



**INDEPENDENT SCHOOLS INSPECTORATE**

**ST JOHN'S BEAUMONT SCHOOL**

**INTEGRATED INSPECTION**

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## St John's Beaumont School

Full Name of School	<b>St John's Beaumont School</b>		
DfE Number	<b>936/6422</b>		
Registered Charity Number	<b>230165</b>		
Address	<b>St John's Beaumont School Priest Hill Old Windsor Windsor Berkshire SL4 2JN</b>		
Telephone Number	<b>01784 432428</b>		
Fax Number	<b>01784 494048</b>		
Email Address	<b>hoffice@stjohnsbeaumont.co.uk</b>		
Head	<b>Mr Giles Delaney</b>		
Chair of Governors	<b>Mr Mark Brenninkmeyer</b>		
Age Range	<b>4 to 13</b>		
Total Number of Pupils	<b>310</b>		
Gender of Pupils	<b>Boys</b>		
Numbers by Age	4-5 (EYFS):	<b>35</b>	5-11: <b>178</b>
	11-13:	<b>97</b>	
Number of Day Pupils	Total:	<b>255</b>	
Number of Boarders	Total:	<b>55</b>	
	Full:	<b>29</b>	Weekly: <b>26</b>
Head of EYFS Setting	<b>Mrs Jo Evans</b>		
EYFS Gender	<b>Boys</b>		
Inspection dates	<b>21 May 2013 to 24 May 2013</b>		

## 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 March 2010.

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](http://www.legislation.gov.uk). Additionally, inspections will consider the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment introduced by the School Standards and Framework Act 1998.

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

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

This inspection contains specific judgements on the National Minimum Standards for Boarding Schools. It comments on the progress made by the school in meeting the recommendations set out in the most recent statutory boarding inspection and evaluates the quality of the boarding experience and its contribution to pupils' education, personal development and welfare. Until September 2011, Boarding inspections were carried out by the Office for Standards in Education (Ofsted), Children's Services and Skills.

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

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

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

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

inspectors may use a range of different adjectives to make judgements. **For EYFS registered provision (for pupils aged under three), reports are required to use the same terminology ('outstanding', 'good', 'satisfactory' and 'inadequate') as Ofsted reports.**

## **INSPECTION EVIDENCE**

The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with senior members of staff and with the chair of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited boarding houses and the facilities for sick or injured pupils. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

### **Inspectors**

Mrs Linda Donowho

Mr Philip Hawes

Mr Anthony Lowery

Mr Jonathan Meadmore

Mrs Diane Martin

Mrs Gill Bilbo

Reporting Inspector

Team Inspector (Director of Studies, IAPS school)

Team Inspector (Director of Studies, IAPS school)

Team Inspector (Former Head, IAPS school)

Co-ordinating Inspector for Boarding

Co-ordinating Inspector for Early Years

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## 1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 St John's Beaumont is a preparatory boarding and day school for boys between four and thirteen years of age. It is set in its own extensive grounds near the River Thames at Old Windsor, Berkshire. It was founded in 1888. The classrooms for the Early Years Foundation Stage (EYFS) and for Years 1 and 2 are close to the main school. Since the previous inspection, a purpose-built outside area has been added to the EYFS to enable the younger children to have free access to an outside play area.
- 1.2 As a Jesuit school, its aims and ethos follow closely the principles and values of this order of the Roman Catholic Church. It is under the trusteeship of the Society of Jesus, and members of the governing body serve as agents of the trustees. The school aims to produce pupils of competence, conscience and compassion. It sets out to educate the whole child by making each pupil aware of his many talents, while providing the facilities to develop these talents for the good of the whole community. It intends for pupils to develop into young men who are ready to show courage and resilience in the face of challenge, who make the most of every opportunity offered.
- 1.3 At the time of the inspection there were 310 pupils on roll. Of these, 35 were in the EYFS, 9 attending the Nursery. Of the 55 boarders, 29 are full boarders, including a number from abroad, and 26 board weekly. The Pre-Prep comprises pupils from the Nursery to Year 2, and the Prep caters for those in Years 3 to 8.
- 1.4 Overall, the ability profile of the school is above the national average, with a fairly wide spread of abilities represented, and differences between year groups. The school has identified 40 pupils as having special educational needs and/or disabilities (SEND), 37 of whom receive additional support. Twenty-two pupils have English as an additional language (EAL), eight of whom receive additional support. Two pupils have a statement of special educational needs. The pupils come predominantly from business and professional families. Most pupils are of white British origin, while others represent a range of other ethnicities.
- 1.5 National Curriculum (NC) nomenclature is used by the school for the EYFS and throughout this report to refer to year groups in the school. The year group nomenclature used by the school from Year 1 and its National Curriculum equivalence are shown in the following table.

