



INDEPENDENT SCHOOLS INSPECTORATE

**INTEGRATED INSPECTION
WEST HILL PARK SCHOOL**

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West Hill Park School

Full Name of School	West Hill Park School
DfE Number	850/6009
Registered Charity Number	307343
Address	West Hill Park School St Margaret's Lane Titchfield Hampshire PO14 4BS
Telephone Number	01329 842356
Fax Number	01329 842911
Email Address	admissions@westhillpark.com
Head	Mr Alastair Ramsay
Chair of Governors	Mrs Bridgetta Worsley
Age Range	3 to 13
Total Number of Pupils	277
Gender of Pupils	Mixed (154 boys; 123 girls)
Numbers by Age	3-5 (EYFS): 65 5-11: 172 11-13: 40
Number of Day Pupils	Total: 231
Number of Boarders	Total: 46 Full: 31 Flexi: 15
Head of EYFS Setting	Mrs Sarah Hall
EYFS Gender	Boys and Girls
Inspection Dates	01 Mar 2016 to 04 Mar 2016

PREFACE

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

This inspection report follows the *ISI schedule*. The inspection on which the report is based took place over a period of four continuous days in the school. The previous ISI Standard inspection was in March 2010 and the previous ISI intermediate boarding inspection was in November 2013. 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.

INSPECTION EVIDENCE

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

Inspectors

Mrs Diane Gardiner	Reporting Inspector
Mrs Sara Povey	Team Inspector (Deputy Head, IAPS school)
Mr Richard Raistrick	Team Inspector (Head of Teaching and Learning, IAPS school)
Mrs Susan Webb	Team Inspector (Head, ISA school)
Mrs Eileen Grimes	Co-ordinating Inspector for Boarding
Mrs Ros Ford	Co-ordinating Inspector for Early Years

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Located in Titchfield, near Fareham in Hampshire, West Hill Park School is a co-educational day and boarding school for pupils between the ages of three and thirteen. The school was founded in 1920 and was family-owned until 1959, at which point it became a charitable trust administered by a board of governors. It aims to prepare all pupils for the next stage of their education by developing each to their full potential and building their confidence, through access to an appropriate and balanced curriculum in a co-educational environment encouraging success, service and satisfaction.
- 1.2 The school is based around an 18th century building set in 28 acres of grounds; a range of more modern buildings provides other facilities. It has an Early Years centre for children from ages 3 to 5. The boarding house accommodates full and flexible boarders. Since the previous inspection, the management structure of the school has been reviewed and the curriculum re-balanced to allow more time for subjects such as mathematics, English, drama and personal, social and health education (PSHE), as well as increasing provision for music and sport. Also, Saturday morning school has been re-organised to provide an activities programme for pupils aged from 5 to 13.
- 1.3 At the time of the inspection 277 pupils were on roll, with 65 in the Early Years Foundation Stage (EYFS) of whom 34 attend on a part time basis. A total of 46 pupils board, 31 on a full-time basis and 15 flexibly. Boarders are accommodated in one boarding house in the main school building. A small proportion of boarders come from overseas, representing a range of nationalities. Most day pupils come from within a 20-mile radius to attend the school. The pupils are generally from business or professional families. The majority are of White British heritage, the remainder belong to a variety of other minority ethnic groups.
- 1.4 Results of standardised tests indicate that the ability profile of the school is above the national average. Thirty-three pupils have been identified as having special educational needs and/or disabilities (SEND), covering a range of needs including dyslexia and dyspraxia. None of these pupils has an education, health and care plan. Ten pupils speak English as an additional language (EAL), four of whom are at an early stage of learning English.
- 1.5 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 achievements of pupils are excellent, successfully meeting the aims of the school. Throughout the school, including the EYFS, they enjoy their learning and display high levels of engagement and interest. The excellent breadth and balance of the curriculum supports every child in reaching their potential. The extremely wide range of extra-curricular opportunities enables every pupil to discover and develop their own particular areas of strength and interest, resulting in the development of well-rounded young people. Teaching of excellent quality contributes effectively to the overall achievement of the pupils, whatever their ability or particular need. Across the whole school, including the EYFS, assessment now effectively informs planning for all needs. The systems for monitoring of teaching and learning are thorough and rigorous which meets the recommendations from the previous inspection report. Staff in the EYFS know their children well. In a minority of lessons teachers were too quick to solve problems for children rather than letting them investigate for themselves.
- 2.2 The quality of the pupils' personal development is excellent. In the EYFS, children are happy and settle well. Throughout the school, the level of care and support provided by all staff has developed an atmosphere of mutual trust and respect that allows pupils to learn about the spiritual, moral, social and cultural aspects of life extremely well. Pupils develop a strong understanding of British institutions and values through a wide range of curriculum opportunities. Arrangements for pupils' pastoral care, including those for safeguarding, and their welfare, health and safety are excellent. The quality of provision for boarding is excellent and boarders enjoy a vibrant, friendly and homely environment. All parents who responded to the pre-inspection questionnaire felt that the boarding experience contributes strongly to the personal development of their children.
- 2.3 Governance, leadership and management are excellent. Since the previous inspection the governing body has been re-structured to provide a suitable range of experience and expertise. Governors know the school well and provide effective oversight, support and challenge. Since the previous inspection the structure of the school has been changed to bring Years 1 to 8 under the same management, resulting in a strong, common vision for the school. This meets a recommendation from the previous inspection. Time for senior and middle managers to monitor teaching and learning is limited. Policies are thorough and reviewed regularly. The accessibility plan provides good detail on how the school will provide physical access to the school, but would benefit from reviewing how pupils with different needs will achieve full access to the curriculum. The parents' responses to the pre-inspection questionnaire were highly positive, confirming that they are overwhelmingly pleased with the academic provision and care that their children receive. They feel well informed and actively involved in every way.

