



INDEPENDENT SCHOOLS INSPECTORATE

**INTEGRATED INSPECTION
PACKWOOD HAUGH SCHOOL**

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Packwood Haugh School

Full Name of School	Packwood Haugh School		
DfE Number	893/6006		
Registered Charity Number	528411		
Address	Packwood Haugh School School Road Ruyton-XI-Towns Shrewsbury Shropshire SY4 1HX		
Telephone Number	01939 260217		
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Email Address	enquiries@packwood-haugh.co.uk		
Headmaster	Mr Clive Smith-Langridge		
Chair of Governors	Mrs Elizabeth Lewis		
Age Range	4 to 13		
Total Number of Pupils	199		
Gender of Pupils	Mixed (142 boys; 57 girls)		
Numbers by Age	4-5 (EYFS):	6	5-11: 111
	11-13:	82	
Number of Day Pupils	Total:	128	
Number of Boarders	Total:	71	
	Full:	69	Weekly: 2
Head of EYFS Setting	Mrs Sue Rigby		
EYFS Gender	Mixed		
Inspection Dates	06 Oct 2015 to 09 Oct 2015		

PREFACE

The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools belonging to the Independent Schools Council (ISC) Associations and reporting on compliance with the Education (Independent School Standards) Regulations 2014. The range of these Regulations can be viewed on the website www.legislation.gov.uk. Additionally, inspections will consider the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment introduced by the School Standards and Framework Act 1998.

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

The previous ISI intermediate boarding inspection was in May 2012, the previous ISI interim inspection was in October 2009 and the previous ISI second cycle full inspection was in March 2006.

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

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

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

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

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

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

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

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

INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with senior members of staff and with 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

Dr Alison Primrose	Reporting Inspector
Mr Michael Connolly	Team Inspector (Head, IAPS school)
Mr Alexander Donaldson	Team Inspector (Head, IAPS school)
Ms Myra Rodgers	Co-ordinating Inspector for Boarding
Miss Jacqueline Scotney	Co-ordinating Inspector for Early Years

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Packwood Haugh School is a co-educational preparatory school for pupils from the ages of 4 to 13, offering places for both day and boarding pupils. Its overarching aim is to provide an excellent all-round education that encompasses a breadth of opportunity for all pupils, thereby building their confidence, developing character and preparing each one to be a responsible, active citizen.
- 1.2 The school was established in 1892 as a boys' preparatory school. After its move from Warwickshire to its present site near Shrewsbury in Shropshire in 1941, it continued to grow, becoming co-educational in 1968. The school is a limited company and a charitable trust, administered by a board of governors who are its directors and trustees.
- 1.3 The rural site of 66 acres includes many facilities, such as a floodlit all-weather surface, a sports hall, purpose-built design and technology (DT) and art studios, an indoor swimming pool, science laboratories and a modern theatre. Since the previous inspection, developments have included an outdoor area for the pre-prep department, called the Packwood Acorns, for pupils from the ages of four to six, including those children in the Early Years Foundation Stage (EYFS). Additional music practice rooms have been established and new changing-room facilities provided for girls and boys, and the boarding accommodation is being refurbished as part of a rolling programme.
- 1.4 The main part of the school is located in the original building, which also houses the boys' boarding house. Nearby Park House provides boarding accommodation for girls. The pre-prep department is also located within Park House and uses many of the school's facilities. The EYFS setting is exempt from the learning and development requirements of the statutory framework.
- 1.5 The ability profile of the school is above the national average, with a wide variation within some year groups. Pupils come from a variety of backgrounds, with a broad range of professional, business and military families, and school alumni amongst the parent body. The majority of pupils are from Shropshire, Cheshire, Staffordshire and Wales, though a few come from further afield. There are a small number of pupils from overseas, particularly from Spain and the Far East.
- 1.6 At the time of the inspection there were 199 pupils on roll, 142 boys and 57 girls, and 6 children were in the EYFS. Sixty-nine pupils are full boarders and two pupils board on a weekly basis, while many of the day pupils choose to board on an occasional basis. The school has identified 38 pupils who have special educational needs and/or disabilities (SEND), all of whom receive additional support. One pupil has a statement of special educational needs. Of the thirteen pupils who speak English as an additional language (EAL), seven receive specialist language support.
- 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 school successfully meets its aim to prepare pupils to be confident, active and caring citizens. Pupils of all ages achieve well, and by the time they leave the school they are articulate young people, effectively prepared for the next stage of their education. They attain good standards across the curriculum and are successful in gaining awards to a range of senior schools. Standards achieved by the children in the EYFS are excellent. The well-planned curriculum across the school is supported by an excellent programme of extra-curricular activities which enriches the pupils' learning experiences. The school's inclusive ethos and positive work ethic generally enable pupils of all abilities to flourish. Good teaching enables pupils to make effective progress, though tasks do not always match their diverse needs, limiting progress in some lessons. Thus the previous inspection recommendation to ensure that teaching consistently addresses the complete range of abilities of pupils in each class has not been fully resolved. Focused staff training and an excellent learning support department are making a strong contribution in dealing with this aspect of teaching. Pupils with SEND make good progress and rapid progress is made by pupils with EAL.
- 2.2 The pupils' personal development is excellent, underpinned by a clear ethical and moral code, based on fundamental British values, which permeates the school. The pastoral care provided for the pupils and the school's arrangements for ensuring the welfare, health and safety of all are excellent. The strong relationships between teachers and pupils create a culture of learning and promote very high standards of behaviour and courtesy. All pupils, whether day or boarding, feel safe and well cared for. The quality of boarding is excellent. Pupils know to whom they can turn if they have any concern, and boarders enjoy the homely, caring atmosphere created in the boarding houses. The recommendations of the previous boarding inspection, to reorganise pupils' records and refurbish the boys' bathrooms, have been met in full. The school's safeguarding arrangements are thorough, monitored rigorously and supported by regular training.
- 2.3 The good leadership and management of the school are headed up by a strong senior leadership team. They have a clear vision and have established effective systems and practices to monitor all aspects of school life. Recent restructuring of the team and reallocation of responsibilities have strengthened team members' capacity to effect change. In the EYFS, the previous inspection recommendations regarding paediatric first-aid training, planning for outdoor learning and the provision of more comprehensive information for parents, including more detailed reports on their children's progress, have been met. The work of the senior leadership team is supported by an effective board of governors. They have good oversight of school policy and finance, and provide both support and challenge to the senior leadership team. However, insufficient attention has been given to their role in monitoring boarding standards. There are many opportunities for parents to be involved in school life and they are kept well informed about their children's progress. Parents are extremely satisfied with the education and care provided by the school, and report positively on all aspects of its provision.

