



INDEPENDENT SCHOOLS INSPECTORATE

MOYLES COURT SCHOOL

INTEGRATED INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

Full Name of School	Moyles Court School
DfE Number	850/6048
Registered Charity Number	307347
Address	Moyles Court School Moyles Court Ringwood Hampshire BN24 3NF
Telephone Number	01425 472856
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Email Address	info@moylescourt.co.uk
Headmaster	Mr Greg Meakin
Chair of Governors	Canon Stanley Royle
Age Range	3 to 16
Total Number of Pupils	170
Gender of Pupils	Mixed (93 boys, 77 girls)
Numbers by Age	3-5 (EYFS): 24 5-11: 62 11-16 84
Number of Day Pupils	Total: 130
Number of Boarders	Total: 40 Full: 40 Weekly: 0
Head of EYFS Setting	Mrs Faye Slocombe
Inspection dates	13 Nov 2012 to 16 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 November 2009.

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 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

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Reporting Inspector

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Moyles Court is a co-educational day and boarding school, founded in the 1940s as Manor House School. It is a charitable trust administered by a board of governors. In 1963, the school moved to a Queen Anne period manor house in a 14-acre woodland estate on the edge of the New Forest. The current headmaster has been in post since 2008. A new chair and vice-chair of the governing body were appointed in 2012.
- 1.2 The aims of the school are to encourage pupils of all academic abilities to maximise their potential and make the most of their talents in preparation for the world beyond home and school. The school seeks to provide the conditions for vibrant learning and a caring boarding environment, in order to promote pupils' confidence and independence. It aims to set high standards of courtesy and behaviour, effort and achievement, while at the same time recognising that not all children have the aptitude for academic distinction. It places emphasis on its outdoor education programme. In the Early Years Foundation Stage (EYFS), the school aims to give every child an equal opportunity to achieve, to tailor learning opportunities to the needs of the individual, to be active participants in improving the quality of life and well-being of every child and to create happy, well-rounded individuals.
- 1.3 At the time of the inspection, 170 pupils (93 boys and 77 girls) were enrolled at the school, including 24 pupils (13 boys and 11 girls) aged from 3 to 5 years in the Nursery and Reception classes of the EYFS. There were 62 pupils in the Junior School (Years 1 to 6) and 84 in the Senior School (Years 7 to 11), and 40 pupils were boarders (23 boys and 17 girls). Flexible boarding is offered if beds are available. There were no flexi-boarders at the time of the inspection.
- 1.4 The school identifies about a third of pupils as having special educational needs and/or disabilities (SEND), the majority with dyslexia. No pupil has a statement of special educational needs.
- 1.5 Pupils join at all ages. Approximately a third of the pupils are from forces families. Almost all pupils come from English speaking backgrounds, boarding pupils being mainly drawn from families serving with the forces overseas. A very small number of pupils speak English as an additional language (EAL). Day pupils come mostly from nearby towns.
- 1.6 The ability profile of the school is broadly in line with the national average overall, with a wide spread of abilities, and in some year groups, slightly below the national average.
- 1.7 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 The overall achievements of the pupils throughout the school, including the EYFS, are good. They are underpinned by a broad curriculum, a wide choice of extra-curricular activities and good teaching. As a result, the school is successful in realising its aim to maximise the potential of pupils of all academic abilities, to make the most of their talents. Good levels of knowledge, understanding and skill are demonstrated by pupils across all ages, subjects and activities. The above average results achieved in public examinations show that pupils make good progress for their ability. Pupils with EAL and pupils with SEND often make rapid progress, due to the excellent support they receive. Most pupils have positive attitudes to learning, encouraged by the good teaching. Teachers demonstrate strong subject knowledge, clear objectives and high expectations, though in a few lessons observed, the pace was pedestrian and there were too few opportunities for pupils to learn independently.
- 2.2 Pupils' spiritual, moral, social and cultural development and their pastoral care are good, resulting in strong personal development throughout the school, including in the EYFS. Excellent relationships exist between all members of the school community. Good understanding and respect for individual differences create a harmonious atmosphere and engender a strong community spirit. Arrangements for welfare, health and safety are sound. The school pays close attention to the health and safety of its pupils but weaknesses in ways of working were identified during the inspection. New, more thorough procedures have been put in place. The quality of boarding is good. Boarders are well cared for by a dedicated team of experienced staff.
- 2.3 Governance, and leadership and management are sound, including in boarding and in the EYFS. The new leadership of the governing body understands what needs to be done to develop its strengths and provide for the school's needs. Responsibilities are discharged well for financial management. Pupils are kept safe because, in most respects, governors oversee welfare and safeguarding diligently. However, they have not been rigorous enough in ensuring that policies and procedures meet requirements. Adjustments made during the inspection meant that all regulations are now met. The senior management team has conducted thoughtful self-evaluation and strategic development planning is clear, but in the EYFS, lines of management lack clarity. The school has fulfilled the recommendations of the previous inspection by clarifying most management roles, expanding provision for the more able and improving EYFS facilities. There are good links with parents. A small number feel that some aspects of communication are not clear and inspection evidence supports this view. Almost all parents responding to the questionnaire indicated a high level of satisfaction regarding the education of their children.