2.(b) Action points

(i) Compliance with regulatory requirements

2.4 The school meets all the requirements of the Education (Independent School Standards) Regulations 2014.

2.5 The school meets all the National Minimum Standards for Boarding Schools 2015.

(ii) The school is advised to make the following improvements.

1. Ensure that the accessibility plan indicates how teachers will be provided with strategies to deal with the needs of pupils of all abilities.
2. Ensure that senior leaders and heads of department have sufficient time within the weekly schedule to support and develop teaching and learning.
3. In the EYFS, maximise opportunities to allow children to develop their own ideas and independent thinking skills.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

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

- 3.1 The quality of pupils' achievements and learning is excellent.
- 3.2 Throughout the school, pupils attain high standards and show exemplary attitudes towards their learning in accordance with the school's aims. All pupils who responded to the questionnaire felt that they are making good progress.
- 3.3 Children in the EYFS are motivated and enthusiastic learners who respond well to teachers' high expectations. They make good progress relative to their ability and needs with the majority reaching, and some exceeding, the expected levels of development by the end of Reception. Those with SEND or EAL are well supported, allowing them to make good progress in relation to their starting points. More able children make excellent progress due to the level of extra challenge provided for them. Children are active and interested learners who display good levels of concentration and perseverance. They communicate effectively, using a wide vocabulary with each other and their teachers. The younger children can recognise 2-dimensional shapes and select their own materials for creative activities. They showed great curiosity at the process of chicks hatching from eggs kept in an incubator. In Reception, children are able to use their knowledge of the sounds letters make to write simple sentences. In mathematics they can count to 20 and beyond, and can select the correct coins to pay for items. They are able to manipulate a mouse and select the tools needed to draw pictures using information and communication technology (ICT). Good reasoning skills were observed as the children built a car ramp and discussed how to position it to the best angle for the cars to descend at a faster rate.
- 3.4 Older pupils demonstrate excellent thinking and reasoning skills as they explore and apply mathematical concepts such as transformation and ratio, and discuss the effects of greenhouse gases and their effect on the environment. Pupils are articulate and express their ideas and opinions to good effect such as when discussing the use of colour in *Lord of the Flies* or choosing an excellent range of vocabulary to write their own fables. Their writing is well developed and well presented. Pupils self-assess their work to improve the contents. Their ICT skills are used effectively to support learning.
- 3.5 Pupils' develop excellent skills in art and design technology over the age range of the school. From Year 3, pupils are confident in using a wide range of power and hand tools to design and create models and practical items. Older pupils produce fused glass bowls, demonstrating advanced skills. Drama and musical abilities are also strong; the inclusive approach to music and performance provides regular opportunities for every child to be involved in joint musical and dramatic activities in school and the wider community. Pupils frequently achieve high levels of success in external music and drama assessments, local public speaking competitions and music festivals. Their physical skills are well developed and pupils achieve highly in a wide range of sporting competitions against other schools and represent the county in rugby, athletics, cricket and swimming. Pupils have been particularly successful in a wide range of sailing events. They perform well in national mathematical challenges and general knowledge quizzes.
- 3.6 Pupils' attainment cannot be measured in relation to performance against a fixed national average, but on the evidence available from lessons observations it is

judged to be excellent. A significant proportion of pupils move on to academically selective independent schools at the end of Year 8, a good number with awards. A scrutiny of pupils' work and the school's own assessment data confirms this evaluation of pupils' attainment. As a result, pupils are judged to make excellent progress during their time at the school.