2.(b) Action points

(i) Compliance with regulatory requirements

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

(ii) Recommendations for further improvement

- 2.6 The school is advised to make the following improvements.
1. Ensure that all staff plan and implement lessons with teaching strategies that will meet the needs of all pupils.
 2. Establish formal procedures to enable governors to have informed oversight of boarding.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

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

- 3.1 The quality of the pupils' achievements and learning is good.
- 3.2 Children in the EYFS achieve extremely well in relation to their starting points and abilities. The vast majority of children meet the expected levels of development for their age by the end of the Reception year, with some exceeding these, especially in literacy and mathematics. The very few children who do not meet the expected levels of development are well supported in their learning to help narrow the gaps in their achievement. Children clearly enjoy their learning, and actively engage in the wide range of activities available. They demonstrate their understanding of concepts through creative role play linked to their class topic 'Monsters and Witches', such as recording the letter 'm' on their clipboard after putting a toy mouse in the cauldron during a literacy lesson. Excellent concentration was seen whilst children independently experimented with shapes to create monsters in a mathematics lesson. Children think and problem solve confidently, as was seen when they worked as a team in the outdoor learning environment.
- 3.3 Pupils are well educated; they leave the school as confident young people, fulfilling the school's aims to build confidence and develop character. Through participation in a broad curriculum, pupils from Years 1 to 8 develop a good level of knowledge and understanding. Nearly all pupils stay at the school until they are 13, successfully gaining places in the senior schools of their choice, with a significant number gaining scholarships and awards. The good subject-specific skills they have acquired, accompanied by a strong work ethic, prepare them extremely well for the next stage of their education.
- 3.4 In the classroom, pupils are good listeners. They discuss their learning confidently, explaining ideas and concepts clearly. They read and write with increasing fluency, writing for a number of different purposes, ranging from note taking to letter writing, though opportunities for extended creative writing are limited. Pupils of all abilities develop good mathematical skills, which most can apply confidently, for example recording results in a science lesson and applying their knowledge of symmetry in DT. They are confident users of information and communication technology (ICT) and employ it effectively in lessons to carry out focused research or to prepare individual presentations. Older pupils have a good understanding of the need to test evidence when carrying out historical enquiries, and they correctly identify dependent and independent variables in scientific investigations.
- 3.5 Pupils thoroughly enjoy opportunities to be creative and expressive, many achieving particularly high standards in art and music, as evidenced by their success in gaining scholarships and awards for these subjects. Artwork displayed around the school is of a very high quality and demonstrates the development of excellent subject-specific skills. Pupils' physical development is excellent. Through participation in a wide variety of sports, pupils of all ages and abilities acquire skills that are at least good, and often excellent. Many pupils participate in local and national sporting competitions, with some achieving outstanding success in their chosen sport. Recent achievements have included top national rankings for boys and girls in under-11 and under-13 fencing competitions. Girls' and boys' cricket teams have both enjoyed strong results in local and regional matches, with many pupils selected for county squads and the girls' team reaching the indoor cricket national finals.

