



INDEPENDENT SCHOOLS INSPECTORATE

INTEGRATED INSPECTION

THE ROYAL SCHOOL

INDEPENDENT SCHOOLS INSPECTORATE

The Royal School

Full Name of School	The Royal School		
DfE Number	936/6054		
EYFS Number	EY362488		
Registered Charity Number	1121303		
Address	The Royal School Farnham Lane Haslemere Surrey GU27 1HQ England		
Telephone Number	01428 605805		
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Email Address	admin@royal.surrey.sch.uk		
Principal	Mrs Anne Lynch		
Chair of Governors	Mr Ian Much		
Age Range	0 to 19		
Total Number of Pupils	502		
Gender of Pupils	Mixed (124 boys; 378 girls)		
Numbers by Age	0-2 (EYFS):	26	5-11: 137
	3-5 (EYFS):	79	11-18: 260
Number of Day Pupils	Total:	428	
Number of Boarders	Total:	74	
	Full:	65	Weekly: 9
Head of EYFS Setting	Mrs Holly Hirst		
EYFS Gender	Boys and Girls		
Inspection Dates	01 to 04 December 2015		

PREFACE

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

This inspection report follows the *ISI schedule*. The inspection on which the report is based took place over a period of four continuous days in the school. The previous EYFS and boarding intermediate inspections were in September 2012.

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

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

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

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

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

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

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

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

INSPECTION EVIDENCE

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

Inspectors

Mr Ian Carter	Reporting Inspector
Mr Adrian Downie	Team Inspector (Director of Studies IAPS School)
Mrs Emma Stanhope	Team Inspector (Director of Lower School GSA School)
Mrs Anne Farnish	Team Inspector (Headmistress IAPS School)
Mr Stephen Crump	Team Inspector (Headmaster GSA School)
Mr Colin Haddon	Team Inspector (Deputy Head ISA School)
Miss Joanna MacKenzie	Team Inspector (Headmistress GSA School)
Mrs Flora Bean	Co-ordinating Inspector for Boarding
Mrs Jacqueline Scotney	Co-ordinating Inspector for Early Years

CONTENTS

	Page
1 THE CHARACTERISTICS OF THE SCHOOL	1
2 THE SUCCESS OF THE SCHOOL	3
(a) Main findings	3
(b) Action points	4
(i) Compliance with regulatory requirements	4
(ii) Recommendations for further improvement	4
3 THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS	5
(a) The quality of the pupils' achievements and learning	5
(b) The contribution of curricular and extra-curricular provision (including community links of benefit to pupils)	6
(c) The contribution of teaching	7
4 THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT	8
(a) The spiritual, moral, social and cultural development of the pupils	8
(b) The contribution of arrangements for pastoral care	9
(c) The contribution of arrangements for welfare, health and safety	9
(d) The quality of boarding	10
5 THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT	13
(a) The quality of governance	13
(b) The quality of leadership and management, including links with parents, carers and guardians	13
6 THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION STAGE	15
(a) Overall effectiveness: the quality and standards of the early years provision	15
(b) Effectiveness of leadership and management	15
(c) Quality of teaching, learning and assessment	16
(d) Personal development, behaviour and welfare	17
(e) Outcomes for children	18

1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 The Royal School was formed in 1995 from the merger of the Grove School at Hindhead and the Royal Naval School at Haslemere, founded in 1840. The senior school and boarders are based in Haslemere and the junior school, including children in the Early Years Foundation Stage (EYFS), in Hindhead, some four miles apart. The principal is accountable to the governing body for the effectiveness of the whole school whilst delegating the day to day running of the junior school to the head of the junior school. Since the previous inspection in September 2012, the school has appointed a new principal, to lead the school and is fully embracing a diamond school structure.
- 1.2 At the time of the inspection there were boys throughout the junior school and up to Year 9 in the senior school. In EYFS and Years 1 and 2 boys and girls are taught together. In Years 3 to 6 they are taught separately in most subjects, including English, mathematics and science, and in Years 7 to 11 they will be taught separately in all subjects. The school plans that boys and girls will be taught together in the sixth form, thus completing the 'diamond' structure. Activities are mixed.
- 1.3 At the time of the inspection, of the 502 pupils overall, 105 were in day-care and Nursery, and a further 137 in the rest of the junior school; the senior school contained 260 pupils. There were 74 boarders, 65 full boarders and 9 weekly boarders with a small number of pupils taking a flexi boarding option.
- 1.4 The school's aim is to provide continuity and progression from six weeks of age to eighteen years by creating an emotionally safe learning and social environment based on shared Christian values. It intends that pupils will become confident, emotionally secure, independent and adventurous young people, whose qualities and qualifications enable them to excel. The school provides opportunities for pupils to value themselves and others through a generous and caring community and a broad extra-curricular programme.
- 1.5 The ability range of the pupils entering the school is above the national average. It is very wide, from below average to those who are very able. A significant number of pupils, currently eighty, have learning needs and are supported through a range of strategies. Two pupils have statements or educational health care plans (EHCs). English is an additional language for fifty-one pupils, of whom forty eight receive specialist support. Pupils are drawn from families from a mixture of professional and business backgrounds and are mainly of white British ethnicity, with a small minority of pupils from overseas who constitute the majority of boarders.