School	NC name
Blandyke 1 & 2	Year 1
Berchmans 1 & 2	Year 2
Bellarmino 1 & 2	Year 3
Lower Elements 1 & 2	Year 4
Upper Elements 1 & 2	Year 5
Lower Figures 1 & 2	Year 6
Upper Figures A & B Great Figures B	Year 7
Rudiments A & B Great Figures A	Year 8

## **2. THE SUCCESS OF THE SCHOOL**

### **2.(a) Main findings**

- 2.1 Throughout the school, including in the EYFS, the quality of the pupils' overall achievements and learning is excellent. Central to the pupils' success is their concentration and their eagerness to learn. Standards are high and progress is good. The pupils develop highly effectively in their knowledge, understanding and skills across a broad range of subjects and activities. The broad curriculum and the excellent programme of extra-curricular activities carefully support the needs of pupils' different abilities and ages, successfully fulfilling the school's aims for pupils to achieve academic excellence in an environment that also appreciates the importance of excellence in music, sport, art and drama. Achievements are particularly notable in literacy, mathematics, science, sport and music. In the most successful lessons, teaching methods are effective in motivating and enthusing pupils and challenging them to think for themselves, but this approach is not consistent and for older pupils curricular restraints at times limit opportunities for this.
- 2.2 The pupils' personal development is excellent throughout the school and is strongly underpinned by the Jesuit ethos. Pupils have high levels of self-confidence and self-esteem. Relationships in school are positive. Pupils of all ages have a clear sense of right and wrong, and behave in a mutually supportive way, demonstrating trust in and affection for the school and its values. Pupils' spiritual development is outstanding and they have a well-developed awareness of moral issues. They willingly take on responsibility and make a valuable contribution to the school and to the wider community. For some, the additional responsibilities of boarding encourage self-reliance, alongside community living. Arrangements for pastoral care are of high quality, and those to promote pupils' welfare, health and safety are excellent. Boarding is good overall, although boarders have insufficient formal mechanisms for airing their views about the school. Provision for EYFS children is excellent, although opportunities for them to extend their learning through their own organised play are, on occasion, limited.
- 2.3 The aims of the school are fulfilled and fostered by the governing body, which is committed to the academic progress and personal development of the pupils. Governors have clear oversight of the school, informed by reports from the leadership, and by presentations by staff and their regular visits to the school. Leadership and management, including those of the EYFS, are excellent, with effective policies and procedures that support pupils considerably in their academic and personal development. Recruitment procedures are efficient, and all checks on staff, regular assistants and visitors are applied fully and correctly. Links with parents are strong, and parents are generally satisfied with all aspects of the school's educational and pastoral provision. A small number of parents indicated that they do not receive sufficient information on their children's progress. Inspectors found no evidence to support this view.



## **2.(b) Action points**

### **(i) Compliance with regulatory requirements**

2.4 The school meets all the requirements of the Independent School Standards Regulations 2010.

### **(ii) Recommendations for further improvement**

2.5 The school is advised to make the following improvements.

1. Use the benefits of the pupils' learning and the full facilities of the school to allow pupils to pursue independent enquiry in order to foster their natural curiosity.
2. Implement the current plans to formalise opportunities for boarders to air their concerns and views.
3. In the EYFS, provide further opportunities for children to consolidate their learning through play.

