



INDEPENDENT SCHOOLS INSPECTORATE

INTEGRATED INSPECTION

TERRA NOVA SCHOOL

INDEPENDENT SCHOOLS INSPECTORATE

Terra Nova School

Full Name of School	Terra Nova School		
DfE Number	895/6006		
Registered Charity Number	525919		
Address	Terra Nova School Jodrell Bank Holmes Chapel Crewe Cheshire CW4 8BT		
Telephone Number	01477 571251		
Fax Number	01477 571646		
Email Address	enquiries@terranovaschool.co.uk		
Acting Headteacher	Mr Mark Mitchell		
Chair of Governors	Mr Martin Hallam		
Age Range	3 to 13		
Total Number of Pupils	293		
Gender of Pupils	Mixed (171 boys; 122 girls)		
Numbers by Age	3-5(EYFS):	65	5-11: 187
	11-13:	41	
Number of Day Pupils	Total:	293	
Number of Boarders	Total:	40	
	Flexi:	40	
Head of EYFS Setting	Mrs Rachel Cookson		
EYFS Gender	Mixed		
Inspection Dates	11 Feb 2014 to 14 Feb 2014		

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 January 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, as amended. The range of these Regulations, which replace those first introduced on 1 September 2003, can be viewed on the website www.legislation.gov.uk. Additionally, inspections will consider the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment introduced by the School Standards and Framework Act 1998.

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

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

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

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

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

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

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

'exceptional' that term may be used for the top grade. Elsewhere in the report, inspectors may use a range of different adjectives to make judgements.

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 and one other governor, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited the boarding house 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

Mr Graham Nunn	Reporting Inspector
Mrs Clare-Anne Bruce	Team Inspector (Headteacher, IAPS school)
Mrs Sylvia Chetwood	Team Inspector (Deputy Headteacher, IAPS school)
Mr Alexander Donaldson	Team Inspector (Headteacher, IAPS school)
Mr Andrew Nott	Co-ordinating Inspector for Boarding
Mrs Lynda Sharpe	Co-ordinating Inspector for Early Years

CONTENTS

Page

1 THE CHARACTERISTICS OF THE SCHOOL

2 THE SUCCESS OF THE SCHOOL

(a) Main findings

(b) Action points

(i) Compliance with regulatory requirements

(ii) Recommendations for further improvement

3 THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

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

(b) The contribution of curricular and extra-curricular provision (including community links of benefit to pupils)