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. Prioritise robust checking of health and safety routines and streamline recording systems, to enable efficient monitoring by managers and the governing body.
 2. Enhance pupils' opportunities for independent learning throughout the school.
 3. Develop more effective management of the EYFS.
 4. Introduce children in the EYFS to a wider range of cultures and traditions.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

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

- 3.1 The quality of pupils' achievements and learning is good.
- 3.2 The pupils' achievements are substantiated by good results in public examinations at the age of 16 and in their many extra-curricular activities, meeting the school's aims well. Good levels of knowledge, understanding and skill are demonstrated by pupils across all ages, abilities, subjects and activities, throughout the school. Pupils' questioning skills are well developed and they reason with logical thought. They apply their literacy and numeracy skills well across all subject areas.
- 3.3 In the EYFS, children use their observation and command of language to express themselves well. For instance, in the Nursery, children developed good language skills when discussing with their teacher how they might make a bird feeder, and in Reception, children discussed 'longer' and 'shorter' while making cubes into 'towers' in a mathematical activity.
- 3.4 Junior School pupils demonstrate fertile imagination in their creative writing. They read fluently, with interest and expression. In the Senior School, pupils continue to develop basic skills and show good creative skills. They use information and communication technology (ICT) well to aid research, when given the chance to work independently. In senior drama, pupils develop good skills, for instance when improvising scenes using non-verbal communication. Pupils apply mathematical skills well. In mathematics lessons, they showed that they could manipulate increasingly complex algebraic equations successfully.
- 3.5 Pupils have good and sometimes excellent levels of achievement in extra-curricular pursuits. More able, gifted and talented pupils perform well. Pupils win awards for their artwork and design and technology artefacts in competitions, including several first prizes. Pupils also succeed in sport, including golf and football.
- 3.6 Pupils throughout the school attain above average standards in their learning. Children in the EYFS exceed the Early Learning Goals by the end of Reception, meeting the EYFS aims well in that they are given equal opportunity to learn and each individual's needs are met. The level of attainment in the Junior School cannot be measured in relation to average performance in national tests. On the evidence available, pupils' attainment at the ages of seven and eleven is judged to be above national age-related expectations. This level of attainment, as judged, indicates that pupils make good progress from their starting points, as they move through the Junior School. This is also demonstrated by the quality of work in pupils' books.
- 3.7 For the Senior School, the following analysis uses national data for the years 2009 to 2011, the most recent three years for which comparative statistics are available. Attainment at GCSE is above the national average for maintained schools. In 2012, 37% of the grades awarded were at A or A*. This level of attainment indicates that pupils make good progress from their starting points, at whichever stage they join the school. Nationally standardised progress data indicates that pupils make good and sometimes excellent progress through the school.
- 3.8 Progress is particularly good for pupils with SEND or EAL. The progress of the most able pupils is also good. The majority of pupils are successful in achieving places at their first choice of sixth-form provision.

3.9 Attitudes to learning are good overall throughout the school. In the EYFS, children are interested and keen to learn, and confident to ask questions. They learn by doing; they explore confidently, investigate willingly and concentrate well. They happily share resources, take turns and organise themselves effectively. Pupils in the Junior School are keen to do their best and tackle tasks with energy and enthusiasm. They are clearly self-motivated. In the Senior School, attitudes to learning vary across the curriculum and amongst pupils. The majority are attentive and approach their work with interest. They apply themselves well and persevere when work is difficult. Throughout the school, pupils work co-operatively with each other and with their teachers.