- 3.7 Support for all pupils, including those with SEND or EAL, is strongly focused upon their individual strengths, enabling them to progress rapidly from their starting points. More able pupils progress strongly across the curriculum through the use of ability grouping and the carefully planned extension activities provided on Saturday mornings.
- 3.8 The pupils' attitudes to learning are universally strong; they work well individually and collaboratively, and even the youngest demonstrate a strong sense of mutual respect and support for the views of others.

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

- 3.9 The contribution of curricular and extra-curricular provision is excellent.
- 3.10 In the EYFS, the education programmes provide stimulating, enriching and challenging experiences which are strongly focused, so that children develop good speaking and listening skills relative to their age. A good balance of adult-led and child-initiated activities provide opportunities for children to problem solve, create their own play and to explore their ideas both inside and outside including in the recently developed woodland learning area. Detailed planning, supported by careful assessment, ensures that the particular needs and interests of each child are well met. For example, the termly topics have been altered so that the space journey of a local astronaut can be included. Focused learning in reading, writing and number is a significant feature of provision for the older children and helps them prepare for the next stage of their learning. The curriculum is further enhanced by the use of specialist staff for music, French and physical education including swimming, and also through a wide range of trips and visiting speakers.
- 3.11 The broad and balanced curriculum successfully supports the school's aims. Since the previous inspection it has been reviewed to provide more time for English, allowing for drama to be incorporated, and mathematics. Provision for music and sport has also increased. The curriculum covers all the requisite areas of learning, with added breadth and depth provided through music, art, design technology and a modern foreign language. Curriculum planning demonstrates a forward-thinking approach to all areas of the curriculum, both inside and outside the classroom.
- 3.12 Pupils with SEND have access to the full curriculum. Specialist learning support is carefully tailored to meet the pupils' individual needs. Clear and purposeful personal education plans help them make excellent progress. These are reviewed on a regular basis with staff, parents and pupils. Good communication between staff and the use of outside agencies ensures that specific needs are well met. More able pupils are suitably challenged through effective setting and the provision of an excellent range of extension activities, which facilitate the development of existing challenges and new interests. Pupils with EAL are assessed on entry and strategies to support their progress in English put in place. A personalised programme of additional learning and specialist tuition ensures a smooth transition into the school.
- 3.13 The well-structured PSHE curriculum is delivered through tutor time and encourages all pupils to gain an awareness of themselves, their community and the wider world.

Assemblies, themes of the week and special events promote particular areas of focus such as 'Fair Trade Fortnight' and the concept of environmental stewardship. Core British values are successfully promoted through consistent modelling by staff and the embedding of these values into all aspects of school life. A balanced view of political issues is provided at all times, for example pupils scrutinised all the manifestos of local politicians before the last election.

- 3.14 The new management structure has strengthened the development of cross-curricular links and pupils from different year groups work together on projects, for example groups of mixed-age pupils work together on design projects. Planning provides for a range of abilities, and an effective use of ability grouping allows pupils to work in lessons at a level appropriate to their abilities. Assessment data is used effectively to plan for every child's needs, meeting a recommendation from the previous inspection report.
- 3.15 A wide range of school trips and visits supports the curriculum. Pupils attend science days at senior schools, they have visited the High Court, and older pupils are scheduled to attend a mock United Nations conference later this year.
- 3.16 Extra-curricular provision is excellent. Since the previous inspection an extensive programme of wide-ranging extra-curricular activities has been put in place on Saturday mornings. These activities provide excellent curriculum enrichment and enhance the pupils' learning experience. Responses to the pre-inspection questionnaire indicate that parents and pupils are highly appreciative of the curricular and extra-curricular opportunities on offer.
- 3.17 The curriculum is well supported by links with the community. The local parish church is the venue for the carol service and the clergy also visit the school. The community choir is open to all parents, staff, and governors, and performs at many local music festivals. A link with a local maintained school has been established in order for staff to share good practice for professional development purposes.