(c) The contribution of teaching

4 THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

(b) The contribution of arrangements for pastoral care

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

(d) The quality of boarding

5 THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

(a) The quality of governance

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

1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Terra Nova opened as a boarding school for boys in 1902 in Birkdale near Southport, moving to its current thirty-five acre site in a rural area near Holmes Chapel in Cheshire in 1939. It became a charitable trust in 1955 and now educates boys and girls from 3 to 13 years of age. Children aged 3 to 7 attend the pre-preparatory (pre-prep) department, and pupils aged 8 to 13 attend the preparatory (prep) department. The school is run as a charitable trust, overseen by a governing body composed of members from a variety of backgrounds.
- 1.2 The school aims to provide an education that enables pupils to achieve their academic, creative and physical potential. It also aims that they will have access to the broadest cross-section of the community. It seeks to enable pupils to attain a sense of achievement and to instil in them positive values in order to develop their confidence and a sense of self-worth. Finally, it strives to provide the highest possible levels of pastoral care for all its pupils including those who board.
- 1.3 Most pupils are from a range of professional families in the East Cheshire area. A very small number of pupils have a minority ethnic background. Since the previous inspection, the ethos of the school has moved from being a traditional boarding school to a day school with flexi-boarding. The management of the school has recently undergone a number of changes in important areas, including the recent resignation of the headteacher. The school is currently overseen by the acting headteacher, appointed in January of this year, and he is supported by an executive team comprising a head of pre-preparatory department/Early Years Foundation Stage (EYFS), the head of Key Stage 2 (7 – 11 year old pupils) and the director of studies. Many classrooms, including a new information and communication technology (ICT) suite as well as the entrance area and boarding accommodation, have been refurbished. A new all-weather pitch has also been laid.
- 1.4 There are currently 293 pupils on roll, 171 boys and 122 girls. Sixty-five children (41 part-time) from the ages of three to five years are in the EYFS, and 187 from the ages of five to eleven are in Years 1 to 6. Forty-one pupils are in Years 7 and 8. The school has identified 53 pupils as having special educational needs and/or disabilities (SEND), all of whom receive additional support. Three pupils have English as an additional language (EAL). Of these, two receive additional support. One pupil has a statement of special educational needs. The pupils that board do so on a flexi-boarding basis and numbers are between 15 and 40 each evening. The ability profile of the school is above the national average, although within this there is a fairly wide spread of ability.
- 1.5 Most pupils enter at the age of three or four, following informal assessment to ensure they will cope with school life, but children can enter the school at any stage of their education if space is available. Pupils stay in the Nursery classes initially before moving into the Reception classes at the age of four. Following their time in the EYFS, they move into the pre-prep section at the age of five, then at seven into the prep department, and finally at the age of 11 to the upper school section.
- 1.6 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 The quality of pupils' achievements and learning are good in the main school and excellent in the EYFS. The broad and carefully planned curriculum throughout the school provides pupils with a good learning experience. In addition they benefit from an excellent range of extra-curricular experiences. The quality of teaching is good overall and is the main contributory factor in enabling good progress to be made and high standards to be achieved. However, on occasions, the pace of the lesson is too slow and insufficient work is completed. In addition, the quality of the marking of pupils' work is inconsistent. By the time they leave the school, pupils' progress is good in relation to pupils of similar ability. Pupils with SEND as well as those with EAL also make good progress, largely as a result of the additional help they receive which is based upon well-planned individual programmes of study that are closely related to their particular needs. The provision for the most able pupils includes good whole-school programmes which extend their thinking, but in some individual lessons their needs are not always fully catered for. Pupils' attitudes to their work and learning are almost always excellent. Children in the EYFS greatly enjoy their time in the setting. Excellent opportunities are available for them both in their indoor and outdoor learning.
- 2.2 Pupils' personal development is excellent throughout the school. Pupils have confidence in what they are expected to do and are generally self-reliant. They work very well together, respecting each other's opinions. In addition, they are able to reflect on the non-material aspects of their lives and show considerable compassion for those less fortunate than themselves. They are assisted by the strong support provided by the school's system of pastoral care. The provision for pupils' welfare, health and safety is satisfactory overall, but has deficiencies. The quality of boarding is similarly satisfactory overall but with certain shortcomings.
- 2.3 The quality of governance is unsatisfactory and governors do not have a sufficiently good insight into the working of the school. Governance has been ineffective in monitoring the procedures for safeguarding, recruitment, fire safety and complaints. However, governors provide good support for the EYFS. The leadership and management of the school are satisfactory overall and have recently taken effective action to overcome previous non-compliance with regulatory requirements. Whole-school development planning is reaching the end of its current phase and a short-term interim plan has been shared with staff to cover the remainder of the year. Most subject leaders have a sound understanding of their role and responsibilities but there is not a rigorous system to ensure they all fully carry out their role in the monitoring of teaching and learning. Links with parents are good and they are generally happy with their involvement with the school.

2.(b) Action points

(i) Compliance with regulatory requirements

2.4 The school does not meet all the requirements of the Independent School Standards Regulations 2010, and therefore it is required to:

- ensure that the governing body carries out an annual review of the child protection policy and the efficiency of the related duties [Part 3, paragraphs 7(a) and (b), and 8(a) and (b), under Welfare, health and safety; also National Minimum Standard (NMS) 11, under Child protection];
- ensure that fire training for all staff is correctly recorded [Part 3, paragraph 13, under Welfare, health and safety; also NMS 7.1, under Fire precautions and drills];
- ensure that declarations of medical fitness are obtained for peripatetic staff before starting work and are recorded on the single central register [Part 4, paragraph 19(3) under Suitability of staff and proprietors, and for the same reason Part 3, paragraphs 7(a) and (b), under Welfare, health and safety];
- in the boarding accommodation, provide appropriate privacy in showers [Part 5, paragraph 23H, under Premises and accommodation; also NMS 5.3, under Boarding accommodation];
- ensure that the complaints procedure is effectively implemented [Part 7, paragraph 25 under Complaints; also NMS 18, under Complaints].

2.5 The school does not meet all the National Minimum Standards for Boarding Schools 2013, as described above and as detailed below:

- ensure that the school identifies an independent person other than a parent, not employed by the school, whom boarders may contact about personal concerns [NMS 2.3, under Boarder's induction and support];
- facilitate boarders' contact with their parents/carers in private [NMS 4, under Contact with parents/carers].