Taking advantage of the school's rural setting, other pupils develop good equestrian skills, achieving success at national riding events and competitions.

- 3.6 Pupils' attainment cannot be measured in relation to average performance in national tests but, on the evidence available, it is judged to be good in relation to national age-related expectations. Inspection evidence, as assessed in lesson observations, pupils' written work and curriculum interviews with pupils, confirms this judgement. This level of attainment, as judged, indicates that pupils make good progress in relation to pupils of similar ability. Pupils make rapid progress when teaching is carefully planned to match their needs and starting points. Pupils with SEND or EAL make particularly good progress due to the excellent structured support and specialist teaching that they receive, accompanied by positive encouragement from their peers. This enables them to be successful in formal examinations and to gain places at senior schools. In some areas of the curriculum pupils with particular gifts and abilities make excellent progress, for example through the provision of one-to-one lessons in music or specialist sports coaching.
- 3.7 Pupils' attitudes to learning are excellent. They apply themselves conscientiously and work hard, contributing to a positive work ethic throughout the school. They appreciate the help and encouragement they receive from their teachers, as stated in all the responses to the pre-inspection questionnaire. They are very supportive towards each other, and in most of the lessons observed they applied themselves diligently and enthusiastically to the challenges set. All of the pupils who responded to the pre-inspection questionnaire felt that they are performing well at school and making good progress.

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

- 3.8 The contribution of curricular and extra-curricular provision is good.
- 3.9 Children in the EYFS experience a rich and vibrant curriculum, which is particularly well suited to their needs and interests, helping them to reach the expected levels of development by the end of the Reception year. Topics are fun and well received by the children, and core skills are carefully woven into topic work so that learning is meaningful. Highly effective use is made of the well-resourced indoor and outdoor environment, with the woodland learning environment being used especially well to provide relevant learning experiences, encouraging independence alongside teamwork. Opportunities for children to initiate their own learning are skilfully balanced with planned adult-led activities. Specialist teaching in languages, physical education (PE), drama and music further enriches the broad curriculum.
- 3.10 The curriculum for pupils from Years 1 to 8 encompasses a breadth of opportunity, in line with the school's aims, and makes an effective contribution to the pupils' achievements. A recent curriculum review has resulted in changes to the balance of subjects and these are now being implemented and evaluated. The curriculum covers all the required areas of learning and more, for example offering modern foreign languages to younger pupils, Latin for older pupils and ancient Greek for the most able. The curriculum provides for separate teaching of the three sciences from Year 6. The provision for ICT is effective. It is available to support all areas of the curriculum but is not consistently accessed and employed across all subjects. The school libraries provide a well-stocked resource that is used well to support the curriculum and promote reading. Teachers' planning does not undermine British values and is effective in covering core syllabus requirements. In some subjects,

however, planning offers limited opportunities for pupils to demonstrate initiative and work independently.

- 3.11 A wide range of sports is available, with girls' cricket, fencing, swimming, squash and riding enriching the core provision of football, rugby, hockey, netball, cricket and lacrosse. There is good provision for music. In addition to class music lessons there are many groups, choirs and ensembles, providing well for pupils of different ages and abilities.
- 3.12 The curriculum for personal, social, health and economic education (PSHEE) is comprehensive. Its balanced programme covers all the required areas, including the active promotion of fundamental British values, such as respect for, and tolerance of, other faiths, cultures and opinions. This is supported by the religious studies (RS) curriculum, which includes visits to places such as a mosque in Derby, a Hindu temple and the Manchester Jewish Museum. A range of visiting speakers and special events, such as a whole-school 'Democracy Day', strengthen this provision further, and the school ensures that opposing views on different topics are presented in a balanced way. Links with a local church are strong, and visits from community police and nursing services all help to broaden pupils' understanding of their place within their local community. Educational visits to art galleries, field trips and outings to sites of historic interest support and further enrich the curricular provision. An educational visit to France by older pupils, active links with a school in Cambodia, charity days and focused events on current affairs such as the Syrian crisis all help to raise pupils' awareness of their relationship with the wider world.
- 3.13 The learning support department makes excellent provision for pupils with SEND or EAL. Systems are effective for early identification and intervention, and individual education plans are written for these pupils. There is increasing provision for the academically more able. Those with particular talents in sport and the performing arts are well catered for within the curriculum.
- 3.14 The well-structured academic curriculum is supported by an excellent and comprehensive programme of extra-curricular activities. There are opportunities to study a wide range of musical instruments, and individual lessons in speech and drama are also available. Regular school drama productions in the purpose-built theatre provide all pupils with the opportunity to participate, whether through taking on acting roles or providing backstage support. School staff organise an extensive choice of clubs, such as pottery, cookery and debating, and external specialists come into school to extend the choice further, offering additional opportunities such as judo and scuba diving. All pupils, both day and boarding, access and benefit from the extra-curricular activities and clubs available. All parents who responded to the pre-inspection questionnaire were positive about the provision of the curriculum and extra-curricular activities.