3.(c) The contribution of teaching

- 3.18 The contribution of teaching is excellent.
- 3.19 Staff in the EYFS have a strong understanding of how young children learn and are adept at planning activities to suit each child's interests and particular needs. In most cases, staff guide the children through skilful questioning to explore and try new activities appropriate to their stage of development. In a few occasions, staff step in too quickly and do not allow children to fully develop their own ideas. Detailed observations are made and recorded so that children's progress is effectively tracked, ensuring that each area of learning is covered and suggestions for the next steps in their learning are identified. The setting offers a bright and vibrant environment both indoors and outside, which is well equipped and organised, so that resources are easily accessible to children.
- 3.20 Teaching across the school is highly effective in promoting pupils' progress and successfully meets the aims of the school. Teachers demonstrate excellent subject knowledge and they know their pupils' strengths and areas for development exceptionally well. A good range of strategies is used to ensure that tasks match the range of abilities and needs within each group including those with SEND or EAL, and the more able. Excellent relationships ensure that pupils feel comfortable to meet with teachers if they ever require extra one-to-one support or guidance, and are confident that teachers will willingly provide their time and expertise to support

them. Appropriate levels of homework, often involving personal research, support high levels of achievement across the school.

- 3.21 In many lessons, teachers effectively build upon pupils' prior learning and know when to support them or extend their understanding. Teachers' positive approach to work and learning engenders a sense of fun, and promotes an enthusiastic approach and an excellent level of application amongst the pupils. Behaviour in lessons is almost always exemplary and high-quality resources are used effectively to ensure strong levels of progress. In a very few less successful lessons the pace and level of challenge did not always fully reflect the needs of all the pupils, resulting in slower progress. Effective, high-quality support from teaching assistants in lessons, along with a detailed monitoring system, ensures that every child is well supported equally and appropriately.
- 3.22 Pupils are encouraged to think for themselves. They reflect upon their work and set themselves appropriate tasks and targets in order to develop individual skills and understanding. Marking is thorough and staff use a consistent approach to provide praise, constructive comments and targets, which enables pupils to understand how they can improve. Older pupils engage in a constructive process of response to marking, which ensures high levels of communication. A process of informal and formal assessment is used to inform planning. A systematic approach when using assessment information helps teachers to provide appropriate activities for pupils of all abilities, which meets a recommendation from the previous inspection report. Pupils demonstrate extremely high levels of respect and tolerance for everyone within the school community and beyond. This is a result of the open approach that the school takes to understanding world issues, and fosters a balanced view of current events and situations.
- 3.23 The responses of pupils to the pre-inspection questionnaire indicate an extremely positive view of the quality of teaching. A very large majority of pupils felt that they are encouraged to work independently and they are provided individual help if they need it.

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 In the EYFS, the children's personal development is excellent. Children demonstrate respect for others, often asking to share toys or waiting their turn to use a particular piece of equipment. They work well together and learn from each other. Children's behaviour is excellent. They display a growing empathy towards each other, as was observed during snack time when children sat at the table conversing with one another and sharing the food. Children show great pride in their achievements which are celebrated by the whole setting. Each child learns to take responsibility through taking turns to carry out simple tasks such as the role of snack monitor or eco-monitor. Children respect each other's differences, and parents of different faiths and cultures are invited to talk to them. Cultural celebrations are also enjoyed, such as those for Chinese New Year and Diwali. British values are actively promoted through the code of conduct which promotes tolerance, respect and kindness. Children in the EYFS begin to experience the democratic process through encouragement to select what to spend their money on during a recent charity appeal for Nepal. They learn about British institutions through topic work on 'people who help us' and by visits from military personnel, the police and members of the medical profession. Younger children interact extensively with Reception as they mix for break times, lunch and play sessions. Excellent communication between Reception and Year 1 facilitates a smooth transition to the next stage of education.
- 4.3 The outstanding level of all pupils' personal development is in line with the school's aim to nurture and challenge pupils spiritually, culturally, socially and morally. Staff understand their pupils exceptionally well, and careful monitoring of individual requirements ensures that all pupils benefit from the same opportunities for personal development.
- 4.4 Pupils demonstrate a strong sense of spiritual awareness. They display an excellent level of respect for one another and for the adults they work with. Pupils are confident, polite and have a secure understanding of their own strengths and weaknesses. They demonstrate an excellent ability to articulate an awareness of non-material aspects of life, developed through opportunities for debate in philosophy sessions, reflection in the woodland environment and through a programme of assemblies that encourage awareness of the wider world. The wide range of high-quality musical experiences ensures that pupils appreciate the positive effect that music can have on their emotions and feelings.
- 4.5 Throughout the school, pupils' moral development is outstanding. Pupils have a clear sense of right and wrong and demonstrate high levels of self-discipline as observed in lessons, at break times, during individual and collaborative learning and around school. Their behaviour and good manners are exceptional. The school council, the eco-committee and opportunities for debate are some of the forums by which the pupils can have their views and opinions considered, or raise concerns. Pupils have a well-developed understanding of the need for rules and show respect for English civil and criminal law. They demonstrate a keen desire to support those less fortunate than themselves, as observed through the many charities supported over the last two years.

