INDEPENDENT SCHOOLS INSPECTORATE

SCARBOROUGH COLLEGE

INTEGRATED INSPECTION

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Scarborough College

Full Name of School	**Scarborough College**			
DfE Number	**815/6002**			
Registered Charity Number	**529686**			
Address	**Scarborough College**			
	Filey Road			
	Scarborough			
	North Yorkshire			
	YO11 3BA			
Telephone Number	**01723 360620**			
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Email Address	**admin@scarboroughcollege.co.uk**			
Head	**Mrs Isobel Nixon**			
Chair of Governors	**Dr John Renshaw**			
Age Range	**3 to 18**			
Total Number of Pupils	**327**			
Gender of Pupils	**Mixed (175 boys; 152 girls)**			
Numbers by Age	0-2 (EYFS):	**0**	5-11:	**71**
	3-5 (EYFS):	**40**	11-18:	**216**
Number of Day Pupils	Total:	**288**		
Number of Boarders	Total:	**39**		
	Full:	**38**	Weekly:	**1**
Head of EYFS Setting	**Mrs Jackie Hunter and Mrs Helen Emmerson**			
EYFS Gender	**Mixed**			
Inspection dates	**27 Nov 2012 to 30 Nov 2012**			

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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 December 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.

Ofsted monitors the work of independent inspectorates, including a sample of inspections, and you can find the latest evaluation of the work of ISI on the Ofsted website.

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

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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.**

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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 Joe Tierney	Reporting Inspector
Mr Mark Heywood	Team Inspector (Head, HMC School)
Mr Robin Humphreys-Jones	Team Inspector (Assistant Head, HMC School)
Mrs Joanne Stone-Williams	Team Inspector (former Assistant Head, ISA School)
Mrs Alison Hedley	Team Inspector (Head, IAPS School)
Mr Stephen Greenish	Team Inspector (Head, IAPS School)
Mrs Ann Richards	Co-ordinating Inspector for Early Years
Mrs Susan Meek	Co-ordinating Inspector for Boarding

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CONTENTS

		Page
1	**THE CHARACTERISTICS OF THE SCHOOL**	**1**
2	**THE SUCCESS OF THE SCHOOL**	**2**
(a)	**Main findings**	2
(b)	**Action points**	3
	(i) Compliance with regulatory requirements	3
	(ii) Recommendations for further improvement	3
3	**THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS**	**4**
(a)	The quality of the pupils' achievements and learning	4
(b)	The contribution of curricular and extra-curricular provision (including community links of benefit to pupils)	5
(c)	The contribution of teaching	7
4	**THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT**	**9**
(a)	The spiritual, moral, social and cultural development of the pupils	9
(b)	The contribution of arrangements for pastoral care	10
(c)	The contribution of arrangements for welfare, health and safety	11
(d)	The quality of boarding	12
5	**THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT**	**14**
(a)	The quality of governance	14
(b)	The quality of leadership and management, including links with parents, carers and guardians	14

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1. THE CHARACTERISTICS OF THE SCHOOL

1.1 Scarborough College is a day and boarding school for boys and girls aged 3 to 18. The school is situated on the outskirts of the seaside town of Scarborough in North Yorkshire. It was founded in 1896 on the current site, originally as a boys' boarding school, and became co-educational in 1972.

1.2 In 2012, the school merged with the nearby Bramcote Preparatory School so acquiring substantial buildings and land on the Bramcote site. The senior and junior schools of Scarborough College are on one site, a few hundred yards away from Bramcote Prep School, with the junior school being renamed Bramcote Junior School. The school now has a governing body consisting of 15 members, of which 4 were nominated by the former Bramcote School.

1.3 The school aims to fulfil pupils' potential by ensuring that they are seen as individuals whose needs are recognised and met. It is committed to providing a fulfilling education which inspires academic excellence, ensuring a wide range of sporting, cultural and social activities, broadening pupils' horizons and building their self-confidence. Whilst retaining the traditional values of courtesy, kindness, tolerance and responsibility, the school seeks to educate the professionals of the future who will have an international perspective and the capacity to think independently and creatively.

1.4 At the time of the inspection there were 327 pupils on roll. The senior school had 216 pupils, including 45 in the sixth form. There were 71 pupils in the junior school and 40 in the Early Years Foundation Stage (EYFS), including The Little Owls Nursery. The 39 boarders in Years 7 to 13 are housed in two, single-sex boarding houses. Most pupils come from the towns and inland villages along the North Yorkshire coast. They are predominantly White British; most of the boarders are international students.