(ii) Recommendations for further improvement

2.6 In addition to the above regulatory action points, the school is advised to make the following improvements:

1. Improve governors' oversight of the content and implementation of all regulatory policies.
2. Consistently implement the policy for the marking of pupils' work.
3. Ensure that the monitoring and evaluation of teaching and learning are carried out consistently across the school.
4. Improve provision for more able pupils in all lessons by sharing the best practice found in some subjects.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

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

- 3.1 The quality of the pupils' achievements and learning is good.
- 3.2 Most pupils are well educated in accordance with the school's aim to provide an education that enables pupils to achieve their academic, creative and physical potential. Good quality teaching, support and excellent pastoral care ensure that most pupils' individual abilities are nurtured and fully developed.
- 3.3 Children in the EYFS greatly enjoy their time in the setting and approach their activities with great enthusiasm. They enjoy books and listen attentively to stories. In the Nursery, children learn to count, recognise and order numbers and blend the segment sounds as a pre-reading activity. In Reception, most children are able to decode words, read simple texts and write in sentences with punctuation. They count in tens to one hundred and use the mathematical language of shape. In ICT they use graphics programmes confidently and manipulate a computer mouse with dexterity. They enjoy role-play and creative activities. Excellent progress is made towards the Early Learning Goals with most children achieving and some exceeding them.
- 3.4 In Years 1 and 2, good knowledge, skills and understanding are achieved by pupils in many of their subjects. Pupils are most articulate and confident to express their opinions, enjoying the opportunities to engage in discussions with others while listening carefully to what others say. Pupils read very well, with appropriate expression and accuracy. Handwriting is also good. Pupils have a very good grasp of the four rules of number and are confident in their mental mathematics work. As pupils move through the school their rate of progress is good between Years 3 and 6. In Years 7 and 8 pupils make rapid progress in many subjects and by the age of 13 their achievements are good. Pupils have a wide range of knowledge for their age. ICT is used competently across a range of subjects for the presentation of work or for pieces of research. Pupils are creative, as seen in the high quality art work, their work in music and design and technology. They also enjoy the opportunities to take part in drama and musical productions. All pupils, including those in the EYFS, have well-developed physical skills and achieve high standards in games.
- 3.5 Pupils have many successes in team and individual activities which make a strong contribution to their personal development. The excellent range of extra-curricular activities enables pupils to extend their interests and several sports teams achieve good levels of success both locally and nationally in football, cross country, rugby, tennis, athletics and equestrian events. Successes in music are also considerable, with many pupils either learning to play an instrument or being involved in additional choral activities.
- 3.6 Pupils' attainment cannot be measured in relation to performance against national averages, but on the evidence available from a number of standardised tests, lesson observations, examination of their work and interviews with pupils, it is judged to be good overall in relation to national age-related expectations. By the time they leave, pupils' progress, as judged, is good in relation to pupils of similar ability. Within this overall positive picture there is some variability across the school, with pupils' progress being excellent in some classes and good or sound in others. When leaving the school most pupils pass entrance examinations to their first choice

independent senior school. A number of pupils achieve all-round scholarships or other scholarships or awards in specific areas.

- 3.7 Pupils with SEND and EAL achieve well. The well-structured programme of work and the excellent support they receive enable these pupils to achieve their potential. Academic challenge for the most able is provided in some lessons and, where these pupils have work set for them that is well matched to their high academic levels, they make rapid progress, although on a few occasions such pupils are insufficiently challenged by the work they are given. Consequently they do not always achieve the standards of which they are capable.
- 3.8 Pupils' attitudes to their work and learning are usually excellent. In the EYFS pupils are active learners, they work and play independently and thoroughly enjoy exploring and investigating. Throughout the rest of the school, pupils persevere and are determined to do their best. They enjoy working together as well as individually and undertake any challenges offered. They settle quickly to their work. Their excellent behaviour in the classroom and around the school strongly supports their overall achievement.

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

- 3.9 The overall quality of the curricular and extra-curricular provision is good.
- 3.10 The provision is effective in supporting the school's aim to provide a broad curriculum covering more than the required areas of learning. The well-structured and very well-planned academic curriculum is supported by an excellent and wide-ranging programme of extra-curricular activities, which contribute effectively to the pupils' achievements.
- 3.11 In the EYFS the curriculum is enhanced by specialist teaching in dance, physical education, French and ICT. In addition, children are able to attend extra-curricular sessions such as crafts, dance and sewing. Careful planning, involving the whole staff team, ensures that there is a rich variety of indoor and outdoor activities. This enables the children to follow their own interests, investigate independently and develop their imagination and creativity, for example when using the role-play area as a building site. The staff ensure that they meet the needs of every child effectively through the programmes provided for them.
- 3.12 Pupils benefit from specialist teaching in a number of subject areas in the pre-prep and, from Year 5 onwards, all subjects are taught by specialists. Timetabled lessons in ICT enable pupils to acquire skills that can be used to support other subject areas. The use of ICT in this way has improved since the previous inspection, with some remaining inconsistencies between subjects and different age groups within the school. Recent initiatives by the new executive team have seen some good progress in this area, with new resources being used to help to include ICT within other subjects. There is a clear policy and curriculum for personal, social, health and citizenship education (PSHCE) and this is further enhanced by the recent introduction of a scheme to integrate philosophy into lessons.
- 3.13 Support for pupils with SEND or EAL is excellent throughout the school. Systems are effective for early identification and intervention, and individual education plans (IEPs) are written for these pupils. The pupils are well prepared for the next phase of their education and results in 11+ and 13+ entrance examinations are good, with pupils gaining entry to the secondary schools of their choice.