- 4.6 Pupils develop an extremely strong social awareness as they move through the school. They demonstrate genuine care for each other. Pupils of all ages relish the opportunity to carry out responsibilities, which they do so confidently. Older pupils frequently take the initiative to organise a wide range of activities and duties around the school. They are highly aware of the importance of citizenship and the contribution that they can make to their own and the wider community. Pupils demonstrate a deep understanding of democratic British values as they elect peers to the school council, listen to the manifestos of local councillors and decide on charities to be supported.
- 4.7 The pupil's cultural understanding is excellent. The school are very conscious of the fact that they need to work hard to develop the pupils' awareness of other cultures due to the nature of the area in which they live. The assembly programme, theme of the week and the religious education curriculum have helped pupils to develop a mindfulness of their own and different faiths, and cultural difference. They gain an insight into a range of cultural traditions by celebrating different festivals and studying the customs and practices of other significant world faiths.
- 4.8 Pupils feel well prepared for transition to their next schools. By the time pupils leave, they have developed into confident, caring, resilient and articulate individuals who are very well prepared to face their next set of challenges.

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

- 4.9 The contribution of arrangements for pastoral care is excellent.
- 4.10 Children in the EYFS feel safe and secure, and are very effectively supported by adults who are excellent role models for them. Children readily seek support or comfort from them. Adults provide very clear but gentle guidelines about the expected standards of behaviour, which results in a happy and busy atmosphere where children can become confident learners. Children are helped to understand and manage risk, such as how to ride the large wheeled toys safely or how to stay safe in the woodland environment. A healthy life style is promoted by the provision of freshly prepared lunches and snacks, and by opportunities to use the extensive outside areas for exercise.
- 4.11 The well-designed and managed pastoral care system is applied across the whole school and effectively supports its aims, ensuring that strong and caring relationships are formed and maintained across the whole school. This vibrant sense of community runs through the school and ensures that all pupils feel valued and well supported. The school's pastoral management team maintains an excellent overview of the pastoral care system, where the form tutor plays a key role. Management structures are strong and provide excellent cohesive support. The school's management information system has been adapted to provide highly effective communication between all relevant staff. Staff know their pupils extremely well. Pupils interact very positively with one another and know that they can approach any member of staff if they have concerns.
- 4.12 All pupils have many opportunities to express their views, for example through school council meetings and tutor time. Pupil representatives attend the governors' pastoral committee, so have a direct input into the safe running of the school. The school makes excellent use of the school grounds, which offer many opportunities for a healthy lifestyle. Pupils have regular planned opportunities to be physically active and engaged, including the extensive sports programme and many other

extra-curricular activities. All the pupils benefit from school council initiatives regarding healthy eating guidance, which have resulted in new menu choices.

- 4.13 Behaviour across the school is excellent. Pupils display considerable care for their environment and for all members of the school community. A small minority of pupils felt that rewards and sanctions are unfairly issued. Inspection evidence from consultation with pupils and staff found that the school has developed a new system of rewards and sanctions, which the pupils who were interviewed agreed was easier to understand and was generally applied fairly.
- 4.14 The school has suitable measures to guard against bullying, including cyberbullying, with theme of the week sessions in PSHE across the whole school providing a particular focus. Scrutiny of the bullying records and sanctions log confirm the view of the pupils that incidents of bullying are rare. Pupils report that staff and their peers deal effectively with any disagreements or unkindness.
- 4.15 The school has a plan to provide educational access for pupils with SEND. It lacks detail as to how full access to the academic curriculum could be improved.