1.5 The junior and senior schools are non-selective and have an ability range similar to the national average. Although pupils in Year 6 take a test, it is mainly used for selecting scholars. The school has 33 pupils for whom English is an additional language (EAL) and 15 of these receive support with their English. There are no pupils with a statement of special educational needs but 54 pupils have some special educational needs or disabilities (SEND), of whom 32 receive specialist learning support.

1.6 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

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2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

2.1 Pupils achieve well in a school that they like. Pupils make good progress in the EYFS, the junior school and the senior school. Results in the GCSE, which have generally improved over recent years, show that pupils make good progress and sixth form pupils also attain good results in the International Baccalaureate (IB). Factors contributing to the pupils' achievement are the very good attitudes to work which pupils bring to the classroom and the good teaching they receive. As yet, there is no system for tracking pupils' progress throughout the school using externally validated data.

2.2 The personal development of pupils is a strength of the school. Their social, moral, spiritual and cultural development is excellent throughout the school. Care practices in the EYFS setting are excellent. Thus the school achieves its aim to see each pupil as an individual whose needs are recognised and met. This results in well-rounded individuals with an awareness of their own and others' faiths and cultures, an empathy for others less fortunate than themselves, a strong moral sense, and confidence and maturity. Pupils enjoy being at the school and have very good relationships with all adults. Those who are boarders have good accommodation, are looked after well, and benefit socially from the boarding experience.

2.3 Governance and management are good, a significant factor in the improvement of the school since the previous inspection. Parents are now more pleased with the school's provision. Governors have taken action in merging with Bramcote Preparatory School, using the opportunity to rationalise staffing, increase pupil numbers, and acquire significant land and buildings for further use. A staff appraisal scheme is in operation in the senior school although this has stalled in the junior school because of the disruption to staffing caused by the merger. Policies and practices are still to be embedded in the senior school and the junior school has not yet established some systems for effective management. Work is still to be done in establishing medium-term planning. More work needs to be done on developing a whole-school approach, but a good start has been made.

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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. Establish the medium-term future of the school by completing and implementing the present school development plan.
2. Ensure that systems for effective management are in place in the junior school.
3. Improve the assessment of pupils' progress and ensure that it is suitably monitored and tracked.
4. Introduce and embed a robust system of appraisal for boarding staff.
5. Review assessment practice to ensure there is sufficient recorded evidence for judgements made for the EYFS profile.

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3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

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

The EYFS and Junior School

3.1 The overall quality of pupils' achievement and learning is good in the EYFS and junior school.

3.2 All children in the EYFS, including those with SEND and those learning English as an additional language, are progressing well towards the early learning goals. By the end of Nursery, children can write their names, and count and recognise numbers to at least 10. In the Reception class, children know initial sounds and phonic blends, using them to build words successfully. They can recognise coins and know their value. All children are beginning to learn to use a range of technology. For example, children in The Little Owls Nursery can video each other, watching the results on the television screen, and have the skills to effect simple uses of the computer. The Reception children can test coins with the class metal detector, as well as being able to use a paint programme confidently to illustrate the phonic sounds they have learned.

3.3 Most junior school pupils make good progress but there is some lack of challenge for able pupils. Pupil's attainment cannot be measured in relation to average performance against a fixed national norm but inspection evidence suggests that pupils' overall attainment is good in relation to national age-related expectations and progress is good in relation to pupils of similar ability, especially in the earlier years.

3.4 Pupils achieve satisfactory standards in reading and writing. Their speaking and listening skills are of a high standard; they talk fluently, are willing to ask questions, and show a good level of thinking. Their numerical skills are good and art is a particular strength, with high quality work on display throughout the school. Pupils also achieve well in individual and team games, notably in netball, cross-country running and football. There are also opportunities to undertake speech and drama and music examinations, in which pupils achieve good results.

3.5 Pupils' attitudes to work are almost always positive; they approach their lessons with enthusiasm and settle to work quickly. They work with effort and enjoyment; this was particularly evident in science lessons where pupils tackled experiments with great enthusiasm. They take pride in their own achievements and in the successes of others.