- 1.6 National Curriculum (NC) nomenclature is used throughout this report to refer to year groups in the school. The year group nomenclature used by the school and its NC equivalence are shown in the following tables for the EYFS and junior school.

Early Years Foundation Stage Setting

School	NC name
Daycare	Daycare/Early Years
Nursery 1& 2	Nursery
Reception	Reception

Junior School

School	NC name
Prep 1	Year 1
Prep 2	Year 2
Prep 3	Year 3
Prep 4	Year 4
Prep 5	Year 5
Prep 6	Year 6

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 Overall, pupils' achievement is good and all pupils develop a good standard of knowledge, understanding and skill across all subject areas. Throughout the school, examples of good and occasionally excellent achievement are apparent, especially in the creative subjects. Teachers' high expectations stimulate good levels of achievement in the junior school. However there is uneven progress in the EYFS. Across the school, achievement is good where the teaching fully engages the interest of all pupils. The progress of the more able is sometimes less good because of inconsistencies in some of the teaching. Pupils, including those with SEND and EAL, make good progress in most lessons. The curriculum is outstanding, enriched by a broad range of extra-curricular activities and allows pupils the opportunity to develop their interests and talents. Teaching quality is good overall but lacks consistent challenge for the most able. Teaching is marked by excellent relationships between teachers and pupils. All pupils have positive attitudes to learning and they apply themselves to their work diligently.
- 2.2 Pupils' spiritual, moral, social and cultural development is excellent. In the EYFS children are happy and confident and are willing to share and work co-operatively. Throughout the school, pupils are enriched in their spiritual life through the opportunities to reflect and through their exposure to a stimulating aesthetic curriculum. Pupils of all ages are highly articulate and confident, with good social skills. They show a strong understanding of right and wrong and demonstrate excellent behaviour. Pupils integrate well together and show respect for those from different cultures, as exemplified by the relationships between overseas boarders and others. Pupils' personal development is supported by excellent pastoral care. The quality of boarding is good and contributes positively to the pupils' personal development, although some accommodation does not provide a consistently positive boarding experience. Staff are very caring in their every-day contact with pupils to ensure their well-being.
- 2.3 Governance is sound, the governing body has been effective in strategic planning and they provide good oversight of financial matters. However they have been less rigorous regarding their responsibilities in some areas of welfare, health and safety and safeguarding and procedures to ensure safe recruitment, for example in monitoring the accuracy of the single central register. Leadership and management throughout the school are good, though the pastoral leadership capacity and roles required for the fully co-educational diamond structured institution have yet to fully develop. The leadership team are undertaking targeted reviews of a range of areas to contribute to school development building on the strengths of self-evaluation, performance management and professional development of staff, including those in boarding and the EYFS.

2.(b) Action points

(i) Compliance with regulatory requirements

- 2.4 The school meets all the requirements of the Education (Independent School Standards) Regulations 2014.
- 2.4 The school meets all the National Minimum Standards for Boarding Schools 2015.
- 2.5 See the end of the Early Years Foundation Stage section 6 for the inspection findings in relation to the requirements of the Childcare Act 2006 for children under three.

(ii) Recommendations for further improvement

- 2.6 The school is advised to make the following improvements.
 - 1. Ensure that all teaching meets fully the needs of the more able.
 - 2. Further strengthen the leadership of the pastoral care team to take account of the new 'diamond' school structure.
 - 3. Expedite the improvement of boarding accommodation to offer all boarding pupils a consistent experience.
 - 4. Ensure the governing body rigorously monitors all aspects of the school's welfare, health and safety practice.
 - 5. Ensure that pupils' progress is uniform across all years of the EYFS setting.

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 Pupils are well educated in accordance with the school's aim of providing an education that results in confident, independent, adventurous children whose qualities and qualifications enable them to excel. Throughout the school, pupils listen well and are articulate. They develop effective writing skills which they apply both creatively and to convey information. They are successful in applying a range of logical thought, numeracy and mathematical skills, for example using a variety of measuring instruments in science. Each year a number of students gain certificates in the UK Maths Challenge. The good standard of the creative arts is reflected in the high standard of performance of the school choir, and individual examination successes in music, drama and ballet. While there were good examples in information and communication technology (ICT) lessons, in particular in the junior school, the opportunities for pupils to develop their skills and confidence in the use of ICT are limited. Physical skills are well-developed with pupils participating at school, county and national level. Older pupils have the opportunity to participate in adventurous outdoor activities through the Duke of Edinburgh's Award scheme.
- 3.3 Pupils with special educational needs or disabilities (SEND) and those with EAL achieve at a good level. Pupils with SEND and EAL make good progress in most lessons because the teaching takes account of their needs. In the best lessons the needs of the more able are also met, through the provision of extension tasks, but this is not consistent across all subjects and age groups. Pupils gain success in a broad range of extra-curricular activities such as the Duke of Edinburgh's Award scheme, music and drama which complement their class based studies. Together this rich provision provides pupils with the opportunities for successful entry to higher education at a range of institutions.
- 3.4 The following analysis uses the national data for the years 2012 to 2014. These are the most recent three years for which comparative statistics are currently available. Results in GCSE have been above the national average for girls in maintained schools and those for English as a Second Language IGCSE have been above the worldwide averages. In each of these three years over half the grades awarded at GCSE have been A*/A. At A level, results have been above the national average for girls in maintained schools and similar to the national average for girls in maintained selective schools. Over this period, two-thirds of grades have been at A*/B level. A Level results in 2015 were broadly in line with those of the previous year. The level of attainment in public examinations indicates, together with the evidence gained during the inspection from scrutiny of work, interviews and lesson observations that overall pupils make good progress in relation to their abilities, a fact reflected in response to both parent and pupil questionnaires.
- 3.5 In the junior school pupils' attainment cannot be measured in relation to performance against national tests but on the evidence of lesson observations, scrutiny of work and interviews it is judged to be good in relation to national age-related expectations. Pupils with SEND and those with EAL make good progress, though those who are most able do not always make all the progress they could.
- 3.6 The overwhelming majority of pupils demonstrate very positive attitudes to learning in their lessons and in interviews expressed their appreciation of the commitment of