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

- 4.16 The contribution of arrangements for welfare, health and safety is excellent.
- 4.17 The EYFS setting affords high regard to safeguarding the children. Risk assessments are comprehensive and daily checks ensure that any hazards or faulty equipment are repaired or removed without delay. Systems for registration are thorough and secure mechanisms are in place to ensure regular attendance. Children look after their own personal hygiene with great confidence and are suitably supported by adults when required. Staffing ratios are high, ensuring that children are very well supervised while at school and that they remain safe.
- 4.18 The safeguarding policy conforms to the most recent regulatory requirements. All staff, including the designated senior leaders, receive training in child protection on induction which is kept up-to-date at appropriate intervals. All staff are well aware of their responsibilities and what action they must take if they have a concern. The school has strong links with local agencies. Robust procedures are in place for the safe recruitment of staff and these are followed rigorously.
- 4.19 The welfare of staff and pupils is well promoted through efficient implementation of a comprehensive health and safety policy. Suitable arrangements are in place to reduce the risk from fire and other hazards. Regular checks on fire-safety equipment are carried out. Fire-evacuation drills are practised at different times of the school day. Throughout the school, staff are aware of the importance of risk management and conduct regular risk assessments of all areas used by the children in order to eliminate or take action to minimise risk. This also applies to the many off-site visits, as reflected in the school's risk assessment policy. The site is checked regularly and any potential hazards are dealt with quickly and efficiently. Thorough checks on all matters relating to health and safety are undertaken and recorded, demonstrating the importance that the school places on such matters.
- 4.20 The school has clear and effective procedures for the administration of medicines and for looking after pupils who are sick or injured. Many staff are trained in first aid, including suitable paediatric first aid qualifications where appropriate. Medical facilities provide excellent accommodation, and procedures of care for those who fall ill or are injured are thorough and well documented.

- 4.21 The admission and attendance registers are properly maintained and appropriately stored for the required period. Unexplained absence is followed up promptly. The vast majority of parents' questionnaire responses indicate that pupils feel safe and well cared for.

4.(d) The quality of boarding

- 4.22 The quality of boarding is excellent.
- 4.23 The outcomes for boarders are excellent and fully support the school's aims. Boarders are extremely happy, confident, articulate and considerate. They thrive within the homely atmosphere created by the attentive house staff, and the boarding house exudes a sense of community and belonging. All boarders are able to influence events within the house. Staff collect suggestions through the suggestion box and through 'chat time', enabling boarders to influence a range of decisions including activities choices for both weekends and evenings. Older boarders take responsibility for organising activities in the evenings.
- 4.24 Excellent relationships exist between the boarders themselves and with staff at all levels within the school. Boarders have a number of people who they can contact for guidance and support, including an independent listener. All relevant contact numbers are clearly displayed throughout the house and the wider school buildings. Boarders understand the need for co-operation. Older boarders are extremely supportive of their younger peers such as by helping them to settle in, and they also assume various roles and responsibilities. Prefects' roles are clearly defined and training is provided. Boarders are able to keep up to date with worldwide and local events through the television, internet and newspapers, and are eagerly anticipating debating the forthcoming European Union referendum.
- 4.25 The quality of the boarding provision and care is excellent, and is tailored to each boarder. A detailed induction procedure is in place where boarders are supported through a buddy system, with a written a guide to boarding. Parents are provided a detailed handbook and the dedicated house staff team ensures that they are kept informed and up to date about their children's boarding life.
- 4.26 The boarders are supported by an extremely well-run and resourced medical centre. This ensures that any medical needs are addressed swiftly to ensure their physical and emotional well-being. Effective use is made of outside specialists, if required. A detailed system is in place for recording and monitoring of any medication issued. Boarders' rights of confidentiality and consent are respected. Meals are varied and planned with consideration for individual dietary needs. Boarders comment on the high standard of the meals and the catering team's attention to healthy eating, such as the recent reduction in meals' sugar and salt content. In their questionnaire responses, a small minority of boarders commented negatively regarding the provision for snacks and drinks in the house. Inspection evidence does not support this view; boarders are able to access cereals, toast, fruit and other snacks at appropriate times. In addition they are able to bring items from home and drinks of all types are freely accessible.
- 4.27 Boarding areas provide clean and comfortable accommodation which is well lit and heated, as well as areas for relaxation and study if required. Washrooms are sufficient and offer suitable privacy. Within the boarding areas, boarders have a range of places to store items including a lockable cabinet. They are encouraged to

personalise their space, and all take great pride in their dormitories. An efficient laundry service is available to boarders, run by the house staff.