The Senior School

3.6 The quality of pupils' achievement and learning is good.

3.7 In lessons and through their written work, pupils display good levels of knowledge and understanding, reflecting the good progress they make. Standards of literacy are good. Written work is clearly presented, and in the best examples pupils show well-developed skills of organisation and academic rigour. Pupils listen well, both when taking instructions and when interacting with their peers in paired or group work. They speak well, either when confidently discussing individual subjects or interacting socially in a disciplined manner. Pupils in the sixth form can reason and argue coherently on a given topic. They show excellent independent study skills when working on the extended essays and use the sixth form study area effectively. When pupils are given the opportunity, they work collaboratively in a successful and

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supportive manner. Pupils' mathematical skills are good and many can apply skills and concepts successfully in a range of other subjects. They are competent users of information and communication technology (ICT) when carrying out research, and they understand the importance of appropriate use of the internet and good presentational skills. Pupils have significant strengths in the creative and performing arts, as demonstrated by the excellent display of artwork around the school, as well as the range of music and drama events hosted. At the time of inspection preparations were underway for house pantomimes and a full-scale production of *Les Miserables*. Pupils achieve well in speaking and music examinations, with a good number achieving high grades in a variety of musical instruments.

3.8 The extensive sport and physical education programme ensures that pupils attain good levels of physical activity, whether through traditional sports fixtures and practices, or in the gym and studio. Sports teams achieve well for a school of this size; there has been a good level of representation at local and county level in a number of areas in sport.

3.9 The following analysis uses the national data for the years 2009 to 2011. Results in the GCSE have been high compared with the national average for maintained schools and show a generally improving pattern. The majority of the pupils achieve five A* to C grades and over a third of the grades are at A* or A. Results in IB, the fourth cohort to be examined at the school, also show an upward trend in the average IB point score, with 33 points being achieved in 2012. This was in line with expectations. Nineteen of the twenty students applying to university achieved their first choice place at an impressive list of university destinations, including some of the best European universities.

3.10 Pupils, including those whose first language is not English, and those receiving extra support, make good progress in relation to their ability. Pupils are attentive, well-disciplined, and focussed in lessons. They enjoy positive relationships with their teachers and make the most of opportunities offered, working well either individually or when with others.

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

The EYFS and Junior School

3.11 The contribution of the curricular and extra-curricular provision in the EYFS and junior school is good.

3.12 The educational programmes in the EYFS have depth and breadth across the seven areas of learning, based on a secure knowledge and understanding of how to promote the learning and development of young children. Interesting activities promote enthusiasm and encourage children to think critically about simple problems. French is taught from the EYFS. In the Reception class, a well equipped 'creation station' gives children the opportunity to explore and use a variety of media and materials independently.

3.13 The junior school curriculum includes a wide range of subjects and is suitable for most pupils but, on occasion, the needs of pupils with learning difficulties and the more able are not always provided for. However, in mathematics, science and English the curriculum is further enhanced with the introduction of the Independent Schools Examining Board syllabus, with supporting materials, from Year 3 upwards, thus adding extra rigour. The subjects of the national curriculum are enhanced by

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the use of specialist facilities and teachers, for example in design technology and art from Year 4.

3.14 The curriculum policy is currently in draft form and not yet fully implemented, although it is a priority in the school development plan. Schemes of work for individual subjects vary in the amount of detail provided; those of high quality fully address the needs of the full ability range of pupils.

3.15 A significant feature of the school's provision is the wide range of sporting activities offered, with many external fixtures. The broad range of extra-curricular activities is much appreciated by pupils and parents, with a good mixture of sport, music, dance and outdoor pursuits being provided. In addition, there are weekend activities to further enrich the curriculum, such as campfire cooking and trips to Cayton Bay. A full range of peripatetic tuition enhances the provision of music.

The Senior School

3.16 The contribution of the curriculum and extra-curricular provision in the senior school is good.

3.17 Pupils are offered a broad range of subjects, including three modern languages and the three sciences, as well as ICT and classical civilisation. This means that the school's aim of providing a wide range of sporting, cultural and social activities, broadening pupils' horizons and building their self-confidence is met. Since the last inspection the provision of creative subjects has improved; art, music and drama are represented well, and there are plans to introduce design technology next year. Pupils are offered a good choice of options in Year 10 and almost all have to study a modern foreign language up to Year 11. In the sixth form pupils are offered a good range of subjects within the IB, with some flexibility within the programme.

3.18 The provision for pupils' personal, social and health education (PSHE) is excellent. A well-structured programme is taught by tutors in form periods and is enhanced by visiting speakers on careers, sexual health and drugs awareness. Assemblies are also used, for example, a group of pupils gave a presentation on 'The value of education', highlighting the plight of a schoolgirl in Afghanistan.