### **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 excellent.
- 3.2 The pupils' success in academic work and the wider curriculum fulfils the school's aim for them to strive for academic excellence, and to offer them opportunities to excel in the broader curriculum wherever their passions and strengths lie. Outcomes for children in the EYFS are excellent. During their time at the school, all pupils, including those with SEND or EAL, become increasingly confident in their individual abilities and make great strides in their academic progress, showing high levels of knowledge and understanding, and well-developed skills. Key factors supporting this are the broad curriculum and, from the youngest upwards, the pupils' exemplary attitudes towards learning.
- 3.3 Throughout all stages of the school, pupils are highly skilled in literacy. They are notably articulate and many demonstrate a wide and sophisticated vocabulary for their age, which includes the correct use of technical terms. They listen with care to their teachers and so digest information quickly. This attribute was common in all lessons observed. They listen equally well to instructions as well as to the ideas and opinions of their peers. As pupils move through the school, they read and write with increasing fluency and in a range of contexts. In the EYFS, progress in reading is particularly strong and is demonstrated by Reception children's confident access of text and by developing skills of those in the Nursery. Standards of writing are high. In Reception, children progress from tracing sentences at the beginning of the year to independent writing of their news using their phonic knowledge. Older pupils write for many purposes, though this is often directed by the teacher rather than reflecting pupils' independent work. Numeracy skills are strongly developed; younger children work comfortably with numbers to 20 and understand the concept of symmetry, as demonstrated in the matching sides of their ladybird pictures. Across the school, pupils display considerable understanding of number and they use this extremely well in their work, developing their own strategies for problem solving and applying mathematics in a practical way.
- 3.4 Pupils are particularly keen to learn and commit themselves to producing work of the highest standards. When given the opportunity, they are highly adept in applying their skills in creative and practical subjects. Throughout the school pupils acquire an excellent understanding of scientific concepts, and investigative skills are suitably developed. Information and communication technology (ICT) skills are used competently across the curriculum in the younger year groups. Children in the EYFS use basic ICT skills to access learning programmes on the class computer and share sensibly when reinforcing concepts using the interactive whiteboard. Pre-Prep pupils develop further skills and use these well. However, older pupils have fewer opportunities to use ICT, and for personal research and independent learning. Excellent levels of creativity are evident, from the outstanding artwork seen in displays around the school to the high standard of musicality within lessons and concerts. Pupils' achievements in physical education (PE) and games are outstanding.
- 3.5 Less able pupils and those with SEND make excellent progress because they are extremely well supported. Older pupils benefit greatly when the class is divided by ability, so enabling all pupils' particular needs to be met.

- 3.6 Achievement in extra-curricular activities is widespread and excellent. Alongside academic scholarships, pupils gain art, music and sports scholarships to highly selective schools. Music is a significant strength of the school and the vast majority of pupils play at least one musical instrument. Pupils perform in choirs, instrumental ensembles and orchestras at a range of venues. Outstanding levels of performance are achieved in a considerable range of sports activities, such as rugby, cricket, athletics, cycling, swimming, tennis, golf and rowing. The school's science and mathematics teams have achieved successes in regional and national competitions.
- 3.7 The school does not enter pupils for national tests. Standardised measures of progress indicate that overall pupils make progress that is mostly appropriate, with some year groups displaying good progress, in relation to the average for pupils of similar abilities. In the EYFS, children achieve well across all areas of learning; from a range of starting points they develop in ways that are generally above average for their age.

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

- 3.8 The contribution of curricular and extra-curricular provision is excellent.
- 3.9 The curricular and extra-curricular provision strongly supports the aims of the school, promoting high level skills, particularly in literacy and numeracy. In meeting the needs of all children who attend the EYFS, the curricular provision is excellent. Well-planned classrooms with direct access to the stimulating covered outdoor area and use of the school's extensive grounds and facilities extend the learning opportunities for these younger children. Across the school, the curriculum provides ample opportunities for pupils to participate in creative, aesthetic and intellectual activities. The curriculum is broad and challenging, covering all required areas. However, in the EYFS, the extensive content of the curriculum does not on occasion allow children opportunities to organise their own independent play.
- 3.10 The curriculum promotes challenge and excellence, and is sympathetically planned to meet the developing success criteria and needs of the pupils as they progress through the school. In the EYFS, specialist teaching is provided in swimming, music, PE and drama. For older pupils, as the length of the school day increases, the range of subjects they study becomes gradually more specialist. French is introduced in Year 2 and Latin from Year 6. Class teaching up to Year 6 significantly helps pupils to link knowledge and concepts across all subjects. The wider senior curriculum in Year 6 allows all pupils more time to study within and beyond the examination syllabuses, allowing time for art, design technology, drama, music and physical education, although the constraints exerted by assessment pressures limit the time available for independent learning.
- 3.11 Lesson plans are detailed and show separate tasks to match pupils' differing abilities. Curricular support for pupils with SEND or EAL is excellent. Clear targets are set in individual education plans which allow pupils' well-assessed needs to be met in withdrawal lessons for individual work and with appropriate support in mainstream lessons. More able pupils, those with EAL and those with particular talents are well catered for in lessons and in the many activities available in school. Pupils value the intervention and support given.
- 3.12 Throughout the school, the curriculum is supported by a wide range of visits and visitors. Outings are arranged to the theatre and to concerts. Residential trips, such as the Year 4 two-day trip to York and the Year 6 trip to the battlefields of Belgium,

together with the excellent 'Magis' programme, help pupils to look beyond the school and embrace the wider world.