- 4.28 Throughout the week, staff balance boarders' busy schedule with a range of activities and time for rest and relaxation. House staff adapt daily routines to ensure that this time is protected. Boarders are encouraged to keep in contact with parents through telephones and the internet, with consideration for privacy and suitable safeguards in place.
- 4.29 The arrangements for welfare and safeguarding are excellent. Procedures for promoting the welfare, health and safety of the boarders are very well managed by all staff. Any concerns are immediately addressed to a very high standard. Fire drills are practiced during boarding hours. Risk assessments cover every aspect of boarders' lives and are implemented effectively. All adults with access to boarders have had suitable recruitment checks completed and understand their role. Annual appraisals and regular staff meetings provide an opportunity to share good practice, and plan for future development. All staff have an outstanding understanding of safeguarding procedures and how to implement these.
- 4.30 Behaviour within the boarding houses is excellent. Boarders know exactly what is expected of them and display respect towards each other and staff. Staff support boarders in resolving their own conflicts and in understanding the consequences of their actions on others. Boarders report that bullying is rare and are confident that it is dealt with promptly and appropriately should it occur. They have an in depth understanding of cyberbullying and online safety, discussing the procedures that they would follow and who they would report any concerns to. Boarders report that sanctions and rewards are managed fairly and openly. They know who is on duty and how to find a member of staff if they need help during the night. Appropriate policies have been adopted for the conduct of searches for boarding areas and for the use of physical restraint, although these procedures have never been used.
- 4.31 The leadership and management of boarding is excellent. A clear and detailed set of boarding principles and practice provides a structure to underpin the ordered framework within which boarders grow in self-esteem and confidence. These aims are clearly embedded throughout the boarding community. A wealth of policies and procedures are in place which support and enhance the practice. Staff are highly motivated and pro-active in improving their knowledge and skills. They have accessed a wide range of training which has had a positive impact on practice. The clear management structure encourages staff to be highly reflective. They evaluate strengths and weaknesses, highlight areas for development and produce a detailed long and short-term improvement plan. The recommendation raised at the previous inspection to develop a child-friendly boarder's handbook has been addressed.
- 4.32 House staff meet regularly to share good practice and any concerns. This is supported by the regular staff meetings of the whole school and keeps staff very well informed about every aspect of the boarders' lives. The daybook, which records all the day's events, ensures that everyone is kept informed and that the transition between staff is smooth. An extremely pro-active and knowledgeable governing body supports boarding. They ensure that standards are monitored within the house and the medical centre through regular visits, discussions with staff and boarders, and the reviewing of records. They ensure that staff have the support required to implement any changes. Parents' questionnaire responses were overwhelmingly positive about every aspect of the boarding experience for their children, and many commented that their children benefit in numerous ways.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is excellent.
- 5.2 Since the previous inspection, the structure and composition of the governing body has changed significantly to ensure that the knowledge and expertise represented supports highly effective oversight of the school. Governors have a detailed knowledge of the workings of the school and understand its particular needs and challenges. The governing body has an excellent understanding of the EYFS requirements. The designated EYFS governor visits the school regularly to advise and support the leadership team in developing new initiatives within this section of the school. Pupils, staff and parents have a range of opportunities to feedback their ideas and concerns to governors, promoting an ethos of trust and awareness in all sections of the community. Governors successfully fulfil their responsibilities by setting ambitious educational targets and providing effective, well-managed financial resources.
- 5.3 Governors are regular visitors, with many having longstanding relationships with the school as past parents or staff. This ensures close working relationships with senior leaders, parents and pupils. They fulfil specific roles to support boarding and safeguarding across the school. A number of committees meet regularly and provide regular reports to update the full board in areas such as matters of pastoral care, finance and education. Governors have high expectations and their detailed knowledge of the school ensures that they are able to offer an excellent level of support and challenge.
- 5.4 To ensure that they manage their responsibilities for monitoring statutory requirements effectively, governors undertake a range of training both internally through the senior management team and externally to update themselves on any changes to requirements. Arrangements for welfare, health and safety, and child protection are taken extremely seriously. All governors receive detailed termly reports on safeguarding matters, which successfully inform the detailed annual review of safeguarding procedures undertaken by the full board.