3.(c) The contribution of teaching

- 3.15 The contribution of teaching is good.
- 3.16 In the EYFS, staff have an excellent knowledge of how children learn, and expertly engage children in activities. They recognise importance in ongoing assessment of the children's progress, keeping exemplary records which they use to plan relevant activities well suited to children's different abilities. Highly appropriate targets for improvement are set. These are well known by the children, who take it upon themselves to choose activities that help to develop their skill in the identified areas; for example by making repeating patterns using bricks. Planning is extremely well considered and provides suitable challenge. Since the previous inspection, planning for outdoor activities has been significantly improved and is now a great strength. Across the provision, documentation is of consistently high quality. Both indoors and out, resources are suitable, support learning objectives and are well used. Excellent use is made of the woodland learning environment to reinforce children's learning in all areas. Staff constantly encourage children to try their best, both in their work and behaviour.
- 3.17 Throughout the rest of the school, teaching is encouraging and the positive learning environment created in class enables pupils to grow in confidence, as prioritised in the school's aims, contributing effectively to pupils' progress. Pupils respond positively to the teachers' expectations, working hard and applying themselves conscientiously to the tasks set. Many of the lessons observed were characterised by good subject knowledge on the part of the teachers, who were able to extend pupils' thinking through asking open questions and making links with previous learning and associated topics. This was most evident where lessons were delivered by specialists confident in their subject. Teachers convey their enthusiasm for their subject to the pupils, who in turn respond positively and enthusiastically. In the most effective lessons observed a good pace was maintained, questions were used to check learning and a suitable range of activities was planned to engage pupils' interest. In some lessons, an over-reliance on teachers' exposition limited opportunities for pupils to articulate their thinking and consolidate their learning.
- 3.18 Pupils' behaviour in lessons is extremely good, and relationships between teachers and their pupils are excellent. Quietly authoritative teaching promotes a positive classroom ethos where respect and tolerance are the norm and pupils generally act very responsibly. When teaching employs group work or paired activities, pupils work together effectively and benefit from the opportunity to discuss their ideas. Appropriate resources, such as pictures, wall displays and artefacts, are used to support learning, including access to a number of computer rooms and well-stocked library facilities. Printed worksheets are a common feature; they are often used effectively to structure learning, but in some lessons they restrict pupils' independent thinking.
- 3.19 Teachers know pupils' needs well as their progress is monitored effectively through regular formal and informal assessments. Assessment data is also tracked systematically by senior leaders and used to identify pupils who may need additional support or challenge. Marking is generally undertaken regularly and is up to date, and there are many good examples where positive encouragement and praise are accompanied by comments that enable pupils to identify their next steps or areas for improvement. However, the quality of marking is inconsistent, and it does not always ensure that pupils know their strengths or the areas that need further development. Homework is set for pupils in Years 6 to 8. In their responses to the

pre-inspection questionnaire, a small minority of pupils thought that the tasks set for homework do not help them to learn. From talking with groups of pupils and looking at pupils' work, inspectors found that the homework set is appropriate and generally makes a useful contribution to pupils' learning.

- 3.20 Teaching for pupils with EAL and targeted support for SEND are of a high standard. Individual tuition by specialist teachers in the learning support department ensures that the needs of pupils, including those with a statement of special educational needs, are fully met. They are offered good support to enable them to make good progress. Teachers' planning often acknowledges the presence of pupils with SEND or EAL in the class, listing their areas of need, and in the best lessons different tasks or resources are used to support these pupils. This provision is not consistent, however, and consequently these pupils' progress is limited in some lessons.
- 3.21 Able and gifted pupils benefit from the setting and streaming organised for different subjects or year groups. There are also opportunities for them to participate in various competitions and national challenges, such as in mathematics. Some lessons, however, are insufficiently demanding and do not offer the most gifted pupils learning opportunities appropriate to their ability level. More able pupils make good progress in lessons that are conducted at a brisk pace and that include tasks to extend their thinking. These lessons use high quality resources to interest and motivate the pupils and to support independent personal learning. Strategies are being implemented to address the previous inspection recommendation to ensure that all planning and teaching fully address the range of abilities in each class, though these are not yet fully realised.