3.19 The curriculum meets the needs of most pupils. Provision for the more able is sound and teachers have received training on identifying such pupils. Whilst some departments provide extension material, this provision is variable. The school has recognised the need to provide for all pupils within lessons; at present this is inconsistent. The provision for pupils with English as an additional language and those with learning difficulties is good. Good records are kept and progress tracked of the identified pupils, and teachers have received training on providing suitable work.

3.20 Pupils receive good careers advice. The needs of Year 10 pupils are analysed, visiting speakers are used, and pupils are interviewed to help them with their options. Sixth form pupils are assisted with their university applications via a series of interviews and advice. Work experience is not provided as part of the curriculum but pupils are encouraged to arrange their own. Some sixth formers expressed the wish for opportunities in work experience.

3.21 Curricular enrichment beyond the classroom is excellent and provides pupils with many opportunities to hone their leadership skills and to broaden their experiences. The combined cadet force is compulsory in Year 9, but many pupils carry on with it

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in later years. Drama productions, like this term's performance of *Les Miserables*, the carol and orchestral concerts, all help to develop pupils' artistic and social skills. Pupils have also been engaged in weekend activities, such as a recent one on World War I which also involved pupils from outside the school community. Opportunities also exist for pupils to take part in national competitions in science, mathematics, poetry, and musical composition. Spanish and French exchanges are used to develop pupils' cultural and linguistic experiences. Expeditions to Borneo and the Duke of Edinburgh's Award scheme are popular and provide pupils with adventure and a chance to show leadership.

3.(c) The contribution of teaching

The EYFS and Junior School

3.22 The quality of teaching in the EYFS setting and junior school is good overall.

3.23 Teachers in the EYFS demonstrate high expectations; they engage and enthuse children. Regular assessments of children's progress are completed and used effectively to plan the next steps in each child's learning. Teachers listen carefully to children and observe and question them during activities in order to plan the next steps in their learning. Occasionally, there is insufficient recorded evidence for the assessments made for the Foundation Stage profile.

3.24 The teaching in the junior school is good overall, with some excellent teaching in Years 1 to 3. In the lessons which were well planned, pupils were given the opportunity to utilise a range of resources and experience different strategies for learning. They particularly enjoyed the opportunity to work co-operatively and to gather primary evidence from fellow pupils. However, the pace of learning in some lessons is slow because of the lack of planning for the full range of pupils. Pupils in Years 4 to 6 benefit from the use of specialist teachers in a range of subjects and this helps the transition to the senior school.

3.25 Pupils' work is regularly marked and includes positive comments to encourage their confidence. Formative assessment, including specific targets for improvement, is insufficiently used. However, good practice exists in Years 1 to 3, where teachers use their own assessments to inform planning and to directly support pupils with specific learning needs. These pupils have a regular lesson every week and, for those requiring significant support, a plan determining the type of provision needed is shared with parents. The progress of these pupils is not effectively monitored as targets that are set for them are not formally shared, or reviewed, with teachers.

The Senior School

3.26 The quality of teaching in the senior school is good.

3.27 The quality of teaching is in line with the school's aims of providing individual support for the pupils. Most lessons are well planned, and the best include a variety of appropriate tasks designed to suit the different needs of the pupils. In the best lessons there were clear objectives, the pupils were suitably challenged, and so thrived. Here teachers effectively facilitated activities and pupils were encouraged to work independently, solve problems, debate coherently and engage positively in their own learning. In the less successful lessons the pace was slower, there was not clear direction or planning, resources were not well adapted to the needs of the group, and pupils' progress was consequently slow. Every teacher is made aware of the pupils with learning difficulties and those who are more able. In the best lessons

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individual support was offered, with additional support materials, but this was not always the case.

3.28 In the IB classes there is plenty of opportunity for individual work and pupils are motivated to research using a variety of resources from the library, subject texts and the internet. Some teaching encourages pupils to work outside the boundaries of their subjects and to engage positively in enrichment activities and fieldwork.

3.29 Relationships between pupils and teachers are excellent. Pupils have confidence in the majority of their teachers and work most effectively where rewards and encouragement are a regular part of the teaching. The teachers have secure subject knowledge and in the best lessons set high standards for the pupils in their written work and within class activity.

3.30 Interactive whiteboards and ICT are used reasonably effectively in some lessons, allowing concepts to be explained, but on occasion, such facilities were not used to the best advantage. The role and use of the library are being reviewed with enthusiasm by the new librarian. The learning resource area, which is well monitored by staff and volunteer sixth form pupils, is well used.