their teachers and the excellent relationships with them that they enjoy. Most pupils take a pride in the presentation of their work. Pupils are co-operative and courteous, and display enthusiasm in their lessons, where they show themselves to be committed and articulate independent learners. This is a real strength of the school.

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

- 3.7 The curriculum and extra-curricular provision are excellent.
- 3.8 The school's aims are strongly supported by a curriculum which offers a broad and balanced range of subjects and activities. In the junior school, the curriculum provides an education which encompasses all the requisite areas of learning. Pupils benefit from specialist teaching in drama, French, music, physical education (PE) and swimming and also enjoy art, ICT and outdoor education. Literacy and numeracy feature strongly. Teaching in most subjects takes place from Year 3 in separate sex classes to promote the overall school diamond structure. Pupils are well-prepared for the move to the senior school and the transfer takes place smoothly.
- 3.9 The curriculum in the senior school offers a broad education throughout the school. The curriculum for boys and girls is the same throughout the school. The diamond structure, which sees the genders being taught separately in Years 7 to 11, allows for variations of content; for example, texts studied in English literature are selected to best suit the interests and learning styles of boys or girls. Pupils receive effective guidance in preparation for choosing GCSE option subjects and at the transition between the main school and the sixth form. In the sixth form, pupils benefit from being able to choose from an excellent range of GCE AS and A level subjects as well as the opportunity to take the extended project qualification.
- 3.10 Throughout the school a well-structured programme of personal, social and health education (PSHE) appropriate to the ages of the pupils ensures that pupils are taught a range of topics from how to stay safe and healthy to an appreciation of British values; the school ensures balance in any political discussion. Sixth-form pupils are also prepared for the challenges of life beyond the sixth form through the Skills4Life programme.
- 3.11 Throughout the senior school, pupils with SEND and EAL receive appropriate support through withdrawal one-to-one or small group lessons and the provision of specialist vocabulary sheets. The curriculum is varied where necessary to meet the needs of individual students; for example, some students do not take a European language at GCSE while international students may take the GCSE examinations in their native language.
- 3.12 A wide variety of local and residential trips, such as the Year 8 outdoor activity week in Dartmoor, build character and strengthen relationships. A recent Year 6 trip to the Globe theatre was used as a stimulus for work on a theatre programme featuring Shakespeare.
- 3.13 Links with the community are promoted in many ways and pupils are encouraged to play a positive part in society. For example, the sixth form recently organised a successful Christmas party for local old age pensioners. The school also hosts events such as the SHINE performing arts day which is attended by local primary schools.

- 3.14 The school provides an extensive range of daily extra-curricular activities which enable the school to meet its aim of finding ways in which pupils can value themselves. As well as many sports-based and music-based activities, such as lacrosse teams and the chamber choir, there are activities for the more technically-minded such as coding club. The youngest pupils can take part in a construction club. Older pupils can benefit from the opportunities afforded by the successful Duke of Edinburgh's Award scheme. Interviews with pupils, and responses by a very large majority of pupils and parents in questionnaires, all indicated a very high level of satisfaction with the provision.

3.(c) The contribution of teaching

- 3.15 The contribution of teaching across the school is good.
- 3.16 Teaching contributes to the school's aim of providing continuity and progression for the pupils. In the best lessons, excellent teaching matched pupils' ability through careful planning and the use of imaginative approaches. This was often enhanced by the effective use of the interactive whiteboards which provided opportunities for independent learning. In a Year 9 English lesson, for example, boys experienced a contemporary poem by the means of a multimedia presentation involving music, images and text. Other lessons rely more heavily on exposition by the teacher and the use of worksheets, which offer a narrower scope for pupils to be actively involved in their learning. Teachers show a very good knowledge of their subjects in the planning and delivery of lessons. A relationship of mutual warmth, trust and respect between teachers and pupils is a consistent feature of lessons in all subjects. This was borne out by an overwhelmingly positive response in the pupils' questionnaire in which a very large majority of pupils thought their teachers helped them to learn and to work independently. Teaching promotes tolerance and respect and is non-partisan in the coverage of political issues.
- 3.17 Although detailed lesson plans include provision for the most able pupils and those with EAL and SEND, provision for more able pupils was less consistent. EAL and SEND pupils were given appropriately modified work and in some cases supported by learning support assistants.
- 3.18 The quality of assessment is good; the marking of pupils' work is consistently and conscientiously carried out, with high-quality annotation and detailed target setting in a range of subjects but not in all. The very best marking includes on-going discussion between teacher and pupil. Pupils are aware of the departmental marking schemes applied to their work, and these schemes are used effectively by teachers. The school has a thorough and evolving system of tracking pupils' progress, measuring half-termly attainment against baseline assessment.

