vision, with ambitious plans in place for the future of the boarding provision,

although the new system of boarding staff appraisal is in its early stages of development. Questionnaire responses show a high level of satisfaction with boarding, and inspectors agree with these positive views.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is excellent.
- 5.2 Prudent and clearly focused governance has assured the success of the recent changes in the leadership and management of the school. The governors are extremely supportive of the new vision and the developing strategic plan for the school. Governors are actively involved in and maintain secure oversight of the school through well-structured committees, with aptly chosen membership that includes a suitable range of expertise and experience. The board is particularly well represented in terms of educational expertise. This enables governors to provide support and challenge to all aspects of school life, and thus help the school to fulfil its aims.
- 5.3 There is an induction programme for new governors, and all governors receive regular and appropriate training when necessary. Governors understand their roles and responsibilities, particularly in respect of child protection, secure recruitment and health and safety. Their procedures are extremely effective. Financial oversight is strong and receives the governors' full attention; the procurement of resources throughout the school is efficient.
- 5.4 Regular information from the headmaster, who has frequent contact with governors, gives details on all aspects of school life. Governors are interested and involved in the school, and are highly supportive. They know the school and have positive and constructive relationships with staff. The allocation of individual governors to various areas of school life works well.
- 5.5 The governors take seriously their responsibility for welfare, health and safety, and are committed to improving still further the effectiveness of their monitoring. The safeguarding policy and procedures are reviewed annually and have been modified in line with current legislation.

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

- 5.6 The quality of leadership and management, and links with parents, is good overall.
- 5.7 Since the arrival of the current headmaster, the senior leadership team has been restructured and strengthened. It is united in its keen sense of purpose, and provides strong support for the school and staff. Under the new leadership and direction, the team has developed a clear focus on improvement through careful self-evaluation that is already beginning to have an impact, further strengthening the quality of education and high levels of care provided. Staff have embraced the changes, resulting in the happy, lively and purposeful ethos that pervades all areas of the school. This fulfils the school's aim to be a distinctly happy school to which pupils and adults feel a deep loyalty, a place in which pupils can laugh, feel safe and enjoy being children.
- 5.8 A new whole-school development plan has been a priority and is being prepared with careful consideration of the school's needs, and areas for improvement are

being set out. The new plan has not yet been through a consultative process in order to become a shared vision, which is recognised by the senior leadership team.

- 5.9 Heads of department have prepared development plans for their subjects following an audit of their departments, and staff are eager to support this. The previous staff appraisal system had lapsed and the new staff appraisal scheme is in its early stage of development; it does not currently identify and support staff development and training. A need for members of the senior leadership team to be involved in the appraisal process is strongly acknowledged. At present, heads of department monitor teaching and learning through lesson observations and an informal system of peer review occurs across all subjects, in response to recommendations from the previous inspection.
- 5.10 Staff are well qualified and deployed effectively to provide the support required to meet the needs of pupils. They receive regular training in the necessary areas of safeguarding, welfare, health and safety, and show high levels of care and concern for pupils. A comprehensive staff handbook gives them useful guidance. Effective policies and procedures cover all aspects of school life and are conscientiously implemented by staff, who are exceedingly hard working and committed to the pupils in their care.
- 5.11 Selection and appointment procedures are robust, and new staff are carefully inducted in safeguarding and welfare, health and safety to ensure maximum awareness of school routines. New governors and staff across the school, teaching and non-teaching, are all carefully checked before appointment, and a rolling programme of updating Criminal Records Bureau checks is in progress.
- 5.12 The excellent and extensive premises and grounds are well maintained, providing a safe and stimulating environment in which the pupils have many opportunities to develop their sporting potential and demonstrate their skills. The school runs efficiently due to the care and expertise of all those who work hard to support the pupils, including the administration, catering, housekeeping, grounds and maintenance departments.
- 5.13 The school has a very strong partnership with parents. The majority of parents who responded to the pre-inspection questionnaire expressed their satisfaction with the education and support provided for their children. In particular they commented on the range of subjects and extra-curricular activities offered. Communication between home and school is excellent and parents are able to contact form tutors, subject teachers or the leadership if they have any queries or concerns. The school's formal complaints procedure is available to parents, and is followed carefully when needed.
- 5.14 A wide variety of useful information, including policies, is available to parents of both prospective and current pupils through the school website and within the school. The weekly *Mercury* newsletter includes reports and photographs of major school activities, and keeps parents fully up to date with news and forthcoming events.
- 5.15 Curriculum evenings at the beginning of each academic year inform parents about the topics to be covered. In the pre-inspection questionnaire, a few parents indicated that they would like more information on their children's progress. Inspection evidence confirmed that whilst reports provide a summary of pupils' progress and achievement, they give little indication of areas for development. Parents' evenings are held once each year for older pupils and twice a year for pupils in the pre-preparatory department.

- 5.16 In the pre-preparatory department, parents regularly help with trips, assist with reading and attend events such as the annual Nativity play. Parents of older pupils are also actively involved in school life, attending a wide range of events such as sports fixtures, music concerts, plays and chapel assemblies. Form representatives provide an effective link between parents and the school. The Hordle Walhampton Parents Association organises a variety of social events, such as quiz nights, firework displays and a Christmas fair, to raise funds for local, national and international charities, and to provide additional resources for the school.