4. THE QUALITY OF 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 In the EYFS, children's personal development is strong; they are happy, confident individuals who demonstrate a love of learning. Their behaviour is of a high standard; they share well and are polite and courteous to others. They are good team players and interact very well with older children, as well as adults in the school. Children are introduced to fundamental British values through topical discussions and activities, for example making crowns to celebrate the Queen's longest reign, alongside assemblies and discussions that reinforce the 'Acorns Ways', which include sharing and kindness. Excellent initiatives help to prepare children for the future; for instance, the weekly 'Acorns Bank' introduces children to saving money. The EYFS children are fully involved in the pre-prep department, for instance by attending assemblies and shared lessons and events. This means that transition into Year 1 is easy for children, as while they change class the majority of routines remain the same.
- 4.3 Pupils' spiritual awareness is excellent. Throughout the rest of the school, their high standard of personal development is evident in the confident and articulate manner with which they communicate with adults. Pupils respect the 'Packwood Way', which encapsulates the moral and ethical principles of the school. The application of these principles to daily life is presented in a separate document, the 'Packwood Code', which explains the school's expectations of behaviour. The pupils are fully conversant with this and committed to upholding it, understanding how following the code benefits everyone in the community. Their exemplary behaviour meets these expectations, and their courtesy engenders respect amongst all members of the school community. These strong attributes affirm the school's success in meeting its aims to develop character and to prepare pupils to be responsible, caring citizens. Pupils develop high levels of self-confidence and self-esteem, nurtured by the supportive environment within the school community and promoted by the breadth of opportunities provided. They appreciate these opportunities and the benefits they enjoy, whilst maintaining a sense of wonder at non-material aspects of life.
- 4.4 Moral development is excellent. Pupils enjoy opportunities to make personal choices whilst respecting the rights of others to have different opinions and to make other choices. Pupils have opportunities to hold positions of responsibility, such as being the class representative on the school council, a forum that allows them to demonstrate initiative whilst developing their sense of service to others. They take great pride in the changes which have been implemented as a result of their participation in this democratic process. In addition, older pupils assume a variety of roles with specific responsibilities such as assisting younger pupils in the dining room. Some Year 8 pupils take on responsibility as school librarians, a role which provides further opportunities for the development of leadership and social skills.
- 4.5 The social development of the pupils is excellent. Pupils demonstrate a deep respect and genuine concern for others, such as the support shown by one acting as a 'shadow' to help a new pupil. The positive pupil and parent responses to the pre-inspection questionnaires affirmed the caring, considerate and supportive ethos of the school. This is also apparent in class and as pupils move around the school. Pupils show care for those beyond the school by supporting several charities through holding events such as a recent dog show and participation in fund-raising

activities out of school. The debating club and other extra-curricular activities develop pupils' knowledge and understanding of social, political and economic matters. A recent debate on the plight of refugees highlighted pupils' interest in global matters and developed their ability to consider issues from different perspectives.

- 4.6 Pupils' cultural development is excellent. They enjoy RS lessons in which they explore major world religions. Their strong understanding of other cultures and faith traditions is enhanced by visits to places of worship and by visits of guest speakers from different cultural backgrounds. Pupils have a deep knowledge of public institutions within a democracy and have empathy for others, regardless of background or personal characteristics. Interviews with pupils confirm the school's commitment to actively promoting fundamental British values, including democracy, mutual respect and tolerance.
- 4.7 Pupils have an excellent standard of personal development by the time they leave the school.

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

- 4.8 The contribution of arrangements for pastoral care is excellent.
- 4.9 In the EYFS, the class teacher takes on the role of key person, and adopts a diligent approach to ensuring that children's needs are met extremely well. The behavioural expectations of children in the pre-prep department are embedded fully and staff constantly reinforce them, promoting kindness and courtesy, to which children respond well. Staff recognise that in order for children to become independent, they must take appropriate risks. They oversee children well, and encourage them to take responsibility for themselves; for example while working outside, safety rules were constantly reinforced, and children followed these carefully. Staff emphasise the importance of healthy lifestyles well; children enthusiastically engage in regular physical activity, including swimming, and can identify food that is good for them. They confidently undertake their own personal hygiene routines.
- 4.10 Pastoral care is a strength of the school and makes a strong contribution to the pupils' personal development. It reinforces the school's ethos and core values, and permeates its everyday life. The committed and caring staff provide excellent support and guidance to the pupils and act as strong role models. The provision of regular form time through the week gives frequent opportunities for form tutors to encourage and support pupils individually, both in relation to their academic progress and to pastoral matters. As a result, pupils feel safe, and are happy and confident. This is confirmed by parents who responded to the pre-inspection questionnaire; they all stated that their children are happy, safe and well looked after. Positive relationships exist between staff and pupils and amongst the pupils themselves. This was observed in lessons, during shared meals and in more informal settings. Pupils praise the high quality of nutritious meals and appreciate the extensive choice on the menu, which gives them a strong understanding of healthy living. They enjoy regular exercise through PE lessons in the sports hall, games fixtures in the extensive playing fields and recreational activities, such as skateboarding in the yard.
- 4.11 The school has comprehensive measures to promote good discipline and behaviour, including a system of cards and points, well understood and valued by the pupils. Procedures to guard against bullying, including cyber-bullying, and harassment are

robust. Pupils know who they can turn to if they have a concern, confident that practical help or advice will be readily given. The school has devised a number of strategies to deal constructively with any unacceptable behaviour. Pupils say that the rare incidents of unkind conduct are dealt with swiftly and effectively. In response to the questionnaire, a small minority of pupils indicated that teachers do not always apply sanctions fairly. Records seen in the behaviour and bullying log, and interviews and informal discussions with pupils indicated that the system for sanctions and rewards works well and they are judged to be fair.