- 3.13 The extensive and rich array of extra-curricular activities further supports the cultural and wider education of all pupils. A pupil commented that it was exciting to learn Mandarin in addition to the French and Latin studied in class time, as well as opting for activities as diverse as rock climbing and polo. All pupils are given the opportunity to represent the school in competitive sports at their appropriate level. Pupils are strongly encouraged to experience something new as well as to pursue excellence in areas of strength. Pupils also have opportunities to interact and be involved with the wider community of Jesuit schools across the world. They are encouraged to support the local community through visiting the elderly and supporting those with severe SEND.
- 3.14 Since the previous inspection, the school has considered carefully how the curriculum might better serve the pupils' learning needs. The introduction of study skills classes for all pupils from Years 3 to 8, as well as reasoning and creative thinking classes, has further strengthened the curriculum. The provision for personal, social and health education has improved and the school continues to seek ways to strengthen its systematic and effective delivery. There has been some improvement in the development and employment of ICT since the previous inspection, but older pupils are not given sufficient opportunity to use it to its full potential.

### **3.(c) The contribution of teaching**

- 3.15 The contribution of teaching is excellent.
- 3.16 Teaching is highly effective in promoting the pupils' progress. It supports the aims of the school and makes an excellent contribution to pupils' high levels of achievement. A significant factor in this success is the careful planning of lessons, based on an understanding of pupils' needs. In the EYFS, staff have an excellent specialist knowledge of early years provision, and focused observations are used to guide daily planning and identify the next steps in learning for each child. In the most successful lessons, planning for different needs is central to success. Lesson planning is consistent across the school. In planning and execution, particular attention is given to devising activities and methodologies that enable pupils to progress at their best pace.
- 3.17 The imaginative delivery of the curriculum in the EYFS, which includes a multi-sensory approach and cross-curricular planning, engages the children's interests and stimulates their imagination. In the best lessons, teachers not only demonstrate excellent subject knowledge but communicate their enthusiasm to the pupils. Consequently, teaching has a brisk pace, and pupils are aware of lesson objectives and longer-term targets, and are determined to achieve these. In most lessons, excellent opportunities are provided for pupils to work in pairs or groups, enabling them to use high levels of discussion to develop their understanding and collaborative skills. In the few less successful lessons observed, opportunities for pupils to extend their own learning or to investigate independently were not promoted sufficiently. Teachers are extremely skilled in asking questions related to learning objectives and pupils respond confidently and with enthusiasm. The use of open-ended questioning is sometimes limited.

- 3.18 Throughout the school, teaching builds very well on regular assessment of the pupils' attainment and this information is used to identify those who are achieving well in relation to their ability and those who require support. A system of tracking pupils' attainment across year groups is used to great effect. Marking is of high quality and care is taken to indicate to pupils practical steps for further improvement. Pupils value the positive comments and are aware of the next steps they must take. In this there is continuity across departments, subjects and year groups.
- 3.19 Teaching meets the needs of pupils of different abilities extremely well. Pupils with SEND or EAL are supported effectively in lessons by their teachers or they are withdrawn for individual support. The most able are set challenging tasks and high personal standards are promoted. Pupils' success is celebrated by the whole school.
- 3.20 Excellent relationships between teachers and pupils, based on warm enthusiasm within clear boundaries, foster great interest in learning and pupils are proud of their achievements. The school makes very good provision for pupils with statements of special educational needs.