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

6. THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION STAGE

6.(a) How well the early years provision meets the needs of the range of children who attend

- 6.1 The setting makes outstanding provision in meeting the needs of the range of children who attend. Well-organised classrooms allow access to a broad range of resources, for example, in the Nursery, an attractive outdoor area that reflects the children's needs and interests. Outdoor provision for older children is less well resourced, but a small vegetable garden and outstanding woodland classroom add significantly to the children's experiences. Provision is at least good for all areas of learning and development, although opportunities for spontaneous, independent writing are limited. The balance of indoor and outdoor activities is good. Children, particularly those under the age of three, have regular free-flow access to the outside areas. The balance of adult-led and child-initiated activities is highly effective and well planned, allowing younger children to become independent learners while preparing older children for the more formal approach of Year 1.
- 6.2 Adults monitor children's learning carefully through a well-managed programme of formal and informal observations, which provide an accurate record of children's development and their needs and interests. Children have many opportunities for active learning through play and exploration. Critical thinking skills are actively encouraged by adults, who have high expectations and use open-ended questioning very effectively to encourage children to find their own solutions to problems. Partnership with parents, who greatly appreciate the 'open-door' policy, is outstanding. Regular reports and parents' evenings keep parents very well informed about their children's progress. Parents are encouraged to participate in outings, and contribute to the assessment of learning through reading records and creating a 'me in a bag' collection of objects, through which the uniqueness of each child is celebrated. In the pre-inspection questionnaires, parents expressed unanimous satisfaction with all aspects of the EYFS provision.

6.(b) The contribution of the early years provision to children's well-being

- 6.3 Provision for children's well-being in the EYFS is outstanding. Children feel secure and safe, with those under the age of three confidently seeking comfort from familiar adults who act as excellent role models. Positive reinforcement of clear and consistent boundaries promotes good behaviour. Adults give a very high priority to safeguarding, safety and security. Risk assessments are comprehensive, and daily checks ensure that any potential hazards are removed or repaired without delay. Familiar routines, such as changing footwear to go outside or laying the table at snack time, help children to develop independence and responsibility. Children, particularly the youngest, are sensitively supported in the development of personal hygiene routines. Home-cooked, appetising and nutritious lunches help children to understand the importance of healthy eating, and regular gym sessions and outdoor play promote a positive attitude to exercise and a healthy lifestyle. Excellent links between the three EYFS year groups ensure that children are well known by all staff, who prepare them very well for transition to the next stage of their education.

6.(c) The leadership and management of the early years provision

6.4 The leadership and management of the EYFS are good. The EYFS is extremely well represented on the governing body by a dedicated early years governor who visits the setting regularly and reports back to the governing board. Safeguarding and welfare policies are robust and reviewed regularly. Recruitment checks are comprehensive and recorded accurately. Children are well cared for, and careful deployment of staff ensures appropriate supervision at all times. Staff know and understand their responsibilities and all procedures are securely embedded in practice. Staff have extensive knowledge and understanding of the EYFS and child development, and good practice is shared through excellent teamwork. They contribute to evaluation of the provision, through reflective practice, staff meetings and regular peer observations. Staff feel highly valued and very well supported. They attend a wide range of courses to update and extend their knowledge and skills. However, training priorities are not effectively identified due to a lack of formal staff appraisal, and processes for monitoring effectiveness in terms of the allocation of resources and outcomes for children are not currently undertaken. Staff work extremely closely with parents and external agencies to secure appropriate support for any children with additional needs.

6.(d) The overall quality and standards of the early years provision

6.5 The quality and standards in the EYFS are outstanding. High priority is given to ensuring that the needs of every child are fully met, in line with the school's aims. All children, including those identified as having SEND or EAL, make at least good and often outstanding progress, with most working consistently in line with or beyond the Early Learning Goals by the end of their time in the EYFS. Children under the age of three make rapid progress in the three prime areas of development, and for older children, achievement in personal, social and emotional development, mathematics and understanding of the world is particularly strong. Children clearly enjoy their time at school and participate enthusiastically in the full range of activities. Throughout the EYFS, children are active, independent learners who explore their ideas creatively through purposeful play and exploration, for example designing a 'hibernation house' for a tortoise.

6.6 In the Nursery, children develop excellent speaking and listening skills, confidently retelling the Nativity story using props. They are sensitive to the needs of others, speaking and moving quietly at rest time so as not to disturb their friends. Older Nursery children recognise and sequence numbers up to ten, while in Reception, children recognise letters and sounds as they sort objects by their initial letter, and sound out three-letter words. Understanding of the world is excellent. For example, children recognise, name and match fallen leaves to trees. Children are polite, co-operative and respectful of each other's differences. They know how to stay safe, particularly in the woodland classroom, and understand the importance of healthy eating, personal hygiene and exercise. Children's safeguarding and welfare needs are met extremely well.

6.7 Leadership has effected continuous improvement. Since the previous inspection, steps have been taken to resolve such issues as maintaining an accurate record of children's attendance and obtaining prior permission from parents for the administration of medicine.

Compliance with statutory requirements for children under three

6.8 The school's registered provision for childcare meets the requirements of the Childcare Act 2006 and no action is required.

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