



INDEPENDENT SCHOOLS INSPECTORATE

**INTEGRATED INSPECTION
WYCLIFFE PREPARATORY SCHOOL**

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Wycliffe Preparatory School

The senior school was inspected at the same time and a separate report published.

Full Name of School	Wycliffe Preparatory School		
DfE Number	916/6018		
Address	Wycliffe Preparatory School Ryeford Hall Stonehouse Gloucestershire GL10 2LD		
Telephone Number	01453 820499		
Fax Number	01453 825604		
Email Address	prep@wycliffe.co.uk		
Head	Mr Adrian Palmer		
Chair of Governors	Brigadier Robin Bacon		
Age Range	2 to 13		
Total Number of Pupils	334		
Gender of Pupils	Boys and Girls (173 boys; 161 girls)		
Numbers by Age	2-5 (EYFS):	70	
	5-13:	264	
Number of Day Pupils	Total:	281	
Number of Boarders	Total:	53	
	Full:	53	Weekly: 0
Head of EYFS Setting	Mrs Sarah Bond		
EYFS Gender	Boys and Girls		
Inspection Dates	01 to 04 March 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 boarding intermediate inspection was in March 2014, the previous ISI EYFS intermediate inspection was in March 2013 and the previous ISI standard inspection was in March 2010.

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 a representative from the board of trustees. Inspectors 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

Ms Juliet Jaggs	Reporting Inspector
Mr Chris Calvey	Team Inspector (Head, IAPS school)
Mrs Charlotte Johnston	Team Inspector (Deputy Head, Academic, IAPS school)
Mrs Frances Southern	Team Inspector (Deputy Head, IAPS/HMC school)
Mrs Emma Goldsmith	Co-ordinating Inspector for Boarding
Mr Richard Balding	Co-ordinating Inspector for Early Years

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Wycliffe Preparatory School is a co-educational boarding and day school set in 23 acres at the foot of the Gloucestershire Cotswolds. Founded in 1928 as the preparatory school for Wycliffe College, it aims for pupils to feel happy and secure so that they learn to think independently and achieve their potential. It also intends for them to develop the self-belief that enables them to take on responsibility in a commitment to their community and to be well prepared to face future challenges. One board of trustees is responsible for the governance of the college as a whole, including the senior school.
- 1.2 The school site occupies both sides of the Ebley Road into Stonehouse, with games fields, the Nursery and the boarding houses on one side and the teaching accommodation on the other. Access across the road is by means of a footbridge. The teaching accommodation comprises a Georgian mansion house, with additional specialist facilities for drama and sport. The most recent building development was opened in September 2014, with teaching areas for English and the humanities as well as communal space for pupils in Years 7 and 8.
- 1.3 At the time of the inspection 334 pupils attended the school, 70 of whom were in the Early Years Foundation Stage (EYFS) and 53 were boarders. Boys and girls from the age of seven board in two separate houses that are connected by communal recreation spaces. Most pupils' family backgrounds are in business or the professions, with a number of parents in the armed services. None of the pupils at the school has an education, health and care plan and the school has identified 87 pupils who receive differing levels of learning support for special educational needs and/or disabilities (SEND). The pupils' ability is above the average of pupils nationally, but covers a wide range.
- 1.4 Since the previous inspection, the school has introduced a foundation programme for pupils joining from overseas with English as an additional language (EAL). Currently, three pupils are following this course. Various curriculum initiatives have been introduced, including the Wycliffe Baccalaureate and Attitudes to Learning as a means of linking academic performance and pupil progress.
- 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 Pupils' achievements are good. Pupils with a range of different abilities join the school, but overall attainment is above national age-related expectations. Pupils make good progress from the time they join the school in the EYFS, although in some areas, such as in writing, progress could be higher. Pupils with SEND or EAL are well supported and make good progress. More able pupils progress well when learning allows them independence; this is not always the case. Curricular revisions have included a greater emphasis on English and mathematics, at the same time as the introduction of new assessment measures linking pupils' effort with their attainment. Teaching is good overall because of the level of subject expertise at the school. However, it is taking time to align the new assessment expectations for accurate planning. Pupils' achievements in extra-curricular activities are excellent because of the variety of provision and the specialist teaching they receive in this area.
- 2.2 The aims of the school place a strong emphasis on pupils' personal development; the school meets these aims well and pupils' personal development is excellent. Good pastoral care makes a strong contribution through the level of support and guidance all groups of pupils receive, especially those with SEND or EAL. All pupils, including children in the EYFS, develop mature, thoughtful qualities and they consider the needs of others. They collaborate positively, appreciate their friendships and make the most of the opportunities available to them at the school. Welfare, health and safety are excellent. Arrangements promoting boarders' personal development within the boarding community are not as strong as they could be because of insufficient levels of monitoring and accountability in policy implementation.
- 2.3 Governance, leadership and management are good. Governors have a clear view of the school and are providing appropriate challenge to the leadership as the educational direction of the school evolves. Governance ensures that all statutory requirements are met, and that governors have the skills needed to oversee the school's development. Good leadership and management enable the school to meet its aims of encouraging and supporting the pupils, treating them as individuals. Leadership has responded positively to the recommendations of the previous inspection. Standardised assessment procedures have been introduced. As a result, monitoring procedures for pupil achievement revealed that some pupils were not doing as well as other pupils nationally in English and mathematics, leading to the development of the educational direction of the school, and the curriculum in particular. Implementation is still at a relatively early stage, and some inconsistency of approach is evident. The leadership has strong links with parents, most of whom are positive about the way the school provides for their children's needs. Parents play a full role in the life of the school, and their views have been sought as the school evolves. Reports to parents provide a comprehensive record of all that their children achieve, communicated in a personal and constructive 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) Recommendations for further improvement