## **4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT**

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

- 4.1 The spiritual, moral, social and cultural development of the pupils is excellent
- 4.2 The personal qualities of the pupils develop extremely well and are central to the aims of the school. In the EYFS, children show excellent personal development and are well prepared for the next stage in their education. They arrive happily at school, feel safe and are confident to share concerns with any member of staff. Pupils are reflective, focused, compassionate and open-minded. They work together in harmony, developing a sense of responsibility for others and the wider world. They look after and respect each other, and greatly appreciate the staff's support for their development and focus. They move around the school in a calm fashion, and are polite, courteous and keen to be helpful to anyone in need.
- 4.3 The pupils' spiritual development is outstanding. They are confident and self-aware and can articulate their developing spirituality. The school encourages pupils to develop a faith in accordance with Jesuit principles, including belief in finding God in all things in small interactions and in daily struggles and challenges. Pupils have a strong sense of self-esteem as a result of the recognition they receive for their successes. They demonstrate a keen sense of reflection on non-material aspects of life when taking part in assemblies, prayers and Mass, and through the art, drama and many uplifting musical activities.
- 4.4 The moral awareness of the pupils is excellent. Pupils have a keen understanding of right and wrong, beyond a simple notion of rules and grounded in a sense of mutual and collaborative responsibility. The school's aim to educate people of competence, conscience and compassion, who will seek to make a difference, is therefore fulfilled. In accordance with Jesuit teaching, every year group is expected to engage in service to the benefit of others. Moral issues are debated thoughtfully, and pupils expressed how much they enjoy raising money for charity, in order to 'serve the greater good'.
- 4.5 The pupils' social development is outstanding. They care for each other, show highly developed social skills and display strong political and economic awareness. The strong sense of community fostered throughout the school develops their social awareness. In response to the pre-inspection questionnaire, a small number of pupils indicated that there are few opportunities to take on responsibility. Inspectors found no evidence to support this view. Pupils have many opportunities for responsibility, whether through membership of the school parliament, or as sports captains, sacristans or librarians. Pupils have a broad knowledge of public institutions and services appropriate to their age, supported by a wide range of outside visitors and visits.
- 4.6 The pupils have an excellent appreciation of and respect for their own and each other's faiths and cultures. Pupils and staff celebrate the diversity within the school, enabling all pupils to develop an insight into the values and beliefs of others, and to develop harmonious relations. Visits to the theatre and to concerts help to develop a wider perception of the creative arts and Western culture.

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

- 4.7 The contribution of arrangements for pastoral care is excellent.
- 4.8 Staff support and guide pupils extremely well through a highly developed and well-managed pastoral system. Pastoral arrangements are clearly understood by both staff and pupils and are extremely effective. Across all aspects of the school's life, staff provide exemplary pastoral care for pupils, who in turn feel extremely well nurtured and valued.
- 4.9 Across all areas of the school, relationships between staff and pupils are warm and supportive. In the EYFS, staff form strong bonds with the children and promote high standards of behaviour and harmonious relationships; their welcoming and personal morning greetings set the tone for the day. Application of the principles of the development and care of the whole child ensures that the needs of each are fully met; specialist help is sought from within the school or from outside agencies if required. The school has excellent systems to promote an ethos of positive behaviour and bullying is not tolerated. This is clear in policy and in practice, and detailed records are kept of any related incident to ensure that it has been dealt with and followed up. Consequently, behaviour is excellent, and manners and respect are evident throughout the school. In questionnaire responses and interviews, pupils demonstrated their understanding of these procedures; they are confident that they can ask an adult for help or advice if they have a concern and that it will be sympathetically addressed. They feel safe and secure.
- 4.10 The rewards system focuses on a range of qualities of character, including attentiveness, selflessness and conscientiousness, and engenders in pupils a keen sense in their responsibility for their behaviour. The house system further encourages pupils to be responsible and to work collaboratively together. From Year 6 onwards, small tutor groups additionally promote the pupils' well-being. This has developed well since the previous inspection. Consideration of individual pupils is a standard agenda item at staff meetings and relevant information about them is carefully recorded. The various school committees give pupils experience of responsibility and democracy, and enable them to contribute further to the community in which they live.
- 4.11 Pupils, including those in the EYFS, develop a thorough understanding of the importance of choosing a healthy diet and participating in physical exercise. Food service arrangements ensure that eating is closely monitored and that good manners are practised. In response to the questionnaire, a small number of pupils expressed concerns over the food provided. Inspectors found no evidence to support this view. The catering staff demonstrate excellent knowledge of a nutritious diet, offering a good range of food to suit all tastes. Regular meetings of the food committee ensure that pupils can put forward their ideas.