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

3.10 The contribution of curricular and extra-curricular provision is good.

3.11 Pupils study a broad range of subjects, in keeping with the school's aim to maximise their potential. All areas of learning are covered thoroughly and there is a good emphasis on developing basic skills in ICT, numeracy and literacy. Throughout the school, the curriculum is enhanced by additional subjects. These are often provided in response to pupils' talents and requests, and promote aesthetic and creative learning, and the use of technology.

3.12 In the EYFS, children are provided with a good start to their education. Staff have adopted the revised Early Years Foundation Stage framework and have devised a curriculum that provides depth and breadth. It is interesting and challenging across the seven areas of learning, though opportunities for children to learn about other cultures and faiths are not as well developed.

3.13 The themed learning in the Junior School curriculum enables subjects to be linked together, relating learning to real life. Lessons in philosophy and thinking skills promote spiritual development well. Work to ensure that junior pupils fully understand how sounds link with letters is being developed, and new plans are underway to ensure that handwriting is taught consistently. The Senior School curriculum continues and increases the breadth available for the younger pupils. In Years 10 and 11 there is an emphasis on encouraging pupils to include practical subjects alongside the academic curriculum, such as physical education, textiles, photography and drama. The course in performance engineering enables pupils to learn skills that help prepare them for the world of work.

3.14 Pupils' personal development is enhanced through the personal, social and health education (PSHE) programme, which includes personal finance, appropriate use of ICT and drug-related issues. Careers education is well provided for through external consultants and talks from outside agencies for older pupils.

3.15 The curriculum is tailored to meet individual needs at all ages. Pupils with SEND are supported by a highly effective team of specialist teachers. The specialist team works closely with other staff to support pupils' individual education plans and ensure that good progress is made on pupils' individual targets. The very few pupils with EAL are helped to learn English by specialist visiting teachers where appropriate.

3.16 The school provides well for more able, gifted and talented pupils, through planned extension in lessons as well as extra-curricular activities. For instance, computer programming enables advanced skills in computer game design to be developed. Success of initiatives to increase provision for these groups is seen in the rise in A

and A* grades at GCSE in 2012, although opportunities for pupils to develop independent learning skills are somewhat limited.

- 3.17 The extra-curricular programme is strong. The programme offers a wide range of activities that are open to all ages and ability levels. Outdoor pursuits, woodcraft, sports and scientific enquiry are provided alongside chess and cookery. During the inspection, pupils of various ages much enjoyed making gingerbread men in the creative cookery class. The school's small size enables pupils of all abilities to be included in sports teams for competition against other schools, helping to develop pupils' social skills.
- 3.18 Opportunities to participate in educational visits and to hear visiting speakers enhance the curriculum. The Duke of Edinburgh's Award scheme provides older pupils with additional opportunities for leadership and personal development, and enables links with the community. These links are further enhanced by the input from professional coaches who promote excellence in football and golf.

3.(c) The contribution of teaching

- 3.19 The quality of teaching throughout the school is good.
- 3.20 In the EYFS, children enjoy their learning experience. They are excited and motivated by the activities available indoors and outside, and the warm, supportive relationships they enjoy with adults. This enables the children to make good progress in all the areas of learning. The children benefit from practitioners, including specialist teachers, with strong subject knowledge, who all seek to improve development for those in their care. In Reception, this enabled children to gain skills in technology, directing a programmable toy through a 90-degree turn.
- 3.21 In other year groups, the best teaching provides good opportunities for collaborative and independent learning, and in such lessons pupils thrive and show the most interest. This is particularly evident in creative and practical subjects, for example in junior creative writing, where pupils much enjoyed devising fantasy stories involving heroes on a quest for adventure, and in GCSE drama, when pupils evaluate each other's work to offer suggestions for improvement. In such lessons the pace is dynamic, with teachers using a range of strategies and styles, and making good use of resources to encourage positive attitudes to work. For example, in Junior School geography, excellent use was made of a class puppet to ask pupils questions about their learning. In this highly effective teaching, teachers demonstrate strong subject knowledge and good planning, with clear objectives and high expectations.
- 3.22 The school has addressed the recommendations of the previous inspection and eliminated unsatisfactory teaching but there is still some teaching that is not yet good. In such lessons, time is not well managed. The pace of teaching is slow and is over reliant on the teacher to direct and explain. This reduces the time for pupils to learn for themselves and to work on individual or small group tasks.
- 3.23 The strong support provided for pupils with SEND or EAL is highly valued by parents and the pupils themselves. The best teaching in the classroom ensures that these groups are able to remain on task and are given individual support when needed. The teaching of pupils with SEND in small groups or individually, throughout the day and across the school, offers excellent support to underpin their work in the classroom. As a result, these groups make good progress.