- 2.6 The school is advised to make the following improvements.
1. Co-ordinate monitoring and accountability activities within middle leadership to ensure more consistent practice, including in boarding.
 2. Align assessment and curriculum measures so that planning more accurately sustains pupils' good progress, especially for the most able pupils.
 3. Improve the analysis of information available so that strategic development priorities can more easily be identified, especially in boarding.

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 aims. Children in the EYFS come to school happily. From a wide variety of starting points, they make good progress in all areas of learning and especially in their personal and physical development. By the end of the Nursery, children form relationships with their peers and adults, they are interested in learning new things through exploration and they demonstrate increasing powers of imagination. By the end of Reception, the majority of children reach expected levels of development, with some exceeding them. Most write simple sentences and read at a level expected for their age, with some reading well above this. Children use information and communication technology (ICT) confidently.
- 3.3 In other year groups, pupils are articulate and speak confidently when expressing their opinions. They listen carefully and respond thoughtfully in conversation with an individual or within a group. They read well and demonstrate a good level of understanding of the whole text and the author's purpose. Good early foundations in writing do not develop to the same degree and there is some variability in pupils' success applying mathematical concepts. Pupils' knowledge of ICT is good because they learn specific techniques through interesting projects. For example, pupils in Year 8 were able to build a coded website for the business they were creating. Fewer opportunities exist for pupils to reinforce these skills elsewhere in the curriculum. Pupils are willing conversationalists in French and Spanish because they are keen to incorporate new vocabulary and language structures when they speak. Pupils' artwork is of a high standard. They know how to live healthy lifestyles and they are physically fit. Talented sportspeople achieve highly to qualify for various competitions at county level and above, for example in hockey, netball, rugby, football, cross country and squash. Pupils also represent the school nationally in Biathlon. Pupils achieve well in drama; those who audition successfully participate in work with professional companies, and pupils achieve a good standard in graded musical examinations.
- 3.4 Pupils' attainment cannot be measured in relation to average performance in national tests but, on the evidence available, is judged to be above national age-related expectations. Inspection judgements, including observed performance in relation to national targets, confirm this evaluation of pupils' attainment, although their attainment in writing is lower. Pupils' progress throughout the curriculum is good. Pupils with SEND or EAL make good progress because of the support they receive. Those who are more able progress well when they are given the opportunity to learn independently; this is not always the case. Almost all pupils responding to the questionnaire said that they are making good progress.
- 3.5 Pupils with SEND make good progress because of learning programmes that are tailored to their individual needs. Pupils with EAL also make good progress because teaching helps them to build gradually and securely on their language skills, and this assists them in learning new knowledge with confidence. Pupils who are more able make good progress when they pursue their interests during independent learning opportunities. This good progress is not routinely sustained when classroom teaching is slow to challenge these pupils to take the next step in their learning.