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 school successfully enables pupils to live and learn in an emotionally safe, social environment that is centred on its Christian values of tolerance and respect. The pupils are confident, emotionally secure and speak highly of the school. The spiritual development of the pupils is excellent. Assemblies, some of which are taken by local ministers, promote an understanding of Christian values, which underpins school life. The Eucharist is held every term for pupils from Year 4 to Year 13 and they value the role it plays in encouraging them to be reflective, developing self-knowledge and self-esteem. Through a range of talks and discussion in lessons pupils develop an understanding of and respect for different faiths and cultures. Music provides an essential aesthetic stimulus; the singing from the chamber choir of choral works is uplifting and recognised by the pupils as an important part of their spiritual development.
- 4.3 The moral development of pupils is excellent. Pupils have a strong sense of right and wrong, and understand and respect the criminal civil law of England. They are unafraid to express their own views. In the junior school, pupils show great kindness and care towards one another which is appreciated and recognised by new pupils to the school. The junior school pupils relish responsibility, looking after individuals with learning difficulties in assemblies with great maturity and dignity. The pupils in the senior school have drawn up their own pupils' charter. Sixth formers are proud of their school and enjoy being mentors to Year 7 pupils, listening to their concerns and helping them to feel part of the school.
- 4.4 Pupils' social development is excellent. Pupils are friendly, confident communicators. They display excellent relationships with their teachers and mostly towards each other. Staff value kindness and respect towards one another and place much emphasis on modelling this behaviour. Pupils have a clear understanding of what it means to be a good citizen and engage effectively in fund raising for local charities which they feel the school should support. In the senior school, pupils spend the day clearing litter from the heath. The whole school supported the local charity Bags for Hope bringing in age appropriate winter clothing to be sent in back packs to Syrian refugees in Greece. From the earliest years, pupils display a strong understanding of democracy with both junior school and senior school pupils engaging in mock elections thus providing a contribution to pupils' broad general knowledge of the public institutions and services of England.
- 4.5 Pupils' cultural development is excellent. Whilst Christian values are widely expressed, pupils are introduced to different religions in their religious studies lessons. Pupils have a clear understanding of British values which are actively promoted in PSHE lessons, in colourful displays and in assemblies. There is a British Cultural Programme for the international students. The pupils enjoy being part of an international community and form genuine and easy relationships with pupils of different nationalities. The pupils of different nationalities feel very much part of the school and are encouraged to embrace experiences such as taking part in school plays where they meet new friends. Pupils benefit from a wide range of opportunities to experience and appreciate other cultures first hand through visits and overseas trips such as World Challenge trip to Thailand and Cambodia. By the time the pupils leave school they have an excellent level of personal development.

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

- 4.6 The pastoral care at the school is excellent.
- 4.7 Teachers know the pupils extremely well and respond effectively to their needs. Pupils trust and respect their teachers and know they can turn to them for help and advice. There are strong lines of communication provided through the pastoral steering committee, which combines all the key staff involved in pastoral care and is instrumental in providing support to pupils and staff when problems arise.
- 4.8 Relationships between staff and pupils are excellent. In interviews, pupils from across the school felt that staff genuinely cared for them and would do whatever they could to support them. This was supported by parents during the inspection, and by a very large majority of parents in the questionnaires. The school's ethos gives considerable responsibility to the pupils, as shown by the class charters created each year in the junior school. A small minority of pupils said in the questionnaires that the school did not seek their opinions. During the inspection, pupils said that the school and boarding councils represent their views well, for example putting in place an additional minibus service.
- 4.9 The pupils know the school rules and state clearly that misbehaviour, including cyber-bullying, is not tolerated. A very small minority of parents and a small minority of pupils said in the questionnaires that bullying was not handled well. Inspection evidence, including interviews with pupils and the scrutiny of records, showed that there is very little bullying and any issues are dealt with efficiently. The school is pro-active in its approach to behavioural issues as shown by the strategy introduced to deal with senior pupils' 'banter' affecting other pupils. The school provides excellent support in helping pupils move smoothly from junior to senior school and also to prepare older pupils for making informed choices about their further education and possible future careers.
- 4.10 Healthy eating is promoted by a range of meals at lunch and tea times as well as in lessons such as in a Year 2 science activity. Junior school pupils are monitored closely to ensure they eat as healthily as possible. Pupils report that exercise is promoted at school and this was evident from PE and games lessons.
- 4.11 The school's detailed special educational needs and disabilities access plan meets the requirements for increasing access to the school and its curriculum.