- 3.24 Teachers assess and use what they know about pupils' learning to plan lessons to help pupils make further progress, whatever their abilities. Work is marked well and offers good pointers for the next steps in learning. Valuable verbal feedback for pupils, on how to improve work and the checking of targets, is a feature of the best lessons. In the EYFS, key people record children's progress carefully, but methods for recording are currently inconsistent. In the rest of the school, regular assessments measure learning and cover all subjects taught. The resulting data is carefully gathered and used to assess progress over time and to enable quick response to any shortfall in progress for any individual.

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 good.
- 4.2 The pupils' good personal development reflects the school's aims to set high standards of courtesy and behaviour. The school ethos encourages a natural confidence, and through its emphasis on developing pupils' self-esteem, enables good spiritual awareness from an early age. Children in the EYFS often show a sense of wonder. Pupils respond well to the many opportunities to develop self-respect that are fostered through all aspects of the curriculum, including the effective PSHE programme. Philosophy lessons in the Junior School enable pupils to develop their sensitivity to non-material aspects of life. They show well-developed aesthetic awareness. This was demonstrated vividly in evocative, competition-winning artwork combining history with art, depicting soldiers in World War 2. Pupils frequently comment on their enjoyment of the high quality art and design technology work on display through the school.
- 4.3 Pupils' moral development is strong. A sense of fairness and justice is demonstrated throughout the school. In the EYFS, children articulated social rules and the reasons for these. Throughout the school, pupils show a high degree of tolerance towards others. Pupils of all ages understand the difference between right and wrong, and this promotes a sense of mutual respect for one another as individuals. Pupils are confident in sharing their individual views and are secure in the knowledge that others respect their right to be different. Pupils show a keen sense of fair play. In several age groups, pupils expressed clear moral views regarding charitable giving and showed appreciation of a need to support those less fortunate than themselves.
- 4.4 Pupils demonstrate good social skills. The quality of relationships amongst all members of the school community is a strength. It contributes significantly to pupils' success in academic work and in the development of confidence as they progress through the school. In the EYFS, children have excellent relationships with adults and each other. They are able to wait for their turn patiently, to share and to listen to each other carefully. Pupils conduct themselves responsibly so that the quality of behaviour is good both in and out of the classroom. Pupils demonstrate good teamwork through their willingness to join in sports teams and other group activities. A good awareness of social responsibility is reflected in their charity fund-raising events but the limited opportunities, such as the school council, for pupils to take responsibility, restrict their experience of democracy in practice.
- 4.5 Pupils' cultural awareness is good and well developed through the curriculum and extra-curricular activities. Pupils enjoy sharing in customs and celebrations, but the value of including these in the full life of the school is not fully exploited. The pupils' appreciation of other cultures is enhanced by educational trips and visits to places of religious worship, theatres and galleries. In the EYFS, children have a limited understanding of cultures and traditions other than their own because planning for this aspect of learning is not fully developed.