- 4.12 The school seeks to be an inclusive community and has a clear plan for forward developments to improve its accessibility to all. It employs effective strategies to seek the views of pupils. Members of the school council are elected by their form each term, and numerous regular formal and informal meetings between pupils and staff ensure that pupils have many opportunities to share their views. Staff are receptive to their ideas and suggestions.

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 In the EYFS, excellent systems promote the safeguarding and welfare of children. Staff keep abreast of the most recent requirements for welfare and safeguarding, and follow the school's published procedures well. They are aware of the procedures to follow should they have any concerns, including those with regard to extremism. All staff have received training in child protection that is appropriate to their role, and in response to the previous inspection, a suitable number of staff hold a paediatric first-aid qualification. Recruitment checks are thorough, with all of the required checks undertaken prior to employment. Both on-site risk assessments and those for outings are completed suitably. The procedure for bringing children to school and collecting them is followed well by parents, and children arrive promptly. Regular attendance is promoted well, and efficient systems are in place to chase up any unknown absences quickly.
- 4.15 In the rest of the school, the arrangements for welfare, health and safety make a strong contribution to the personal development of the pupils, in line with the school's aims. The school is rigorous in its approach to safeguarding. Policies and procedures follow statutory guidance and are reviewed regularly. Strong links have been established with external agencies, ensuring prompt access to professional support and guidance when necessary. In addition to training at the required level for the designated individuals, all staff receive regular training, in line with the local safeguarding board recommendations. Senior leaders have received training about the Government's Prevent agenda, and strategies to protect pupils from extremism have been identified and incorporated into the curriculum.
- 4.16 All necessary precautions are taken to minimise the risk of fire, with regular fire drills, for day and boarding pupils, each carried out termly and recorded. All staff contribute to the evaluation of their effectiveness, and issues raised are followed up appropriately, promoting an open culture of shared responsibility. The school's health and safety policy is clear and sets out the responsibilities for all in the community. Comprehensive risk assessments are carried out for all areas of the site and school activities, and actions are taken to resolve any issues identified within them. Pupils learn how to assess and manage risk appropriately. The provision of a carefully planned PSHEE curriculum and a comprehensive e-safety programme ensures that all pupils learn how to manage their freedoms sensibly, mindful of their

own safety and that of others. Since the previous inspection the school has implemented a number of changes, including improved signage and safety markings around the site. Staff are diligent in carrying out their duties and the site is carefully managed, promoting pupils' safety.

- 4.17 Excellent provision is made for the care of sick or injured pupils. Separate accommodation is available for boys and girls, and any medications administered or treatments given are appropriately recorded. The school makes excellent specialist provision for pupils with SEND. From early screening through to formal assessment, pupils' needs are assessed and effective support facilitates their welfare and inclusion. Their needs are clearly documented, and where necessary external agencies provide additional support.
- 4.18 The attendance and admission registers are correctly maintained, backed up and stored as required, and efficient systems follow up any unexplained absences.

4.(d) The quality of boarding

- 4.19 The quality of boarding is excellent.
- 4.20 The boarders' personal development is excellent and is clearly promoted by their boarding experience, enabling them to develop key qualities such as tolerance, confidence and independence. The boarders are thoughtful of the needs of others and extremely polite to each other and to adults. The 'Packwood Way' permeates the school environment. Boarders and staff speak of a successful family atmosphere and sense of community both in the houses and throughout the school. All boarders are treated equally with fairness and consideration of different needs. Dedicated boarding staff provide a high standard of care, encouraging and supporting the boarders. There are excellent relationships amongst boarders, as stated by all who responded to the pre-inspection questionnaire, and between boarders and staff, and boarders appreciate the efforts staff make on their behalf. Older boarders are given positions of responsibility, enabling them to develop leadership skills. Boarders feel listened to and are confident in expressing their views to staff, whether through informal conversations, boarding house meetings or the effective school council.
- 4.21 The quality of boarding provision and care is excellent. New boarders say that they are welcomed by staff and other boarders who are kind and helpful. They are given constructive handbooks and assigned a 'buddy', enabling them to settle quickly into their new environment. The boarders say that there is a wide range of people they can talk to in times of need, including an independent listener who is known to them as she visits the school and takes assemblies. Appropriate helpline numbers are displayed, including that of the Children's Commissioner. Older boarders say that they feel well prepared for their next school. Robust policies for the care of boarders who are unwell are implemented in practice. The nurse, matrons and house staff provide excellent medical care and boarders say that they are well looked after should they be ill. There is a qualified nurse on duty during the day, and at other times staff who have appropriate training are charged with ensuring that boarders' medical needs are met at all times. Regular fire drills are held in the boarding houses and boarders demonstrate a thorough knowledge of procedures. Meals are of a very high standard, including variety and quantity, and are enjoyed by boarders. Where possible, fresh local produce is used and meals are prepared on site. Special dietary needs are successfully catered for. Boarding accommodation is of a good standard, being light, airy, clean and well maintained. The boys' bathrooms