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

- 4.12 The contribution of arrangements for welfare, health and safety are sound.
- 4.13 Safeguarding of children is at the heart of the school and the comprehensive policy is implemented effectively. All the required recruitment checks have been carried out, though at the beginning of the inspection the single central register contained a number of typographical errors which, once highlighted, were quickly corrected. All members of staff, governors and volunteers receive regular and effective child protection training. An appropriate safeguarding governor is identified. Records relating to any concerns about pupils' welfare are carefully stored. Suitably trained designated members of staff maintain close contact with local agencies and active measures have been taken to prevent radicalisation.
- 4.14 The necessary measures to reduce fire risks and other hazards are thorough and well documented. Fire risk assessment and training records are up to date, fire drills

are held regularly at different times of the day and evacuation procedures are clear. Risk assessments associated with curriculum provision, premises, and traffic movement around the school site and with school trips and activities are thorough and detailed. The health and safety committee meets regularly and its deliberations and recommendations are considered and usually implemented by the school leadership. However, governor monitoring of some issues, for example the single central register, pertaining to the health and welfare of pupils was inconsistent.

- 4.15 The suite of first aid policies provides very clear guidance for the care and welfare of all pupils who are ill, injured or have special educational needs and or disabilities. The new medical provision for pupils is excellent. The majority of members of staff are first aid trained and their training is updated appropriately. Accidents, illnesses and provision of medication are recorded carefully.
- 4.16 Registration of the pupils throughout the school takes place effectively and any unexplained absences are followed up quickly. The admission and attendance records are properly maintained and correctly stored.

4.(d) The quality of boarding

- 4.17 The quality of boarding is good.
- 4.18 Outcomes for boarders are good. Boarders have a good standard of personal development. They demonstrate increasing levels of confidence and understanding of each other, which ensures that relationships are generally harmonious. Good relationships are fostered for boarders from different social and cultural backgrounds through induction events, which help them to settle well and share their lives together. Boarders are polite and courteous and treat each other with respect. Sixth-form boarders demonstrate good levels of independence in preparation for the next stage of their academic life. Those with emotional and social difficulties make good progress in learning to live and work together. Those with any special educational needs are accepted and appreciate that boarding is of benefit to them. Boarders with EAL enjoy practical activities and tasks which help them to integrate more fully; for example, the EAL department provide afternoon tea sessions for international boarders. Able, gifted and talented boarders are given clear recognition by others for their academic, musical or sporting abilities. A significant number of boarders take on a role of responsibility to contribute to the smooth running of both their house and the school, for example organising charity events and acting as mentors for younger pupils. Pupils discharge their responsibilities conscientiously but with varying degrees of enthusiasm. Boarders have regular opportunities through the house council to express their views. In pre-inspection questionnaires a small minority of boarders feel that the school does not seek their views and take account of them. In discussion, some boarders said that, although they are listened to, the school is slow to respond to their views. They take part in house activities and enjoy most aspects of boarding.
- 4.19 The quality of boarding provision and care is sound overall. It is good with regard to boarders' personal development and well-being. However there are shortcomings in the provision of accommodation. House staff take a keen interest in individual boarders' academic and social needs; boarders have many adults they may talk to, and know how to access the independent listener. Close contact with the academic and pastoral staff ensures that concerns are identified and followed up. Any care plans are carefully designed and well implemented to ensure that boarders' well-being is given due consideration. Excellent arrangements and facilities are available

for those who are sick or injured. All medication is securely stored and proper records are kept of its administration. Well-qualified health centre staff provide helpful support and guidance when requested. Boarders have access to local medical and other specialist services as necessary. Protocols to assess a boarder's competence to self-medicate have been formalised and accurate records are kept in pupils' files in the new medical health centre.

- 4.20 A minority of boarders were critical of the choice of activities in the questionnaires. Inspection evidence showed that boarders have access to a wide range of activities outside teaching time, including sufficient and suitably timed free time each day. The large site provides both safe indoor recreational areas, including the library, sports hall and safe outdoor facilities, such as playing fields and formal gardens. There are safe areas at school where boarders can be alone if they wish. A renewed and varied extra-curricular programme after school and at weekends has been established, which provides effective opportunities for developing health, fitness and the pursuit of hobbies. The boarders' weekend programme is varied; it includes days in London and has a focus on British values. A minority of pupils were critical of the food and snacks in the questionnaires. The published three week menus provide clear evidence of a wholesome and healthy diet, with individual diets well provided for. Boarders have access to adequate drinking water and to snack-food preparation areas if required.
- 4.21 Boarding accommodation is adequate but in need of refurbishment; a suitable programme of work has been drawn up. Sleeping accommodation is suitable and appropriately separated. Study spaces, communal areas and washing facilities are reasonably accessible from sleeping accommodation. The toilet and washing facilities provide appropriate privacy for boarders. Furnishings are adequate. The school makes appropriate provision for the security of personal possessions but boarders do not always take advantage of this. There is adequate laundry provision and boarders can buy stationery items from the on-site shop. The school has drawn up appropriate health, safety and welfare policies which are actively implemented; for example fire evacuations are carried out in 'boarding time'. Boarders maintain regular contact with their families. The school communicates effectively with parents, carers and guardians.
- 4.22 The effectiveness of arrangements for welfare and safeguarding is sound. There is always a senior member of the boarding team on duty to ensure proper supervision, along with effective signing in and out procedures. An adult sleeps in each boarding house at night to take responsibility for the boarders in that house. Procedures for safeguarding are thorough. Those responsible for boarders are suitably trained in all aspects of safeguarding. Boarders are taught about risk and are made aware of ways to improve their safety. Boarders report that they feel safe. Good behaviour is maintained, with the support of rewards, praise and positive incentives. Sanctions for bad behaviour are used when necessary. A very small minority of boarders said in the questionnaires that boarding staff are not fair. In discussion, most boarders agreed that sanctions are fair, that all forms of bullying are not tolerated and are dealt with swiftly when staff know about it. Physical restraint or the searching of pupils have not been required but if they were, these would be done so in strict accordance with official guidelines.
- 4.23 Risk assessments for the houses are in place, but are not always rigorously monitored and updated. Appropriate recruitment procedures are followed for the suitability of all staff. Visitors to boarding accommodation are carefully monitored