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

- 4.6 The contribution of arrangements for pastoral care is good.
- 4.7 The school is successful in providing effective support and guidance to pupils, including boarders, through the work of staff who are committed to promoting their welfare and who know them well. Effective structures, which have been improved since the previous inspection, enable staff to oversee pupils' welfare and academic progress.
- 4.8 In the EYFS, children's health, safety and well-being are enhanced by the careful implementation of routines and procedures that the children follow confidently. They recognise the value of hygiene and are able to articulate the reasons for various safety rules. Junior School staff work closely together and maintain daily communication to discuss the welfare of their pupils. Throughout the school, there are clearly defined pastoral procedures. The pupils are well supported by staff.
- 4.9 The school is successful in setting high standards of courtesy and good behaviour, meeting its pastoral aims. The EYFS aim to improve the quality of life and well-being of every child and to create happy, well-rounded individuals is met through effective deployment of key people. Each child's key person ensures that individual needs are met, and that children are helped to develop positive relationships, behave well, feel safe and learn to lead healthy lifestyles. Good behaviour is promoted effectively throughout the school. Sanctions and rewards are regarded by pupils as fair, and take account of pupils' needs. Bullying is rare and records show that it is dealt with effectively. Nutrition is well thought out, and a range of meals is served at meal times, but not all steps are taken to ensure that older pupils eat a balanced diet. Pupils are encouraged to, and do, take regular exercise.
- 4.10 The school gathers the views of pupils through the school council and the food committee, and where appropriate, has changed routines and procedures to meet pupils' requests. In the pupils' questionnaire, most questions elicited a positive response. Pupils indicated that, overwhelmingly, they like being at the school, and that there is plenty to do, that they make good progress, and that the teachers help them to learn and set an appropriate amount of work. Few concerns were raised, the most frequent being about the quality of food and the lack of opportunity to take responsibility. Inspectors judged the food to be adequate. Opportunities to take responsibility are limited for older pupils.
- 4.11 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

- 4.12 The school's arrangements for the welfare, health and safety of pupils are sound.
- 4.13 Throughout the school, including the EYFS and the boarding provision, the safeguarding of pupils' welfare is carefully ensured in the classroom, in the boarding houses and when moving around the site. However, a number of policies and procedures needed to be adjusted during the course of the inspection so that they meet requirements and now reflect official guidance thoroughly.
- 4.14 All staff and governors have participated in recent child protection training and new staff have an appropriate induction process regarding the procedures. Safe recruitment practices are in place and thorough checks are made on all new

appointments. Arrangements to ensure pupils' health and safety are kept under review by a health and safety team but monitoring has not been sufficiently rigorous. This has been hampered by methods of recording which, although thorough, are not systematic and do not enable quick analysis. Detailed risk assessments ensure the safety of the pupils but in the past these have not been sufficiently thorough.

- 4.15 All necessary measures to reduce risk from fire and other hazards are now in place and staff are trained in the required fire prevention procedures. Fire drills are carried out regularly and dates of these are recorded. Pupils benefit from a suitable medical centre run by a health care professional. Health records are maintained but analysis for checking purposes is made difficult by the manner of recording. Medicines are stored and distributed safely. A number of staff are trained in first aid, including paediatric training for EYFS staff. Staffing levels are good in the EYFS, but just occasionally, staff are not deployed well, with too many in some areas and too few in others.
- 4.16 The school has successfully fulfilled the requirement of the previous report to ensure that records regarding the control of substances hazardous to health are suitably maintained. Risk assessments for trips and visits are fully detailed and appropriately signed off by the person responsible, but checks on hazardous activities had not been sufficiently comprehensive. They were updated during the inspection so that all risk-bearing activities are now suitably covered by an appropriately detailed risk assessment.
- 4.17 Admission and attendance registers are maintained suitably and correctly stored.

4.(d) The quality of boarding

- 4.18 The quality of boarding is good overall.
- 4.19 The outcomes for boarders are good. Boarders display a good standard of personal development; they present themselves as confident and self-assured young people. Relationships are very friendly and supportive, both amongst the boarders and with the housemothers and Gap Year students. The boarding houses have a family atmosphere, with personalised rooms and several well-equipped common rooms. The boarders enjoy being part of their boarding houses and recognise the benefits of the good quality boarding provision. They clearly enjoy living in the same house as others from a wide range of backgrounds. Boarders support the local community, for instance through attending a church where they regularly read lessons or offer prayers in family services. Boarders are well cared for by a dedicated team of experienced staff, who take a genuine and heartfelt interest in them. New boarders are provided with written guidance before they arrive at the school and a 'buddy' system at the start of term ensures a smooth induction. Boarders all remarked how friendly and supportive everyone was when they first joined the school. Housemothers play a key role in the lives of boarders and they are excellent at dealing with the daily experience of boarding life. In addition, boarders identified a wide range of other adults, including an independent listener, to whom they would turn for help and advice.
- 4.20 Since the previous inspection, the sick bay has been totally refurbished and is a bright and welcoming place for boarders to rest when feeling unwell. Boarders are not permitted to self-medicate. Medical needs are catered for by two well-qualified, experienced nurses, who staff the duty room during the day. They accompany boarders to the local GP or to other medical or dental services where required.