- 3.14 A good range of educational visits to places such as the Science Museum, Chester Zoo and Cadbury World helps to enhance curriculum provision and the school also provides opportunities to take part in themed experience weeks during the term and holidays and shorter weekend events. The school has many good links with the local community and pupils participate in local festivals and competitions, such as the Royal Horticultural Society Flower Show at Tatton Park and at the Manchester Art Gallery.
- 3.15 Curriculum provision for art and design and technology gives pupils the opportunity to express their creativity. Individual instrumental tuition, ensembles and choirs provide pupils with opportunities to perform both within the school and in the wider community. The physical education and games programmes are of a high standard, offering specialist coaching in a wide range of sports and a full range of competitive fixtures. This curriculum provision is enhanced by a choice of extra-curricular activities from Nursery onwards, providing a well-balanced range of creative, sporting and general interest activities which are highly valued by pupils.

3.(c) The contribution of teaching

- 3.16 The contribution of teaching is good.
- 3.17 Teaching is effective in assisting pupils' good progress and in fostering their interest in learning. In line with the aims of the school, such good quality teaching also assists pupils to achieve their individual potential.
- 3.18 In the EYFS, staff know their children well. They have a clear understanding of children's individual needs and as a result they plan appropriate activities using excellent resources to motivate and interest them. This helps them to learn effectively. Staff successfully promote the development of literacy and numeracy and an effective balance of adult-led and child-initiated learning enables older children to prepare for a more structured curriculum. Learning is well planned so that it can take place either outside or inside the classroom. Staff are knowledgeable, have high expectations and as a result of their enthusiasm they ensure that children are well motivated and eager to learn. However, Nursery and Reception children are in different buildings and this restricts opportunities for the EYFS children to work and play together.
- 3.19 In Years 1 to 8, teaching is encouraging, supported by high expectations of pupils. This enables pupils to gain confidence to contribute in lessons with enthusiasm and perseverance, which leads to good progress and achievement. Lessons are thoroughly planned and teachers use a range of teaching styles that extend and challenge their pupils' knowledge and understanding. Teachers' subject knowledge is excellent. Relationships between teachers and their pupils are excellent and teachers know their pupils very well.
- 3.20 Many lessons are conducted at a brisk pace and are planned with tasks suited to the individual needs of their pupils and using high quality resources to motivate them. Behaviour in most lessons is well managed, but in some instances the work pupils are asked to do is not adequately matched to their abilities, and consequently they do not engage effectively or the pace of learning is slow and pupils lose concentration.
- 3.21 Pupils with SEND have work to do that is carefully planned by the learning support department in order to provide individual help for these pupils in their lessons. High quality IEPs provide detailed information about each pupil's particular circumstances

and stated needs are given proper attention. Teachers are therefore able to adapt their teaching appropriately for these pupils. Pupils with EAL are also well catered for in individual lessons.

- 3.22 In the EYFS, rigorous assessment through observation is part of daily practice and the children's 'Special Books' are shared with parents and used effectively to guide planning and next steps. From the pre-prep upwards, pupils' work is mostly marked regularly and the best marking includes positive comments and suggestions for improvement, although in some classes and subjects the marking policy is not closely followed, few targets are set for pupils and on occasions work is left unmarked. Oral feedback from teachers is often well used to help pupils understand clearly what the next steps are that they need to take in order to make further progress. Assessment data to monitor pupils' progress in English and mathematics is of very good quality. and plans show that the school intends to extend these systems to other subjects over the next two years. When such information is available, teachers use it well to plan further work for their pupils.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