- 3.6 Pupils have positive attitudes to learning; they are industrious and they are keen to fulfil tasks set for them. They take pride in their work and are keen to resolve any misunderstandings. Pupils are highly motivated by challenging activities when these are set and they want to apply their knowledge; they value the opportunities to enter competitions and to earn certificates. Most pupils take responsibility for developing their learning independently and for addressing the targets they have been set. The vast majority of pupils who responded to the questionnaire agreed that they are encouraged to do things for themselves and to work independently.

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

- 3.7 The contribution of curricular and extra-curricular provision is good.
- 3.8 The curriculum includes various elements that contribute to the fulfilment of the school's aims and that ensure it covers the requisite areas of learning. In the EYFS, well-planned educational programmes ensure that the majority of children reach the expected levels of achievement, with some exceeding these. In the Nursery, the three prime areas of communication, and physical and personal development form the main thrust of activities, enhanced by specialist teaching in physical education and French. More formal learning in Reception prepares children well for the transition to Year 1. Observation and assessment are effective in identifying the needs of individual children, and appropriate specialists, such as speech and language therapists, provide good support.
- 3.9 The curriculum allows for extension work in areas such as art and this is having a positive impact on pupils' creativity. The programme for personal, social, health and economic education covers the required topics, and the school draws on current events so that pupils become aware of the risks of extremism. Suitable careers education is provided for pupils in Years 7 and 8.
- 3.10 The curriculum promotes pupils' independence effectively through the introduction of independent learning opportunities that allow pupils to pursue their interest in classroom topics and to explore links between academic disciplines. The Saturday school enrichment programme includes good activities that help pupils develop their thinking skills and expertise. The Kirby Challenge and termly expedition days encourage pupils to use their initiative in planning charitable projects, and this has a positive impact on developing pupils' social conscience, in accordance with the school's aim.
- 3.11 The Wycliffe Baccalaureate has been introduced as a means of assessing pupil progress. It combines a full assessment of each individual's progress against the stated curriculum, with clear outlines of the expected attitudes to learning that pupils should acquire in order to become effective learners. The baccalaureate is in its pilot year; members of the school community are becoming accustomed to the programme and it is too early to evaluate its full impact.
- 3.12 The curriculum meets the needs of pupils of all ages and abilities. It is being adapted to improve pupils' achievements in English and mathematics. At this stage, teaching in Years 7 and 8 is adjusting to different time allocations, with more time given to English and mathematics. With recent changes to the assessment strategy using The Wycliffe Baccalaureate managed at department level, some inconsistencies have emerged in the way the curriculum is being implemented. For example, the most able pupils benefit from curricular events but their development is not as strong during routine learning in the classroom.

- 3.13 A good foundation programme has been introduced for pupils in the early stages of learning EAL. In this setting, pupils receive very specific individual guidance and they grow in confidence rapidly. They join in main class sessions when they are ready to do so and this is having a positive impact on their good learning and progress.
- 3.14 The support for pupils with SEND is good because the school continues to build on its expertise in this area. Recent initiatives are helping pupils with strategies to optimise their short-term memory. Meticulous records documenting the individual needs of pupils with SEND are shared to guide the targeting of specialist support as well as teaching in general. As a result, pupils receive consistently good support in small group sessions. In a few cases, whole-class teaching does not always take sufficient note of the range of needs when work is being planned.
- 3.15 An excellent extra-curricular programme offers pupils a wide range of creative, cultural and sporting options. Pupils participate in plays and concerts as well as specialist sports coaching; the comprehensive schedule of fixtures and tournaments allows many pupils to represent the school. Curriculum provision also includes excellent experiences that promote pupils' achievement in other ways. For example, a courtroom drama activity raised pupils' awareness of global events and developed their skills of critical analysis as they debated the outcome for themselves.