Current systems ensure that boarders receive the correct medication but the 'care pathways', to provide for boarders with chronic conditions, are not robust. Food is freshly cooked and there is a range of options at lunch and supper, together with a well-stocked salad bar. However, there are insufficient procedures to ensure that all boarders eat a healthy diet. While snacks are available in the early evening, boarders are not allowed to prepare these at other times. There is an efficient laundry system and bed linen is regularly changed.

- 4.21 The accommodation is clean and well decorated, with plenty of space for boarders. Personal possessions are clearly well protected and theft is not a concern in either boarding house. The washing and showering facilities are well maintained, and boarders report that there is sufficient hot water and no extended queuing at peak times. Boarders have termly house meetings and feel confident to raise a wide range of concerns. Where appropriate, house routines have changed to accommodate boarders' wishes. Boarders feel free to take any concerns to their housemother in the knowledge that they will be listened to and taken seriously. A good range of activities and clubs is provided after school, enabling boarders to gain a number of skills and experiences. On Saturdays, the boarders have organised trips in the morning and shopping trips in the afternoon. These are much appreciated by the boarders. Sundays are seen as time for relaxation by some boarders while others would appreciate more structure to the day. Boarders are able to keep in regular contact with family and friends. The pay telephone provision has been improved and boarders are allowed to use internet telephonic communication and mobile telephones outside of lesson time. The internet, with appropriate filtering, is available. The school is developing a 'home stay' arrangement for the small number of overseas boarders to improve their welfare provision.
- 4.22 The effectiveness of arrangements for welfare and safeguarding are sound. The levels of staffing and the expertise of those responsible for boarders ensure the safety of the boarders in their houses. The house staff know the boarders well and are aware of any particular welfare needs. Procedures are in place to share pastoral and academic matters concerning boarders, but these are not fully developed and do not fully integrate all the welfare information on boarders with the pastoral and academic information held by teachers. Boarders report that bullying is not a concern in the houses and any unkindness is swiftly and effectively dealt with. The houses are secure and there is an effective signing in and out procedure for all boarders. Regular fire drills are carried out in boarding time and the weekly fire checks are centrally logged. A fire action plan is in place, with a planned programme to fireproof all curtains in the houses. The school has thorough risk assessment procedures for whole-school trips but these are not so robust for boarders' trips. The safeguarding policy now covers the necessary requirements and all staff undergo the required employment checks. All those responsible for boarders are suitably trained in first aid and child protection.
- 4.23 Leadership and management of the boarding provision are sound. There is a suitable statement of boarding principles in the boarding handbook. The boarding houses are run smoothly by a highly committed team. Consequently, the boarders are happy and content, and develop strong personal skills. The boarding development plan includes plans for the professional development of boarding staff. Appropriate records are kept, but in such a way that effective monitoring is compromised. This makes it difficult for the school to identify trends and any necessary changes in welfare practice. This shortcoming, while key in the

development and management of boarding, does not have a direct impact on the outcomes for boarders.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The governance of the school is sound.
- 5.2 The governing body provides appropriate oversight of the school, in line with its aims. Committees are in place to enable the efficient discharge of responsibilities for educational standards, strategic development, financial planning, and investment in staff, accommodation and resources. The committees meet regularly to monitor procedures and offer support to the school's senior managers. They receive regular reports from the headmaster, and occasionally from other staff.
- 5.3 Governors have a sound understanding of the working of the school and are committed to improving the role of governance in relation to the EYFS. Currently, oversight of this area of the school is not fully developed. Governors exercise their monitoring role through frequent visits and discussions with senior staff, providing adequate support, challenge and stimulus for growth and improvement. Some have a personal connection to the school and all are aware of the significance of maintaining the school's supportive and nurturing ethos. They offer a reasonable breadth of experience. The chair is known to most pupils and staff, and ensures that the governing body is attentive to their views. The finance committee maintains close liaison with the headmaster and the bursar, and is robust in monitoring budgets.
- 5.4 Governors undertake regular training in their responsibilities and in child protection. They are aware of the need to keep abreast of information on safeguarding, risk assessment, and health and safety. The chair, who has specific responsibility for child protection, reports to the full governing body. The review of key policies is well established but the required content of the policies had not been sufficiently checked and updated. In addition, the school's implementation of some procedures had not been sufficiently thorough, and its record keeping, although thorough, is not conducive to speedy analysis. For these reasons, governors have not been sufficiently robust in carrying out their responsibilities to monitor and check such matters. The governors have responded to all the recommendations of the previous report.