- 4.1 The quality of pupils' spiritual, moral, social and cultural development is excellent. The school has a welcoming, caring ethos in accordance with its aim of instilling positive values that allow pupils to develop confidence and a sense of self-worth, making them active and positive contributors to the school and the wider community. In the EYFS pupils learn to co-operate and share. They are well able to respect and tolerate each other's differences and make appropriate choices and decisions. Children are well prepared for their transfer to the pre-prep section. In the prep section pupils are provided with a stimulating, challenging, positive and enjoyable atmosphere, where everyone is valued and achievements are celebrated. To this they respond exceptionally well. Pupils are happy and confident young people who face the challenges of school life. They are considerate towards each other and relish roles of responsibility. 'Philosophy for children' is gradually being introduced throughout the school and helps the pupils to feel more confident about speaking out.
- 4.2 The quality of pupils' spiritual development is excellent. Pupils of all ages show they have an appreciation of non-material aspects of life. Pupils are emotionally mature for their age. Assemblies play a part in promoting spiritual awareness, presenting the pupils with moments for quiet reflection. They are reminded of the importance of valuing the many wonderful opportunities and experiences which life presents to them. For example, in one particular assembly, pupils were encouraged to 'never give up'. Pupils display high levels of self-esteem due to the constant positive message they receive. Spiritual awareness is developed through common themes in religious studies, PSHCE and assemblies. During the inspection, one class had a camera set up in a nesting box which enabled pupils to see chicks hatching, an opportunity aiding the pupils' sense of wonder.
- 4.3 Pupils also have excellent moral development. They listen carefully to, and value, the ideas and opinions of others and are willing and confident to articulate their own views. Pupils have a clear idea of good behaviour and develop a sense of right and wrong from an early age. A special scheme is used successfully throughout the school to promote the pupils' behaviour. Pupils have a good understanding of issues related to climate change and the need for them to respect the planet as well as their local environment.
- 4.4 The social development of the pupils is excellent. They are encouraged to accept responsibility and are happy to do so. Older pupils contribute in many ways to the life of the school; for example, the buddy system links older pupils with younger ones, and they look after them carefully. Buddy picnics and other events are held to help pupils get to know each other. Pupils are polite. They greet and converse with visitors warmly and are very proud of their school. They are always willing to help one another and enjoy and appreciate friendships across the age groups. From the pre-prep department onwards pupils have the chance to take on roles of responsibility, which they do with considerable commitment. The older pupils in Years 7 and 8 are appointed as prefects and are given other positions of responsibility. Pupils develop a sense of responsibility towards others through charity work and participating in a number of fund-raising events for local and national causes.

- 4.5 The cultural development of pupils is excellent. Pupils have a strong knowledge of their own and others' cultures through assemblies and subjects such as religious education, history and PSHCE. Parents are invited into school to talk about different faiths and cultures and this enhances pupils' understanding and knowledge; they are sensitive to the enrichment provided by the creative work on display. In an art topic on India, pupils were shown resources to help develop their understanding of aspects of Indian culture in order to replicate Indian art in their own work.
- 4.6 Pupils have high levels of personal development by the time they leave the school and they are very well prepared for the next stage of their education. Through the PSHCE programme, pupils learn how to become responsible members of a modern democratic society. They leave with an excellent understanding of public services and institutions and what makes a good citizen, with a firm grasp of fundamental British values of democracy, respect and tolerance.

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

- 4.7 The arrangements for the pastoral care of pupils are excellent.
- 4.8 They make a strong contribution to pupils' personal development. The school is successful in providing a positive and enjoyable atmosphere in line with its aims. Pupils report that they are happy and enjoy their time in school. Staff are aware of pupils' pastoral needs and provide support and guidance for those in their care largely through the form tutor and class teacher system. The school is adapting policies and procedures to meet its aims of providing the highest level of pastoral care.
- 4.9 Relationships between the staff and pupils and amongst the pupils themselves are excellent. In their responses to the pupils' questionnaire a small minority of pupils felt that teachers do not show concern for them as a person. This view was not reflected in the conversations that pupils had with inspectors. Pupils expressed confidence in the staff, stating that they feel comfortable to turn to a variety of staff if they have a problem. Pupils treat each other with respect and courtesy and there are many opportunities for older pupils to support the welfare of the youngest pupils. Staff use an effective on-line IT programme to communicate swiftly with each other on issues of a pastoral or academic nature.
- 4.10 The school encourages a healthy lifestyle for pupils. Meals are ample and nutritious, a vegetarian choice is provided daily and special diets, such as gluten free, are catered for. Opportunities for pupils to eat salad and fruit are available. A minority of pupils raised concerns about the quality of food. Inspectors found the quality of the catering for pupils to be very good. During the school day and in extra-curricular activities, pupils take regular exercise; the grounds and play areas offer opportunities for activity and fun. In the EYFS, the children's awareness of healthy lifestyles is extremely well promoted through the daily opportunities to enjoy fresh air, exercise and the healthy food provided for them.
- 4.11 Both within the classroom and outside, pupils behave very well. In the EYFS, staff encourage high standards of behaviour through praise, encouragement and effective role-modelling so that from a very young age children treat each other with respect and courtesy. They are cared for extremely well in a welcoming and safe environment. Each child has a 'key person' whose role is to ensure that he or she is kept safe and happy.
- 4.12 In the remainder of the school, procedures guard against bullying, and all staff have attended a nationally-recognised course on identifying bullying. In their responses to

the pre-inspection questionnaire, a few parents and a small minority of pupils indicated that they felt that bullying was not dealt with effectively. When speaking to pupils of various age ranges, inspectors were told that there is no serious bullying and that staff deal quickly and fairly with minor disagreements between pupils. Pupils also indicated that they felt staff were not fair in their distribution of rewards and sanctions. Inspectors found that generally staff were fair in this area. The school has addressed issues of internet safety and cyber-bullying through themed weeks, assemblies and lessons and a community police officer has visited the school to speak to parents.