and there are no other members of boarding staff households who live within the boarding houses.

- 4.24 The effectiveness of the leadership and management of boarding, including oversight by governors, is sound. Boarding is astutely led and managed, which ensures that houses are run in line with the aims of the school. Boarders are generally satisfied with their lives in the houses, and relationships between different groups do not represent tensions. Leadership ensures that staff are sufficient in number and their training needs are well met. Current deficiencies in some of the accommodation are understood and the school shows a commitment to remedying them. Senior house staff are up to date with good boarding practice and legislative requirements. Regular pastoral meetings ensure clear liaison between boarding and academic staff and, as a result, boarders are effectively supported. Records are properly kept and information is judiciously shared for the benefit of boarders' well-being. Boarding staff, parents and carers work in close partnership and contact between them is easy. Parents report in pre-inspection questionnaires that their children enjoy boarding and that it provides effective support for their children's personal development, a finding fully supported through interviews with pupils. Boarders report that they are making good progress in their work which they find interesting and can join in a good range of activities. Since the previous inspection, the school has begun to make progress improving the water flow and temperature in showering facilities and further work was in progress during the inspection.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is sound.
- 5.2 The governing body, with senior leaders, has developed a clear vision to ensure that the school's values are maintained as the school admits boys and changes to a diamond structure. Its members are committed to providing the support and challenge necessary for the school's future development. The governing body has an appropriate range of skills and understands the need for succession planning. Governors' links to parents and the staff are particularly strong. The governing body discharges its responsibilities for educational standards; financial planning and investment in staff, accommodation and resources, though not entirely consistently.
- 5.3 Members of the governing body know the school well. The committee structure enables the board to function efficiently and also enables reports about all aspects of school life to be presented to the most appropriate audience. Good relations and regular communication between governors and senior leaders facilitate an open and productive exchange of ideas. Governors take many opportunities to support a broad range of school activities. They are thus an accessible and visible presence across the whole school community. Governors' links to EYFS are strong and a nominated governor monitors its work.
- 5.4 The governors understand their legal responsibilities to oversee policies and procedures. However, their oversight of the single central register has not been thorough enough to ensure it reflects recruitment checks accurately and their oversight and monitoring of health and safety has not been sufficiently robust. Since the previous inspection, the governing body has strengthened its procedures for carrying out its annual review of safeguarding procedures which now meet the requirements; governors have appropriate training in safeguarding.

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

- 5.5 The quality of leadership and management is good.
- 5.6 Leadership and management at all levels are effective in promoting the aims of the school and are committed to the implementation of a comprehensive range of policies. They ensure that the school has robust safeguarding procedures, clear training programmes for staff in their roles in safeguarding, welfare, health and safety and as a result numerous well-trained personnel to oversee and monitor policy and practice. School leaders provide clear educational direction and oversight throughout the school. The difference in the structures of pastoral care for boys and girls has led to some inequality in the provision of care in the senior school whilst the numbers of boys and girls are unequal. The school has identified the need to improve the provision for girls. All members of the senior leadership team attend governors meetings to strengthen liaison with the board and to ensure representation of all sections of the school at governors' meetings.
- 5.7 Leadership and management have an effective self-evaluation plan that is both reflective and ambitious, indicating areas for improvement and development. The school attracts good quality, effective staff and is aware of, and plans for, future

staffing needs; good opportunities are provided for mentoring and role shadowing within the school for those who wish to progress to leadership and management posts in due course. More generally, staff are encouraged to seek continuing professional development internally and externally; for example, professional development in a university setting. Middle leadership is strong, with heads of department responsible for the performance monitoring programme within their subjects, whilst receiving guidance themselves from nominated members of the senior leadership team. There are suitable arrangements in place for checking the suitability of staff and governors and the ethos of the school underpins respect for others and democracy.