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

- 5.5 The overall quality of leadership and management, including links with parents, carers and guardians, is sound.
- 5.6 Management at all levels is committed to meeting the school's aims and this is successfully achieved. Some current weaknesses in management are being addressed. These relate to the management of health and safety, safeguarding and risk, including in boarding, and a lack of clear overall leadership in the EYFS. Here, responsibilities are currently divided, so that some aspects of EYFS leadership lack clarity.
- 5.7 Throughout, much good work has been accomplished in moving the school forward following the previous inspection, reflecting the clear direction of its leaders and demonstrating ability to sustain improvements, including in the EYFS. Pupils'

achievements are good and on an upward trend, because teaching has improved. The management of pastoral care has also improved. Clear roles of responsibility and good levels of co-operation amongst staff aid efficiency of practice. In the EYFS, priorities are well defined and self-evaluation is accurate. All children are given an equal chance to succeed, without discrimination.

- 5.8 In response to recommendations of the previous inspection, restructuring of the senior management team has been successful in developing roles to focus more closely on specific responsibilities, and in the EYFS, children now benefit from the use of a fenced and fully resourced outdoor area, available for adult-led and child-initiated activities. These strengths and improvements are reflected strongly in the quality of pupils' education and in the standard of their personal development.
- 5.9 The school development plan is a focused document, supported by departmental plans and regularly reviewed. The senior management team has a good understanding of the strengths of the school and now recognises the areas requiring development. The senior management team works closely with staff to implement new initiatives in teaching and learning. Regular meetings take place across all levels of management to enable effective communication and planning. Heads of subjects maintain a clear focus on furthering the achievement of pupils and supporting their personal development. Continual professional development is linked to the development plan targets. Data on pupils' progress and achievement is used well to track pupils' learning and help raise attainment. The monitoring of teaching and learning, and marking and assessment is effective.
- 5.10 Management has successfully recruited suitably qualified staff, who are dedicated to the pastoral care and academic success of the pupils and who give generously of their time on their behalf. A programme for staff appraisal is fully developed. All staff are trained in child protection. Adjustments made during the inspection ensured that required policies for child protection, health and safety, and risk assessment are now comprehensive. The school is addressing adjusting its methods of recording events, such as visits of pupils to the sick bay, which although thorough, has not enabled easy monitoring.
- 5.11 The school has good links with parents, including in the EYFS. Responses to the pre-inspection questionnaire were very supportive of the school and parents are thoroughly satisfied with the education provided. Most parents considered that their children are motivated to make good progress, that standards of behaviour are good, that pupils feel valued and that their welfare is thoroughly catered for. Parents of boarders who responded to the parents' questionnaire rate the boarding very highly and consider their children to be well cared for and supported.
- 5.12 Relationships with parents are constructive and supportive, and contribute to the school's success in achieving its aims; the school listens to their feedback and acts upon it. An example of this is the introduction of an assessment calendar for Years 10 and 11, showing when internal and external examinations are taking place. This enables parents to support their children's work at home.
- 5.13 The school contacts parents promptly regarding any concerns and complaints are dealt with in accordance with the published complaints procedures. Parents of current and prospective pupils are provided with a good range of information about the school. Parents receive good information about their children's progress. Parents are invited to take part in many school events, including weekly class assemblies. A very few parents expressed in questionnaire comments that they are

not informed in sufficient advance about events in which their children are to take part, and which they are invited to attend. Inspection evidence supported this view. In the EYFS, parents are encouraged to support and share information about their children's learning and development at home, and are kept fully informed. There is one formal parent consultation evening each year. For pupils in Years 1 to 11, this is supplemented by full, informative reports that are sent home twice a year. Parents of all new pupils starting in September receive a helpful 'settling in' report in the autumn half-term.

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