3.31 The pupils feel that their teachers know them well, set appropriate expectations, and demonstrate high levels of care for them as individuals. Most, but not all, work is marked regularly and in the best cases contains comments on how pupils may improve, as well as attainment and effort grades. Each department adopts the school assessment policy, but there are differences in the effectiveness in informing pupils of their next steps. The school is aware of the need to share the good practice that exists.

3.32 Half-termly assessments and weekly meetings allow any under-performance to be identified and appropriate action taken. Academic grades are collated and patterns identified by heads of department and tutors, but no formal, externally-audited, assessments of pupils' attainment are carried out. However, in English, a system of academic tracking is being introduced where a standardised test is taken early in Year 7 and repeated later in the year to monitor pupils' progress. Tracking and target setting have been identified by senior management as areas for development.

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4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

The EYFS and Junior School

4.1 Pupils' social, moral, spiritual and cultural development in the EYFS and junior school is excellent.

4.2 The children's personal development is good. Programmes for personal and social development in the EYFS give children the opportunity to express themselves clearly, confidently and with enjoyment. Even the youngest children happily share resources and take turns. The older children are developing independence in choosing the resources they need. There is a range of stimulating activities, both indoors and out, to support children's all-round development and emotional well-being, and to provide a range of experiences that develop children's growing independence and co-operation.

4.3 In the junior school, pupils learn about other cultures and societies through religious studies, the wide range of visitors to assemblies, and through the broad and detailed PSHE programme. They participate with enthusiasm in charity events which benefit local and national charities. Pupils in Year 5 spoke with obvious pride about their involvement in fund raising for Children in Need.

4.4 Pupils' participation in events such as the Year 5 and 6 camping trip and the Year 3 and 4 trip to Danby Moor broaden their cultural and social experiences. Their experience with visitors to school encourages their involvement with the community. For example, the school's involvement in a British Council project to link with schools overseas has promoted the pupils' interest and understanding of the wider world.

4.5 Pupils' social development is excellent. Their social skills are well developed; they are courteous when greeting visitors and their social interaction within classroom is excellent. Pupils enjoy sharing and celebrating each other's successes in assemblies. They are very proud of their school and the opportunities available to them.

The Senior School

4.6 Pupils' social, moral, spiritual and cultural development is excellent.

4.7 The pupils have a well-developed awareness of their own and others' faiths and cultures. This is fostered in the teaching of world religions and in assemblies on Diwali, Eid and Guru Nanak. They gain from the prayers in assemblies which include reflection for those with no faith. Pupils report that all feel included. Pupils are aware of the religious beliefs of others through the prayer-room for Muslim pupils, and the Christmas carol service which includes a bible reading in another language. They benefit from the school's established links with two local churches. As a result they have respect for their own and others' beliefs. Some sixth form pupils, who had identified this cultural and religious diversity, had great enthusiasm for the manner in which they felt the school had enabled their own personal development.

4.8 Pupils gain a strong moral sense through various outreach projects with local schools, such as the primary school Olympic Games. They learn to empathise with

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others by singing at a local hospice and day care centres and through the long-established support of a local centre for the vulnerable and homeless.

4.9 The moral code of the school results in the pupils' clear understanding of right and wrong, which is fostered in lessons in religious studies and other subjects – for example studies of *Animal Farm* and *Macbeth* in English and in a recent main school assembly on *Truth and Lies.* The pupils have a tolerance of diversity and difference, which is enhanced by their boarding experience of living with friends from many countries and their enthusiastic support for charity initiatives such as the Christmas Shoe-Box Project. The sixth form charities committee chooses projects to support each year; there are regular long-standing choices, as well as new choices and spontaneous responses to disasters.

4.10 The study of literature enhances pupils' social and cultural development. They develop an empathy with characters from different social, historical and cultural backgrounds from their own, for example through the study of the characters in *Of Mice and Men* and *The Crucible*. Pupils have gained a clear sense of their responsibility towards the world and its peoples through their link with an African Choir and their support of an orphanage in Ghana. The visit of the choir was also reported to be culturally enriching, particularly their time spent with the juniors.

4.11 Throughout the school, pupils display confidence and maturity. They are unfailingly courteous and helpful both to visitors and younger pupils and are socially well-adjusted.