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

- 4.12 The contribution of arrangements for welfare, health and safety is excellent.
- 4.13 The safeguarding policy is comprehensive and reflects accurately current practice, following all statutory guidance. It is reviewed annually by senior managers and governors. All staff receive child protection training, which is updated appropriately. Health and safety procedures are excellent. Extremely effective measures are taken to reduce the risk of fire and other hazards, and records and documentation of all aspects of health and safety are meticulously kept. Useful and stringent risk assessments are in place for all areas of the school, and include external visits.
- 4.14 Arrangements for sick or injured pupils are excellent. Staff are very well informed about individual needs and conditions, including any relating to pupils with SEND, and the medical centre makes comfortable provision for pupils who are ill. The school nurse is available when needed and many staff are trained in first aid.
- 4.15 The admission and attendance registers are maintained accurately and suitably archived. In the EYFS, children are carefully safeguarded. Clear procedures are thoughtfully implemented to ensure that their welfare is effectively promoted across the setting. Several staff have paediatric first-aid qualifications. Thorough risk assessments are undertaken in all areas.

#### **4.(d) The quality of boarding**

- 4.16 The quality of boarding is good.
- 4.17 Outcomes for boarders are good overall. The personal development of boarders is excellent and is supported by the strong relationships within the school community. Boarders respect each other and the staff, and the atmosphere within the boarding house is harmonious, busy and productive. The boarding experience provides a happy, safe and caring environment. Boarders value the friendships they make and enjoy the opportunity to share their different cultural experiences. Those with EAL happily join in all activities, and enjoy learning English through their interaction with their friends, their work and the many varied activities available to them. Those with SEND feel that they are both well supported and respected as individuals. Boarders are able to identify a range of adults they could turn to if facing a difficulty or needing support, and further information for all pupils is posted in the dormitories and in many places around the school. In response to the questionnaire, a small number of boarders expressed the view that sanctions are not always fair. Inspection findings support this view. Although boarders can express their views informally to members of staff, there is no formal forum where they can air their views about boarding.
- 4.18 The quality of boarding provision and care is good overall. Boarding staff take a genuine interest in the boarders' welfare and are fully committed to supporting the needs and well-being of individual boarders. New boarders are enabled to settle quickly through the peer mentoring system and induction process. Accommodation is adequate though has not been updated. Toilet and bathroom facilities are appropriate. Catering staff prepare high quality meals; menus are varied, nutritionally well balanced and enjoyable. Stringent policies and procedures are in place to support the boarders' welfare and medical needs. The boarders may see a local doctor or other health professionals as necessary. The school keeps comprehensive records for each boarder's medical history, including parents' permission for emergency treatment. Clear procedures relate to confidentiality, self-



medication and use of household remedies. Effective arrangements are in place to support boarders who become unwell at night. Boarders benefit from a wide range of after-school activities and frequent, varied external outings at weekends, as well as being able to use the school's extensive facilities. Staff encourage all boarders to participate fully in extra-curricular life. The school communicates with parents, carers and guardians through email, telephone calls and regular direct contact. Boarders themselves are able to maintain regular communication with their families through a variety of means; however, telephone access is often limited due to demand.

- 4.19 The effectiveness of arrangements for welfare and safeguarding is excellent. The school is positive in its approach to the recruitment of new staff and has developed rigorous procedures to ensure that the welfare of boarders is safeguarded. All staff undertake training in child protection and have a good understanding of their safeguarding responsibilities. Risk assessments are routinely conducted and health and safety issues are monitored carefully. Fire practices occur regularly, and within boarding time, and boarders are clearly aware of evacuation procedures. Boarders are extremely well supervised, ensuring that staff know the whereabouts of all at any time. The boarders feel safe within the boarding house, and effective policies and procedures promote a high standard of behaviour. Bullying is not seen to be a concern within the boarding community.
- 4.20 The leadership and management of boarding are excellent and fulfil the boarding aims of the school. This is evident from the smooth running of the boarding house and the positive atmosphere that is apparent throughout. The recently appointed house master and house mistress do not have teaching roles and are available to support boarders at all times. The management of care is well co-ordinated and effectively responds to the boarders' needs. While confident in maintaining these high standards of care, staff continue to consider ways to improve. There is a weekly meeting of boarding staff, and links between boarding and academic staff are strong, enabling any minor concerns and issues to be discussed informally, and recorded when necessary. Any such matters that arise are conscientiously communicated to day staff, ensuring consistency of care. Job descriptions are clear and appraisals are carried out, although the current boarding staff have not been in post sufficiently long to have been included in this.