- 5.8 The quality of links with parents, carers and guardians is excellent and reflects the school's aim to engage positively with parents. In response to the pre-inspection questionnaire, parents indicated that they were extremely happy with the education and care that the school provides. Good systems enable parental concerns to be dealt with swiftly, though a very small minority of parents said this wasn't true. Scrutiny of school records did not support this view. The school's complaints policy meets the requirements. Opportunities for parents to be involved in the life of the school are excellent. An active parents' association organises a wide range of social events for the whole school community, the most recent being the Christmas fayre. Excellent parent link meetings allow the parents to be kept informed about news and events as well as giving them the opportunity to be better informed about the day to day running of the school. Parents are provided with a range of information about the curriculum at the beginning of the school year and are invited to share in their children's learning, for example, through invitations to assemblies and nativity performances. Parent information evenings are well attended with a range of topics to suit all phases of the school, for example, training in e-safety, phonics and mental health issues.
- 5.9 Parents and prospective parents are provided with all the required information about the school. The school website includes weekly newsletters and information bulletins which give parents a wealth of information about the life at the school. Parents are welcomed into the school for coffee mornings, drinks parties and information evenings to ensure that they have met staff members as well as to form relationships with other parents. Parents are kept very well informed about the progress of their children, as confirmed by a very large majority of questionnaire responses. Reports are detailed and informative giving effort grades in both junior and senior schools, and attainment grades in the senior school which are used to track and support pupils in improving their work.

6. THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION STAGE

6.(a) Overall effectiveness: the quality and standards of the early years provision

6.1 The overall effectiveness of the Early Years provision is good. Children make good and sometimes better progress in their learning and development from their starting points and considering their ability; progress is especially strong for younger children. They are well prepared for the next stage of their education and, by the end of Reception, are ready for school. Children with SEND or EAL have their needs met extremely well, with carefully considered individual education plans and expert support where necessary. Challenge for more able children is often planned; where this is the case they sustain interest in their learning and achieve well. Children's personal and emotional development is a particular strength; their confidence and happiness whilst attending the setting is a clear indication that they feel safe and secure. Safeguarding is given the highest priority by all staff. All safeguarding and welfare requirements have been fully met. Robust systems ensure staff implement policies and procedures consistently on a day to day basis. Leadership and management have a good oversight of practice across the EYFS, providing a particularly good start in the daycare and nursery. All staff share the desire to build upon the good standards already achieved to enrich children's experiences. The recommendations set at the previous inspection have been suitably addressed and, as a result, systems for monitoring have been strengthened and there are greater opportunities for children to use a range of technology.

6.(b) Effectiveness of leadership and management

6.2 The effectiveness of leadership and management is good. Governors understand their responsibilities for the EYFS; they visit regularly and are fully supportive of its work and plans for future development. Leadership has good oversight of the setting, with clear plans to build upon the already good quality provision. Since the previous inspection the management structure has been strengthened. Whilst this has been effective, there is some inconsistency in the manner in which the provision is overseen. Performance management is effective, with well-chosen targets set to help enrich children's experiences. Staff are supervised well, with regular meetings taking place, and good opportunities for professional development are provided. Links with the local authority provide valuable guidance and training opportunities, and the successful involvement in the local county council quality assurance scheme provides valuable opportunities to evaluate and develop the daycare provision further.

6.3 Self-evaluation is reviewed regularly and considers all aspects of the provision thoroughly. The views of staff, parents and children are sought and incorporated into the carefully considered development plans. Due regard is given to ensuring that educational programmes cover the required areas of learning, and emphasis is placed upon ensuring that staff mould these to meet children's individual needs and interests. This gives children an extremely good introduction to the EYFS programme of study. Regular monitoring of planning and assessment records helps children to meet the expected levels of development, preparing them well for the next stage of their education. Excellent support is provided for those children with specific learning and development needs. Staff have fostered strong links with

external agencies, who they work with to support individual children should the need arise.

- 6.4 High standards in behaviour are fostered from an early age, and highly effective systems support children in developing their personal skills. Equality and diversity are promoted well through a variety of initiatives that encourage children to be tolerant of each other, and develop an appreciation of the wider community; this was seen when Reception children performed their Christmas play to members of a local residential home. Fundamental British values are woven into discussions and topics, and into everyday rituals, such as holding the door open for others. This enables even the youngest children to develop their understanding at an age appropriate level. Arrangements for safeguarding and children's welfare are effective, with staff suitably trained in child protection and health and safety according to their role. A large number of staff hold paediatric first aid qualifications and are further supported by a qualified nurse. They are secure in who to turn to should they have a concern, and understand their responsibilities for preventing radicalisation and extremism. Recruitment procedures are appropriate. At the beginning of the inspection, the single central register had typographical errors which have now been corrected, and it is now fully compliant. The EYFS environment is attractive and well kept. Risks are suitably assessed, and a system of daily checks helps ensure that the standards are maintained.
- 6.5 Responses to the parents' pre-inspection questionnaire were overwhelmingly positive, with specific reference made to the excellent caring staff and support provided for individual children. Those spoken to were equally positive, stating that their children were extremely happy in the EYFS. They felt that the youngest children were considered very much part of the school community.