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

The EYFS and Junior School

4.12 The quality of pastoral care in the EYFS and the junior school is good.

4.13 Staff in the EYFS ensure that children are happy, enjoy what they are doing, learn to behave well, play co-operatively, develop independence, use their imagination and talk and play with adults and each other. They encourage them to develop an understanding of the importance of physical exercise and a healthy diet. Children are taught to manage their own hygiene and personal needs, at which they are very competent. They gain an understanding of risk through activities that encourage them to explore their environment. Children are extremely well prepared for transitions between Little Owls and Reception and between Reception and Year 1.

4.14 Relations between staff and pupils in the junior school are excellent and pupils are known very well. Pupils are extremely loyal to the school; they know that the teachers care for them and that the rare incidents of poor behaviour are dealt with promptly and robustly. Year 5 pupils cited examples of adults to whom they could turn if they had concerns and they are clear as to who is their independent listener. Year 6 pupils enjoy acting as guardians to younger pupils. The pupils are courteous and sensitive to the needs of others. The extensive programme for sport and physical education means that pupils have ample opportunities to stay fit and healthy.

The Senior School

4.15 The quality of pastoral care in the senior school is good.

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4.16 Tutors, heads of tier and the pastoral deputy head work closely together to provide good care and support. Communication is very good and weekly meetings between staff ensure that concerns about all pupils are shared and addressed efficiently. Relations between staff and pupils are mostly good, and in some cases excellent. Most pupils are loyal to the school and speak well of their teachers, stating that they are available to help them with their work, as well as with any pastoral concerns.

4.17 Pupils new to Year 7 and the sixth form appreciate their induction, which enables them to settle quickly. Some sixth formers work with enthusiasm with junior pupils and act as peer supporters for pupils in Years 7 and 8. Improved liaison between junior and senior staff means that information on pupils is shared, ensuring continuity of care.

4.18 The behavioural and anti-bullying policies help to foster an environment where pupils feel valued and well supported. Younger pupils in particular expressed confidence that any bullying would be dealt with effectively and much work has been done on preventing cyber–bullying, with significant progress made. Pupils respond positively to the many opportunities for physical exercise and therefore to stay fit and healthy. They are encouraged to eat healthily, for example through the PSHE programme.

4.19 Pupils' views are actively sought through the school council, although some pupils felt that more thorough feedback would be appreciated. In response to the pupils' questionnaire, there were criticisms of the food, the response to their opinions, fairness in the reward system, the effectiveness of the homework, and the medical care. Inspectors found the food to be of variable quality and that policies to promote good conduct and reward good behaviour are effective, although some sixth formers perhaps deserve more recognition. Boarders' views are sought and any concerns are responded to promptly. Inspectors believe medical care to be good, but that homework could be more than just reinforcement of work done in the lesson.

4.20 The three year accessibility plan is completed with timescales, but no tracking of progress or evaluations of the actions taken so far have been recorded on the plan.

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

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

4.22 The safeguarding and welfare requirements of the EYFS are strong, understood by all, and implemented. Policies and procedures are clear and embedded in the setting's practices.

4.23 The school has taken steps to address all issues raised in the last inspection and is now compliant with regulatory requirements. A centralised register of appointments has been compiled and all required checks have been completed on appointments. Appropriate policies for safeguarding, health and safety and first aid are in place and have been made available to parents. Staff have had training in child protection. The educational visits co-ordinator and health and safety assistant conduct thorough risk assessments of all activities, both in the school and off-site.

4.24 Good medical care is provided by two qualified nurses, with extra support available from the local health centre. Good relationships are maintained with local welfare agencies. The school currently has sufficient first aiders; there are appropriately stocked first aid boxes at strategic points round the school site.

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4.25 A committee conducts audits of all matters concerning the health, safety and welfare of pupils and addresses deficiencies. It monitors and reviews the health and safety policy, all safety management procedures, and responses to accidents. Effective use of external suppliers is made to ensure safety from fire and other hazards and all electrical items are checked annually and labelled. The college is committed to reducing the risk of work-related stress to a minimum.

4.26 Admissions and attendance registers are properly maintained and stored. Effective procedures for reporting and checking on pupils who are absent are in place.

4.(d) The quality of boarding

4.27 The quality of boarding is good.

4.28 The school succeeds in its aims to provide an environment in which all boarders feel valued and supported. This means that pupils' personal development is enhanced by their boarding experience. They appreciate the relaxed atmosphere of mutual respect and trust which the boarding houses provide. They are confident, welcoming, friendly and courteous, clearly understanding the school's code of conduct, which encourages positive behaviour, co-operation and respect for one another.