## **5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT**

### **5.(a) The quality of governance**

- 5.1 The quality of governance is excellent.
- 5.2 The high quality of governance has enabled the school to make considerable progress in all areas. The governing body provides outstanding support and is wholly committed to the aims, ethos and purpose of the school, providing support, challenge, and stimulus for growth and improvement. The board benefits from a wide range of experience and professional backgrounds. It has a clearly defined structure, and appropriate supportive committees. It recognises that there is currently no governor with specific interest in the EYFS.
- 5.3 The governors are kept well informed and take a full part in the overall strategic planning, educational development and management of the school. Governors' effective oversight of the school is facilitated through regular meetings and clearly defined individual responsibilities when necessary. The regular report from the leadership, who has frequent formal and informal contact with governors, and presentations by staff on curriculum matters provide comprehensive information on aspects of school life. These enable governors to monitor the school's work.
- 5.4 The governing body is aware of its statutory obligations for child protection and health and safety, and appropriate training has been undertaken; governors are committed to the safeguarding and welfare of pupils. Specific governors have been allocated responsibility for these areas, ensuring that policies relating to these are regularly and suitably reviewed. They recognise their responsibility for the school's compliance with statutory requirements, including the maintenance of a centralised register that records the recruitment checks undertaken on the appointment of staff. As a body, governors review safeguarding policies and procedures each year and ensure that they are fully aware of any issues that have arisen.

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

- 5.5 The quality of leadership and management is excellent.
- 5.6 Leadership and management have successfully created a tangible ethos and sense of purpose that fully contribute to the excellent quality of personal development and pastoral care, and of teaching and learning. Leadership and management staff are efficient and approachable, and highly effective in furthering the school's aims to challenge pupils to excel. At all levels, leadership and management are effective with regard to delegated responsibilities. Other staff are supportive of and supported by the leadership and management team; they feel appreciated and that their opinions are valued. They are dedicated to the care of the pupils and strongly support the aims of the school.
- 5.7 The vision and direction of the school are clearly established by the leadership and management team, and all staff work hard to maintain these principles in the life of the school. Since the previous inspection, management has been strategically restructured to incorporate heads of department. This has resulted in clear lines of responsibility, and in a stronger monitoring of subjects and the beginning of peer observations to monitor teaching and learning. It has also enabled a whole-school

- approach to academic planning. An additional appointment has been made to oversee the pastoral and academic progress of pupils in Years 3 to 5.
- 5.8 Self-evaluation is managed very well. As a new development plan is being produced, contributions to the review of the school are being invited from across the school community. The plan is intended to encompass suggestions where appropriate.
- 5.9 The school pays careful attention to the development of staff and a comprehensive appraisal system is in place. It determines priorities for additional professional development and further assists the monitoring of teaching and learning. However, in the EYFS, teaching assistants have not been included in the appraisal cycle. A comprehensive staff handbook provides useful guidance, and good induction arrangements ensure that new appointees are well informed of school routines and safeguarding arrangements. Effective policies and procedures cover all aspects of school life; they are conscientiously implemented by staff, who are strongly committed to the pupils in their care.
- 5.10 All appointments of staff and volunteers now follow scrupulously the principles of safer recruitment, and the necessary checks are suitably recorded in the central register and individual files.
- 5.11 Parents are highly satisfied with the education and support provided to their children. The majority of parents who responded to the pre-inspection questionnaire commented in particular on the range of subjects offered, the level of care provided for their children and the high standards of behaviour. A small minority expressed concerns about the level of information given about their children's progress and with the progress made by their children. Inspectors found no evidence to support these concerns, including discussion with parents.
- 5.12 The school has a clear and appropriate complaints procedure. Parents' concerns are heard promptly and treated with care and consideration; as a result the vast majority are dealt with swiftly and informally. Parents have many opportunities to be involved in the life of the school. The social committee organises fund-raising events to support the school's chosen charities, and class representatives welcome parents new to the school and provide practical advice to help them settle in.
- 5.13 Useful information for the parents of current and prospective pupils is available on the school website. Parents receive regular, detailed and informative reports about their children's work and progress, and are invited to discuss these at parent interviews. Pupils in Years 7 and 8 are invited to join these meetings to receive direct feedback on their performance. A 'contact week' provides a termly opportunity for parents to see their children's written work and to add their own comments.

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