have been improved as part of an ongoing programme of refurbishment, addressing the previous inspection recommendation. Boarders personalise their own areas, adding to the homely feel, and they are proud of their houses. They enjoy socialising in comfortable common rooms. In their responses to the questionnaire, a very small minority of pupils said that their belongings are not safe; however, in discussion, boarders felt that their belongings are safe, and personal electronic devices are securely stored by staff in a locked cupboard. Laundry is provided to a good standard on site. Boarders are enthusiastic about the wide range of clubs and activities. Weekend activities, for example Saturday film nights with popcorn, are particularly popular, in addition to other pursuits such as cookery and debating. The scenic grounds further enhance the boarding experience. Effective communication is maintained with parents by telephone, email and internet telephone calls. Boarders have access to the world around them through newspapers, television and appropriate internet facilities.

- 4.22 The effectiveness of arrangements for welfare and safeguarding are excellent. The school operates a safe procedure for the recruitment of staff. All staff, including ancillary support staff, receive regular training in safeguarding procedures and promote the welfare of the boarders. Risk assessments are carried out conscientiously and reviewed regularly. Boarding accommodation is well maintained and prompt action is taken to address any issue that might impact on the health and safety of boarders. Several members of staff are on duty after school and boarders know how to contact them at all times. The boarding houses are secure and all boarders who responded to the questionnaire said that they feel safe. There is an effective anti-bullying policy and boarders say that bullying is not a concern. Effective policies to promote good behaviour are drawn up and boarders were seen to be very well behaved.
- 4.23 The effectiveness of the leadership and management of the boarding provision is good. There is a suitable statement of the school's boarding principles which is available to parents and staff and is implemented effectively. The governing body shows an active interest in the running of the school; however, there is no formal reporting on boarding standards and thus it does not have a sufficiently informed oversight. The headmaster leads and supports the boarding team. Boarding staff have regular appraisals and there are opportunities for further training. Boarding notes and records are maintained meticulously, with effective systems established to ensure clear communication of information when appropriate. Frequent meetings are held at all levels, including good links with academic staff, promoting academic achievement. Almost all parents who responded to the pre-inspection questionnaire were overwhelmingly positive about their children's boarding experience.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is good.
- 5.2 The governors take a keen interest in the EYFS. An effective working partnership between an EYFS link governor and EYFS staff ensures that the governing body is well informed of their responsibilities, and visits facilitate the monitoring of and support for the provision. Information is fed back to the whole governing body so that collectively it is aware of the work of the EYFS.
- 5.3 Governors have a thorough and comprehensive understanding of the school. They take time to reflect on the school's aims and, through careful analysis of current trends and demands, develop clear plans for the future. Finances are managed rigorously and invested appropriately to develop the school's facilities and resources, in furtherance of the school's aims to offer breadth of opportunity and to promote excellence. This strategic planning provides challenge and guidance to the senior leadership team, whose effectiveness is evaluated through a formal appraisal process. Emerging recommendations are incorporated into future planning.
- 5.4 The board includes governors with an appropriate range of professional backgrounds and experience, and all governors undertake regular focused governor training. They have a good understanding of most of their principle responsibilities. Through the reports of various committees governors are kept apprised about many aspects of school life. Regulatory policies are discussed by all governors, but their monitoring of the boarding provision and regulatory standards is not sufficiently formalised to ensure corporate oversight of this area of school life.
- 5.5 The arrangements for child protection and welfare, health and safety are robust. An annual audit of safeguarding is carried out, led by a designated person and link governor, and the safeguarding policy is reviewed annually by all governors. Some governors take on specific responsibilities; they visit school regularly and meet with relevant staff to discuss provision and report back to the whole governing body. Twice a year members of staff give a presentation to all governors about their department or responsibility, keeping them well informed about different aspects of school life. The governors are well known by the majority of the staff, who appreciate their regular visits to the school.