4.29 Boarders enjoy being with their friends from a variety of backgrounds and cultures. They make a positive contribution to the community life of the school through assemblies, concerts, plays, a range of sports, and the CCF. Boarders are self-disciplined and willing to take responsibility; they make sensible and mature suggestions for improvements to boarding and school life through the various school councils.

4.30 Boarders speak highly of the pastoral care they receive and the excellent relationships within the boarding community. New boarders are supported by a 'buddy' to help them to settle and integrate into boarding life. Helpful practical advice and guidance is available, as is a list of contacts of those to whom boarders can turn if they have any problems. Boarders feel safe and well-cared for; they enjoy the additional contact with academic tutors who assist in boarding in the evenings. Boarding and academic staff liaise effectively to safeguard boarders' pastoral, academic and social well-being.

4.31 The trained school nurses run the appropriately equipped medical centre during school hours and the local health centre provides excellent medical care at other times. There are clear guidelines on procedures if a boarder is taken unwell when the nurses are not on site, and on administering medicines. Both boarding houses are equipped with first aid boxes but the qualification for some boarding staff has expired. The concerns over medical stock control and administration systems raised in the last inspection have now been addressed. All medicines and medical records are stored securely.

4.32 Boarders are accommodated in two single-sex Victorian houses, situated a short walk from the school. Both houses have beautiful gardens which are greatly enjoyed by the boarders, particularly in the summer months for shared activities and barbecues. Boarders from Years 7 to 11 are accommodated in comfortable bedrooms for up to three boarders, which provide individual space for study and for display of posters and photographs. They have lockable storage in which to keep valuables. Boarders in the sixth form enjoy their own single study bedrooms and spacious common rooms in which to relax and entertain. There are sufficient

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washroom facilities for the numbers in the houses. During the inspection representatives of senior boarders expressed concerns that some bedrooms were drafty because windows could not be completely closed and that not all showers were functioning properly. There are good facilities for leisure and study within the houses, although boarders reported that internet access was slow and unreliable. However, plans are in hand to improve the internet provision. There is a range of activities available in the evenings and weekends and boarders are encouraged to be involved in a least two weekend activities each half term. They also enjoy access to a nearby gym and the newly acquired swimming pool and sports hall at Bramcote.

4.33 The head of boarding, the house staff and the boarding administrator maintain close contact with parents and keep them informed of boarders' progress, achievements or any concerns they may have regarding the boarders' welfare. Mobile telephones are permitted but boarders generally keep in touch with their parents by email or video link. Parents may visit the house and are welcomed to support matches and other school events.

4.34 At lunch time boarders are provided with a choice of two hot meals, a vegetarian option and a salad bar. Menus are varied and boarders make suggestions for menus; care is taken to accommodate specific dietary needs. Boarders are able to prepare evening snacks in their kitchens and fruit, milk and drinking water are always available.

4.35 Training for safeguarding is in place for all staff. Recruitment procedures are meticulously followed. There are named governors for child protection, health and safety and boarding, all of whom are supportive in monitoring and reviewing policies and practice. In response to the last inspection, there are now clear guidelines for boarding staff on procedures to deal with substance and drug abuse. A new independent listener has been appointed but has not yet had the opportunity to meet the boarders. Boarders stated that there were few instances of bullying and that such matters were dealt with promptly and fairly by boarding staff. Rewards for good behaviour and work were appreciated by boarders. The boarding houses are safe and secure. There are efficient procedures to record all visitors' presence in the boarding houses and for boarders to sign in and out. There are also suitable arrangements for boarders to contact staff who know where they are at all times. Both boarding houses are fitted with security locks, intruder alarms and closed circuit television. Boarders understand and regularly practise fire evacuation procedures. In the pre-inspection questionnaires, the vast majority of parents and boarders were highly supportive and appreciative of the boarding provision. Arrangements are effective in ensuring compliance with the national minimum standards for boarding schools.

4.36 Leadership and management of the boarding provision are good and reflect the commitment and dedication of the team. Clear guidelines on boarding policies and procedures are in place, addressing concerns in the last inspection. The management of daily life is good, although the younger boarders said they would appreciate more free time at the end of a busy day. There are prefects in the boarding houses, who have clear job descriptions and who are also trained in child protection for their role as mentors for younger boarders. The school has a clear vision for boarding but there is no development plan or rolling programme for refurbishment of the boarding houses, partly because of the uncertainty on the use of boarding accommodation following the merger. The recommendation for annual appraisals for all boarding staff in the last report has not yet been implemented but an excellent professional development policy for boarding staff is now in place.