- 4.13 Pupils with SEND are well catered for and teachers are keen to ensure that their physical and emotional well-being is promoted. The school has an appropriate plan to improve educational access for pupils with special educational needs or disabilities.
- 4.14 Pupils have the opportunity of placing ideas or concerns in appropriate boxes in school, which are monitored by the headteacher and the head of pre-prep. In their responses to the pre-inspection questionnaire, a small minority of pupils indicated that the school does not always respond to their opinions. In discussion, pupils suggested that the school council does not meet often enough to effect change within the school. The inspection team found that the school did respond well to pupils' concerns.

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

- 4.15 The contribution of the arrangements for welfare, health and safety is sound overall.
- 4.16 The safeguarding policy and procedures are well understood within the school and are reviewed and evaluated by senior staff. All those working in the school have received suitable child protection training, which is updated at the required frequency. By the end of the inspection, all recruitment checks had been carried out, although staff recruitment procedures have not always been completed fully before members of staff began work at the school, notably in the case of visiting music tutors. Policies and their implementation have been reviewed by senior managers and governors but not in a sufficiently rigorous manner.
- 4.17 The executive team ensures that appropriate precautions minimise potential hazards. The health and safety policy and its arrangements cover the whole school and ensure that pupils are cared for in a safe environment. Suitable risk assessments are written for facilities and resources within the school and for external trips.
- 4.18 Fire safety is guided by the school's detailed policy demonstrating effective arrangements, although records of staff training have not been kept and so there was no documentary evidence that staff had been appropriately trained. Regular evacuation practices and other necessary checks, such as the testing of call points, are diligently carried out and recorded. Alarms and fire extinguishers are well maintained and comprehensive records are kept.
- 4.19 Staff, including those in the EYFS, are dedicated to and are successful in ensuring that pupils are happy, feel safe and gain enjoyment from their experiences at school, in line with its aims. The excellent relationships between staff and pupils help to promote their welfare, health and safety. Pupils respond quickly to staff instructions and they move about the school with good levels of self-control.

- 4.20 In the EYFS, children are taught about keeping safe and they use scissors and various basic tools with due care. Pupils of all ages, across the curriculum are also able to use tools and equipment safely and sensibly, following instructions and advice given by staff. Throughout the school, on an individual basis, staff look after their pupils, promote their welfare and take appropriate steps to ensure the safeguarding of their charges.
- 4.21 Pupils who become ill at school or who require emergency first aid receive immediate attention. Several staff have appropriate first aid qualifications including paediatric first aid training for many of the EYFS staff. The school's attendance and admissions registers are suitably maintained and kept.

4.(d) The quality of boarding

- 4.22 The quality of boarding is sound overall.
- 4.23 Boarders have a good standard of personal development and enjoy their boarding experiences. Most boarders are confident, self-assured, and relish the greater independence their time in boarding brings them. Older boarders help to look after younger boarders as part of their induction into the house. When showing visitors around the premises, boarders are articulate, speaking thoughtfully and fondly about their school. Boarders have opportunities to develop their knowledge of world affairs through watching the news and reading weekly newspapers and magazines provided. They feel safe in their surroundings and appreciate the well-equipped recreational spaces provided for them. Boarders are well-behaved and interact easily with others from different backgrounds. They say that incidences of bullying are rare, and are confident that staff will usually deal with any such occurrences swiftly and fairly. Boarders value the friendships they make. They demonstrate awareness of their peers' needs and form strong relationships with the staff who care for them. In discussion, boarders say that the 'gap' students are particularly supportive and approachable, always willing to assist them with any concerns that may arise. Boarders understand that there are channels of support available beyond school and helpful posters give details of whom they may wish to seek out should they need help. Boarders are happy and settled.
- 4.24 The quality of boarding provision and care is sound, with good features but also shortcomings. House staff take an interest in the boarders' academic and social needs, and provide appropriate support and guidance, ensuring that boarders keep safe, fit and healthy. Induction systems for new boarders are sound and include a tour of the house and instruction in fire procedures. However, there are limits in provision of privacy and arrangements for boarders to contact their parents.
- 4.25 Experienced and well-qualified medical staff and matrons oversee boarders' welfare with a weekly visit from a local GP. Good care is given to boarders who are unwell or injured. Comprehensive policies, procedures and records, including permission for emergency treatment, support boarders' well-being. In their responses to the pre-inspection questionnaire a minority of pupils indicated dissatisfaction with the quality of food and the availability of snacks. Inspectors found that food menus were varied, nutritional and enjoyed by most of the boarders. Drinking water is always available and boarders enjoy toast, cereal and a choice of drinks each evening. Inspection findings show that such snacks are available to boarders at all reasonable times in the evening.