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

- 5.6 The quality of leadership and management, including links with parents, carers and guardians, is good.
- 5.7 Leadership in the EYFS is highly effective in keeping up to date with welfare and safeguarding requirements. It meticulously ensures that these procedures are followed and understood by staff, including the need to promote equality, diversity and British values. Consequently, the school is successful in creating a harmonious and welcoming environment for the youngest children. The present EYFS leadership team has been recently formed. It has a strong vision and has quickly implemented efficient systems for the monitoring of educational programmes. Self-evaluation is concise, and informs the suitable development plan. Staff in the EYFS are well supervised, and an effective system for staff appraisal helps to drive improvement. Training is sought for staff in order to enrich the existing high quality provision for children further. All of the recommendations from the previous inspection have been extremely well met, with thorough outdoor planning undertaken and excellent information provided for parents through the detailed handbook and regular reports.
- 5.8 The senior leadership team has a clear vision for the school, as expressed in the school's aims. The open and supportive ethos it creates promotes the well-being of the whole community, and the strong relationships it establishes with staff and pupils reflect the school's core values of respect for others and democracy. Staff feel extremely well supported. The recent expansion of the senior leadership team has successfully increased its capacity to develop the academic curriculum and quality of teaching. A recent review of the curriculum has been undertaken and new initiatives established to increase further the quality of teaching, but these changes have not yet had an impact on raising the pupils' achievements further. Regular departmental reviews are carried out, monitoring teaching and learning, thus reflecting the school's commitment to high academic standards.
- 5.9 Senior leaders have an excellent understanding of all regulatory requirements. There are robust systems to manage and monitor all safeguarding responsibilities. Staff appointment procedures are carried out meticulously, with all necessary checks undertaken. These are accurately recorded in the central register, with appropriate risk assessments and supervision arrangements put in place if necessary. Excellent provision is made to support staff new to the school. The detailed, well-indexed handbook provides a valuable reference for all staff, including plentiful information about the school, its policies and routines. Induction for new staff and arrangements to welcome new pupils are excellent. Senior leaders prepare regular reports for the governors; these cover many aspects of school life.
- 5.10 Senior leaders provide active support and encouragement for all staff, and participate fully in school activities. The collaborative style of leadership embraced supports the professional development of all staff. Opportunities are provided for focused staff training in school, which covers safeguarding, and welfare, health and safety, as well as encouraging attendance at subject-specialist meetings outside the school. Individual needs and interests are identified through an established process of appraisal and departmental review. The school has a comprehensive development plan, with opportunities for all staff to contribute to its formulation through open discussions in staff meetings. Evaluation of the school's success and its effectiveness is undertaken by senior leaders as a frequent and regular activity.

Observations are recorded, and the outcome of actions taken or initiatives implemented are noted and reviewed. This process of self-review is well embedded and promotes a culture of continuous improvement.

- 5.11 Staff in the EYFS are highly successful in fostering excellent links with parents and carers. Parents who responded to the pre-inspection questionnaire were unanimous in their praise for the EYFS provision, as were those spoken to during the inspection. An extensive range of documentation is provided for parents, including a comprehensive handbook, which was a recommendation of the previous inspection, and information is available to help parents to support children's learning at home. Termly reports provide parents with a clear insight into progress and areas for future development, demonstrating staff's excellent knowledge of children and representing good improvement since the previous inspection. Parents are encouraged to play a full role in their children's learning; they are invited to talk to the class, attend functions and are provided with useful meetings when their children first join. They contribute to children's records by noting down learning and achievements observed at home. The school successfully works with parents and external agencies, should the need arise to seek additional support to meet specific needs.
- 5.12 In Years 1 to 8, the school is fully mindful of forging positive relationships with parents, in line with its aims. Communication is effective between staff and the parents of both day and boarding pupils; the school embraces technology such as internet telephone contact for parents based overseas to help develop this further. Whilst rare, any concerns and complaints which arise are handled sensitively and efficiently. They are carefully documented and follow the school's published procedure. In their responses to the pre-inspection questionnaire, the vast majority of parents were extremely positive about all areas of the education and care that the school provides; all felt that the school is well led and managed, and that they receive timely responses to their questions. In particular, they praised the learning support provided by the school.
- 5.13 Ample opportunities exist for parents to play a full part in school life, as well as in the work and progress of their children. School events are well attended, and often involve the wider family, as with the successful annual Grandparents' Day celebration. Parents enrich the curriculum by visiting to talk about their experiences and share their knowledge; for instance, a science specialist organised experiments for younger pupils. Teachers ensure that parents are kept informed of pupils' progress, often through meetings or email correspondence. Termly written reports provide parents with useful information regarding progress, achievement and effort. Some identify areas as a focus for future learning, although this information is not consistently included across subjects and year groups.
- 5.14 Parents of current and prospective pupils are suitably provided with the required information through the school website and prospectus. The parents of current pupils have access to a wide range of high quality publications. For example, the parents' portal provides useful links to information regarding recent legislation on extremism, alongside more school-specific documentation such as the headmaster's informative newsletters.

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