6.(c) Quality of teaching, learning and assessment

- 6.6 The quality of teaching, learning and assessment is good. Staff are knowledgeable EYFS practitioners, and overall set extremely well-matched targets for children that present appropriate challenge in order for them to achieve to the best of their ability. They know the children well, and tailor their learning in order to ignite their interest and fascination. For instance, children aged two showed great delight whilst exploring how far bubbles and balloons would travel in the wind. Those aged under two enjoyed experimenting with materials. Both indoor and outdoor learning opportunities are varied and stimulating, and overall there is a highly effective balance of adult led and self-chosen activities, with children often using their knowledge acquired during directed sessions in their free play. Across the age range, there are some inconsistencies in practice, as some lessons provide less challenge for the more able children. Resources are of good quality and well suited to the children's needs and interests. Specialist lessons, including woodland learning sessions and physical education are of high quality and enjoyed by children, as was seen when older children made bird feeders. Since the previous inspection, greater opportunities have been woven into the curriculum to enable children to independently access a range of technology. These have been eagerly embraced by children who display growing levels of confidence whilst using these resources, as was seen when children under two used electronic toy phones.
- 6.7 Assessment systems are thorough and include information about starting points as well as valuable details from parents. Overall, these ongoing assessments are used effectively to inform detailed planning, which is adapted as children's needs require. Regular monitoring of progress ensures that any children who are seen to require

additional support receive it in a timely fashion. This enables staff to plan appropriate activities that help narrow any gaps in children's learning. Consequently assessment data indicates that children achieve well according to their ability. Staff are encouraging; their enthusiastic approach to learning engages children and helps them to make good progress. They recognise the important role parents play in children's learning and take time to explain their approach, helping them to support their child at home. Parents are actively involved in the life and work of the setting; for example, they visit to talk about their jobs, and take on roles of responsibility, such as the link parent representative. In the pre-inspection questionnaire, a very small minority of parents felt that they did not receive enough information about their child's progress. Inspectors found there to be a wide range of ways parents are kept fully informed about their child's progress; from opportunities for daily face-to-face contact and formal meetings to the detailed learning journals and useful reports, including the required progress checks at age two and the Early Years Profile at the end of the Reception year.

- 6.8 Through discussions, assemblies and everyday routines, staff successfully promote children's understanding and tolerance of individual differences. They encourage respect for others, and this is understood well by children. Children are well-supported in acquiring excellent personal development skills, as was apparent when older children eagerly helped and supported each other during a stage performance. Staff handle transition between classes well, making the move as seamless as possible. Overall, by the end of Reception, children's skills are well developed. This, alongside their excellent confidence and enthusiasm for learning, makes them well prepared for their move into Year 1.

6.(d) Personal development, behaviour and welfare

- 6.9 Children's personal development, behaviour and welfare is outstanding. Each child is assigned a key person, who takes responsibility for ensuring that all care and academic needs are met. Key people support children extremely well, fostering their eagerness to achieve and encouraging them to think, problem solve and engage in active play. Children demonstrate high levels of confidence for their age, and take responsibility for their own actions, as well as their environment, learning extremely well. Children enjoy their learning, and take the initiative whilst exploring and instigating imaginative play, as was seen during a role play session where pies were baked and oven gloves created so that hands were not hurt. The EYFS classes are an integral part of the junior school, and engage in many joint activities; for instance, Reception children took part in a Christmas play with older classes during the inspection week. This, alongside the thorough transition process, helps children prepare socially for their next class. Registers document regular and prompt attendance.
- 6.10 Children understand and follow the clear behavioural guidelines well. From an early age they make their feelings known and are provided with prompt and caring support from staff. They consider others' needs, and demonstrate genuine care for their peers. For example children under two encourage and support the youngest babies in their play by offering hugs and praise. Healthy lifestyles are promoted particularly well. Children are fortunate to have high-quality meals and snacks provided, which often use produce from local sources. Children are encouraged to make sensible choices, which they do extremely well; for example children aged two serve themselves healthy breakfasts with confidence. Daily opportunities for physical activity ensure that children understand the benefits of regular exercise, and their independence in personal routines grows as they progress through the setting.

Safety of children is given the highest priority by staff, including when using technology, and children are taught how to keep safe in their environment, such as whilst crossing the road.

- 6.11 Children's personal development is of a high standard, helping them prepare for life in the wider world. It is clear through their happy demeanours that they feel secure in their environment. Children are polite, tolerant and respectful of others, sharing well from an early age. Their growing confidence and independence is evident.

6.(e) Outcomes for children

- 6.12 Outcomes for children are good. Throughout the EYFS, all children, including those who have SEND or EAL make good and sometimes excellent progress in relation to their different starting points and capabilities. Progress is especially strong for the younger children. Across the age range, children demonstrate an eagerness to learn and are keen to use their knowledge in their work and play. Children under two engage in sensory play with enthusiasm; they confidently explore resources, experimenting with noise, textures and the buttons on electronic toys. They experiment with language, and are imaginative in their play, as was seen when a square of fabric was chosen by a child with which to play 'peek-a boo'. Their physical development is progressing well. Children aged two demonstrate a growing awareness of colour and number in their play; they are creative during role play and demonstrate a well-developed vocabulary for their age. They are developing good pencil grip through activities using tweezers. Children over three continue to display an inquisitive nature, and play and explore confidently. They quickly grasp new concepts, such as whilst learning French in a fun interactive lesson teaching vocabulary. By Reception, children have acquired greater formal skills; with children demonstrating a growing ability to write sentences and read books. They are gaining a solid understanding of mathematical concepts, including number, addition and units of measurement. By the end of the EYFS the majority of children meet, and a few exceed the expected levels of development for their age, meaning they are well prepared for the next stage of their education.

Compliance with statutory requirements for children under two

- 6.13 The school's registered provision for childcare meets the requirements of the Childcare Act 2006 and no action is required.