- 4.26 A suitable range of evening clubs and sporting activities enables boarders to experience a breadth of opportunities beyond the classroom. The quality of the boarding accommodation, including dormitories, is generally of a high standard and is secure. However, the showers provide insufficient privacy. Common rooms are welcoming and well resourced. Boarders are able to personalise their own areas and have ample storage space in dormitories for their personal belongings. Although a few boarders commented in the questionnaire about the safety of their belongings, inspectors considered that reasonable protection was provided for personal possessions. Arrangements for boarders' laundry needs are thorough.
- 4.27 A telephone is provided for boarders to contact their families, though there is no suitably private place for a call to take place. Older boarders have restricted times to use their personal mobile telephones, which are safely stored by staff. Communication between house staff, parents and guardians is efficient and any queries or concerns generally receive a prompt response. Boarders know to whom they can turn within the school if they have any concerns, but the school has not identified an appropriate independent listener whom they may contact directly about personal problems or concerns.
- 4.28 Arrangements for boarders' welfare and safeguarding are sound overall. All boarding staff have a thorough understanding of their safeguarding responsibilities and receive appropriate support and training in this area from designated managers. The school has effective links with the local authority for further support and guidance. Boarding staff are well qualified and experienced for their respective roles and overall practices are sound. Staff are conscientious in promoting the school's behaviour and anti-bullying procedures, ensuring that boarders' welfare is paramount. However, inadequate privacy in the boys' showering arrangements and the lack of an appropriate choice of independent listener have resulted in the school not meeting certain NMS requirements.
- 4.29 Health and safety measures ensure boarders' safety. Although staff fire training records are not kept, staff are very clear as to what to do in the event of a fire. Risk assessment procedures are detailed, emergency evacuation drills are regularly undertaken and all boarders interviewed were able to identify fire exit routes. Robust supervision and registration systems ensure that staff know the whereabouts of boarders at all times. The policy for reporting and locating a missing boarder is clear. Day-to-day arrangements ensure that the boarders are safe and well cared for.
- 4.30 The leadership and management of boarding are sound overall. New heads of boarding have been recently appointed and demonstrate their strong commitment to remedying any deficiencies swiftly. Senior boarding management and house staff meet regularly to review boarding practice and set development targets. A range of recently updated policies gives staff clear direction on boarding procedures, handbooks for parents and pupils are being revised and there is a clear plan for the ongoing development of induction, training and appraisal of boarding staff. In their responses to the pre-inspection questionnaire, most, but not all, parents reported that their children enjoy their boarding experiences; in particular, parents appreciate the caring support provided by house staff and the ease with which they can contact them. Similarly, during discussions and in their questionnaire responses, boarders expressed their general satisfaction with boarding life. In refurbishing some of the dormitory accommodation, the school has responded to the recommendation of the previous boarding inspection.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of the governance is unsatisfactory.
- 5.2 Governors provide effective oversight of much of the school's work but they have not been sufficiently rigorous in ensuring compliance with regulations in a number of areas of policy and practice. There is not an efficient and appropriate system for the regular review of whole-school policies. In particular, the governing body has not carried out an appropriate annual review of the child protection policy and the efficiency with which the related duties have been undertaken.
- 5.3 Governors are deeply committed to the school and sincere in their wish to provide a high quality education for the pupils. As a group they have a range of skills and expertise to support the school's executive team. Several governors are parents of past or current pupils. They, along with other governors from within education, bring a varied perspective to the work of the school. Financial planning is good and has enabled significant investments to be made in staffing, resources and the building and grounds, which are maintained to a high standard.
- 5.4 Governors have an appropriate committee structure and this, together with regular full governing body meetings, is designed to enable them to maintain a clear oversight of the work of the school. However, they do not provide enough challenge for the executive team in overseeing the implementation of many of the policies and practices of the school. Reports from senior staff give governors an insight into the working of several aspects of the school. Governors also attend formal and informal events at the school. Some governors have specific responsibilities such as child protection and responsibility for more able pupils. This helps to enhance co-operative working between governors and the school's senior management, but has not been fully successful. On the other hand, governance of the EYFS is good. A keen interest is shown by visits to the setting to meet with the head of pre-prep and gain first hand insight into daily routines. The findings are relayed to the full governing body where they are suitably discussed.