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5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

5.1 The governance of the school is good.

5.2 In recent years the governors have had to steer the school through a period of flux. The merger with Bramcote has meant that the school has gained some security, increased pupil numbers, and considerable building assets. A business plan has been written, with costings for the various options for the new buildings, including the possible reorganisation of the accommodation for boarding. Governors have also undertaken steps to secure the best possible staff.

5.3 The finance and management committee acts as the main forum for governance, but the education and welfare committee has been recently re-formed with a clearer remit. The school now has a governing body consisting of 15 members, of which four were nominated by Bramcote School. Governors have a generally good range of expertise and there are specific roles relating to boarding, child protection, health and safety and the junior school.

5.4 The work of governors is informed by useful reports from the head and by helpful financial documents to aid planning. Governors monitor and approve policies, such as that on child protection, and scrutinise the performance of the school in public examinations.

5.5 The governors have ensured that statutory requirements are now met, an improvement since the last inspection. A central register has now been established, appropriate checks on staff are now made, and there is an annual review of the safeguarding and child protection arrangements. Arrangements for the welfare and safety of pupils are good.

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

The EYFS and junior school

5.6 Leadership and management in the EYFS and junior school are good overall.

5.7 There is a good overview of the curriculum through regular review of educational programmes to ensure a broad range of experiences to help children progress to the Early Learning Goals. This is based on a good, secure understanding of the areas of learning and how children learn. There is an effective process for self-evaluation and a good professional review and development programme for all staff. The Early Years team are committed to continuous improvement and have the capacity to sustain this.

5.8 In the junior school, good leadership has ensured strong links with parents and excellent care of pupils. The merger with Bramcote has allowed a rationalisation of staff which has been helpful in securing good quality staff, although inevitably some roles and responsibilities, with associated job descriptions, are not fully implemented. A comprehensive system for the assessment of pupils' work is not in place and schemes of work for the curriculum, currently in draft form, are of variable quality. Parents of junior pupils receive two good quality reports a year, plus half-

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termly grades, but they do not include targets for improvement. Parents are very appreciative of the open access they enjoy with junior school teachers.

5.9 Links with parents of children in the EYFS are excellent. The key person system in Little Owls and the class teacher in Reception ensure engagement with all parents. The setting has an open-door policy and provides helpful information for parents through notice boards, regular newsletters and the website. They are kept well informed about their children's progress and report that they are delighted with the setting.

The Senior School

5.10 Leadership and management in the senior school are good.

5.11 The senior school fulfils its principal educational aims. The merger with Bramcote Preparatory school has been achieved well, with the result that the school's situation has been steadied, and relationships with parents improved. The style of leadership is consensual, open, and one committed to the professional development of staff. This has improved the morale of staff and led to an emphasis on improving quality.

5.12 The senior management team have a good range of expertise and are effective in their work. Management structures are in place to allow good communication with heads of departments and pastoral staff. Monitoring of the work of the school is good: examination performance is evaluated and appropriate action taken to rectify any deficiencies; the appraisal system ensures that teachers are observed teaching and that their performance is reviewed; deficiencies in provision are identified and corrected.

5.13 Much work has been done in recent times to establish and embed school policies, some of which were not in place at the time of the last inspection. Thus the school now meets statutory requirements. However, a plan for the future development of the school is not yet fully in place, with the result that most departments do not have formal plans for improvement. Management by heads of departments is generally good, although their handbooks and plans are of variable quality.

5.14 The successful management of pastoral care means that pupils are supported well in a caring environment in which pupils learn to consider the rights and needs of others. Effective leadership and management of the boarding provision mean that pupils receive a good experience, and are well cared for and safe.

5.15 There is a strong emphasis on professional development; induction of staff has been good, with a good emphasis on the safeguarding of pupils, and welfare, health and safety. Arrangements for the induction of newly qualified teachers are effective. The school now complies with the statutory requirements for checking on the suitability of staff.

5.16 Parents are very satisfied with the school. Responses to the pre-inspection questionnaire indicate that they are particularly content with pupils' behaviour, their care and educational experiences, the information they receive, and the responses to their questions. Parents are provided with appropriate information on the school and any complaints are handled in accordance with the school's complaints policy.

5.17 Reports on senior school pupils are well received and provide useful information about curriculum coverage and individual performance, as well as a comment on the

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pupil's next steps. Grades are used to identify variations in performance. They do not, however, give benchmarks or make predictions of targets.

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

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