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

- 5.5 The quality of leadership and management, including links with parents, carers and guardians is excellent.
- 5.6 The EYFS is well led and managed. A very clear vision is in place regarding the continued development of the setting, and a strong emphasis on self-evaluation ensures that areas for development are quickly identified and that action is taken to improve. An effective system of monitoring the curriculum and evaluating practice has been introduced which has led to a thorough review of planning and assessment procedures, and improved practice. This meets a recommendation from the previous inspection report. Staff are well qualified and their performance is regularly monitored with a formal system of supervision and appraisal to ensure that areas for professional development are identified. Strong partnerships with parents and good links with external agencies contribute to the comprehensive understanding that adults have of each child. All members of staff in the EYFS understand the importance of diversity and promoting British values.
- 5.7 At all levels of responsibility, leadership and management are highly effective in ensuring that the school meets its aims. The schools' strategic improvement plan has been developed with input from staff, pupils and parents within a thorough process of self-evaluation. It is detailed, well structured and clearly lays out the priorities for the future. Policies are implemented, evaluated and reviewed effectively, including those for the safeguarding of pupils and all aspects of welfare, health and safety. The designated leads for safeguarding have a clear understanding of their role and all staff are well versed in what to look out for and the action to take should they have any concerns. Excellent arrangements are in place for checking and recording the suitability of staff, governors and volunteers. The recruitment of new staff follows a rigorous procedure and new staff undertake a thorough and extensive induction and monitoring process.
- 5.8 The strong and highly committed leadership team benefits from a well-organised management structure. Since the previous inspection the structure of the school has been changed to bring Years 1 to 8 under the same management, resulting in a strong, common vision for the school. This meets a recommendation from the previous inspection. All leaders model a consistent approach to working towards school improvement. This has helped teachers develop a common approach to their role, resulting in high levels of achievement and a strong quality of personal development of all pupils. This is supported by the provision of a broad curriculum and high levels of care. Leaders enjoy positive relationships with the whole school community. Their inclusive approach to management and their promotion of a strong sense of teamwork, mutual respect and tolerance ensures that the core values espoused in Britain are successfully embedded in the culture of the school. The school ethos embraces inclusivity in all respects and encourages an understanding of democratic values.
- 5.9 Senior leaders ensure that arrangements for staff appraisal are thorough and that training and further professional development opportunities are provided as well as encouraged. Subject leaders play a full and active role in the leadership and management of staff within their departments, and new initiatives such as peer observation have been introduced. Leaders have limited time within the week to monitor and support teaching and learning.

- 5.10 Parents are highly satisfied with the education and support provided for their children. Almost all of those who responded to the questionnaire felt that the school is well led and managed, and would recommend it to another parent. In conversations with inspectors and in their questionnaire responses, parents praised the openness of the relationship between themselves and the school. Parents value the contact they have with staff, who are approachable and know their pupils well. They have the opportunity to talk to staff at the start and end of the day, and they can also contact them by email. Parents of new children are contacted just before they start so that they feel welcomed into the school community. The school has an open-door policy to ensure that concerns and other issues are dealt with quickly and efficiently. The procedure for complaints is robust, appropriate and works fairly.
- 5.11 A wide range of information about the school is available to both current and prospective parents, including the required policies. The recently introduced digital application also ensures that all school information is quickly disseminated and easily accessible. Monthly newsletters, updates from the head and the annual school magazine are just a small proportion of the material available to parents. A number of information evenings are held throughout the year to inform parents about safeguarding and online safety, the curriculum and of the transition process to senior schools.
- 5.12 Parents appreciate the wide range of opportunities to be involved in their children's education whether it be through the activities programme or volunteering for a number of activities, including making costumes for drama productions. They also have opportunities to talk to pupils about their interests or to accompany them on outings. Parents support events such as sports fixtures, concerts, plays and other productions. The parents' association organises activities such as a beach party and the school fair to raise funds for additional equipment.
- 5.13 Parents in the EYFS are kept extremely well informed about their children's development and achievements through written reports, regular consultation evenings and a shared system of recording the children's individual milestones. Through the rest of the school, parents receive full reports at the end of the autumn and summer terms which provide detailed information about pupils' achievements and include suggestions for improvement. In addition to this, parents receive effort grade cards each half term which are accompanied by a clear explanation of the grading system. Formal meetings with staff for each year group are held once a year.

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