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

- 5.5 The quality of the leadership and management of the school, including links with parents, carers and guardians is sound overall.
- 5.6 Since the previous inspection, good progress has been made in re-instating and implementing the school's staff appraisal system. The executive team is efficient, approachable and has worked hard to lead the school during recent changes. It has a clear vision, based upon the aims of the school, for future developments. The current whole-school development plan comes to an end in a few months' time and an interim plan to cover the remainder of the year has been shared with staff. However, subject development planning is variable in quality and in general is not sufficiently closely linked to that of the whole school. That part of the executive team's role concerned with overseeing the school's work and the standards that pupils achieve is well structured but inconsistencies in the quality of teaching and the marking of pupils' work in different parts of the school indicate that greater monitoring is required.

- 5.7 In middle management some heads of department have a clear understanding of their management role and carry it out effectively, though this is not the case with all. Consequently variations in practice occur and inconsistencies in the monitoring of pupils' work in some subjects are apparent. However, the leadership and management of the provision for pupils with SEND is excellent.
- 5.8 Management of the EYFS is also excellent. The strong leadership shown sets a clear direction for the setting. First-rate team work ensures a good focus on the well-being of each child and his or her personal achievement. An effective system for the supervision of staff is carried out together with annual staff appraisal. The self-evaluation of the setting is undertaken through regular moderation and sharing of good practice at staff meetings. Since the previous inspection the high standards found at that time have been maintained and built upon.
- 5.9 Throughout the school, effective induction procedures exist for new staff. All staff are encouraged to undertake relevant professional training, which happens on an *ad hoc* basis. A welcoming and stimulating environment is provided for the pupils. The quality of the school environment is greatly enhanced by the excellent displays and high quality art work.
- 5.10 Care is taken to select the best staff, but systems for pre-appointment checks on new appointees have not always been rigorously implemented. All current staff have the appropriate Disclosure and Barring Service (DBS) checks but some peripatetic staff started work without a medical fitness declaration. The school has acknowledged this omission and introduced new systems of recruitment and appointment. Staff are appropriately trained in their roles of safeguarding pupils. Policies and procedures for various areas of school life are regularly updated and many of these are of a good quality. However, not all policies, such as the one related to the marking of pupils' work are consistently adhered to in practice. The effective deployment of teachers, classroom support assistants and non-teaching staff contributes significantly to pupils' welfare and safety. Staffing levels are good and effective support is given to pupils.
- 5.11 Links with parents, carers and guardians are good. Throughout the school there is open, easy communication and personal interaction on a daily basis if that is required. Staff are readily available to speak to parents and aim to deal with any minor concerns as soon as they arise. During the week of the inspection high winds caused damage and substantial disruption as pupils were being collected from school. The school management and staff acted quickly and effectively to handle the emergency and to enable school to resume normally as soon as possible the following day. The school has a policy to deal with complaints which arise, although it has not been properly implemented in the past. Historical records of complaints are incomplete but the current log shows clearly how complaints have been dealt with and resolved.
- 5.12 In their responses to the pre-inspection questionnaire, parents indicated a high level of satisfaction with the school and the way it takes care of their children and almost all say they would recommend the school to another parent. Parents have many opportunities to be involved in the life of the school. They are invited to coffee before attending the weekly award assembly. The Terra Nova Parents Social Committee organises events which combine fund-raising with enjoyment, such as family fun days after sports day, quiz nights, bingo nights, summer balls and tennis lunches. Mums' netball and Dads' football have been introduced and are proving

extremely popular. 'TN Live' information evenings have been introduced to give parents more information about the curriculum at Terra Nova.

- 5.13 Detailed information is readily available to parents of current and prospective pupils through the prospectus and school website. Information is regularly sent to parents and they can communicate directly with staff by email. Parents receive weekly programmes and information letters every Friday. Parent representatives are used to good effect. There are two for each year group and they meet with the relevant staff every term to raise any issues highlighted by parents. Follow up meetings are held to report on any actions taken.
- 5.14 In the EYFS, a child's 'key person' helps him or her to settle quickly and keeps in close contact with the child's parents, quickly informing them of any issues or concerns. Throughout the school, reporting to parents is good. Three reports a year are provided for each pupil and are issued at parents' meetings held every term. This enables parents to discuss the targets set with their child's teachers. Detailed reports commenting on academic achievement and progress, including targets for improvement, are provided in most, though not all, subject areas.

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