3.(c) The contribution of teaching

- 3.16 The contribution of teaching is good.
- 3.17 Careful observation and assessment are key features of the teaching in the EYFS. Children's interests and levels of development are carefully considered and planned activities meet their needs well. This motivates children to learn in different ways. For example, children were keen to test out the best water level for the fish they had made. This gave them good opportunities to learn about capacity, to handle small equipment with care and to use technical language correctly in context.
- 3.18 Across the school, teaching is well organised and time is managed efficiently to make the most of learning opportunities. In their pre-inspection questionnaire responses, almost all pupils said that teaching helps them to become independent learners. Teaching is based on the teachers' good subject knowledge, which is used effectively in the planning of logical learning sequences. On occasion this results in excellent teaching that ensures pupils build on their knowledge and understanding effectively. Almost all pupils said that their teachers help them to learn. For example, pupils in Year 6 made good progress solving mathematical problems, calculating successfully the angles within various shapes, because of the way teaching helped them to apply their knowledge of angles at a point and on a straight line. Some teaching is most inventive, using resources creatively and motivating pupils' interest. For example, pupils in Year 7 developed a good practical understanding of the function of flowers because of the clarity with which the materials provided helped pupils appreciate the level of care required to dissect the various parts. The teaching expertise in extra-curricular activities promotes pupils' excellent achievement in these areas.
- 3.19 Teaching fosters tolerance and respect for others, as pupils often work together in groups or in pairs. This allows them to learn from each other with confidence. This strong rapport in the classroom means that pupils are confident to ask for help when they need it. In these circumstances, teaching supports learning well and provides

accurate oral feedback that helps most pupils to resolve misunderstandings. Following the previous inspection, the school was asked to make written feedback more consistent throughout the school. A new marking policy has been implemented and teaching is making better use of the process to help all pupils understand how to improve. In the best examples, teaching provides immediate opportunities for pupils to apply the guidance they have received. On isolated occasions, marking still acknowledges only that a task has been completed. A small minority of pupils responding to the questionnaire disagreed that homework helps them to learn. Inspection evidence indicates that homework helps pupils to learn in various ways because the variety of tasks enables them to practise basic skills, to apply their knowledge and to pursue their own interests.

- 3.20 Teaching makes good use of various assessment techniques, including observing pupils, asking skilful questions and listening to pupils' responses in order to determine the next step necessary to sustain the pace of learning and pupils' good progress. Pupils with EAL receive targeted teaching when they first arrive at the school. Assessment is used effectively to ensure that these pupils integrate in all classes once they are able to access the curriculum.
- 3.21 At the time of the previous inspection, it was suggested that the school make assessment more objective with the introduction of standardised tests. This has been addressed, although teaching is still adjusting to a change in the assessment criteria within the new curriculum model. As a result, not all teaching is planned accurately in relation to pupils' different levels of attainment. In particular, the most able pupils wait too long for activities that sustain challenge as they learn. Planning for pupils with SEND is more consistently guided by specialist information about how best to meet the needs of these pupils. Occasionally, teaching is not as effective when these pupils undertake the same activities as their peers and they have to rely on considerable levels of guidance before they are confident to work independently.

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 accordance with its aims, the school is successful in promoting actively both the personal development of the pupils and their appreciation of the fundamental values that characterise being British. Over the course of their time at the school, pupils demonstrate excellent levels of personal development, ensuring that they are well prepared for the next stage of their education.
- 4.3 Children in the EYFS share, take turns and help one another. They demonstrate excellent teamwork in collaborative activities as well as the resilience to learn and adjust to new situations. This means that they are well prepared for the next class and they move up with confidence. British values are actively promoted; children develop as people who are kind to one another and take no notice of the differences between them.
- 4.4 The pupils fulfil their spiritual potential extremely well. Pupils of all ages debate issues thoughtfully; for example, pupils in Year 3 consider questions such as 'how are dreams made?' Pupils appreciate non-material aspects of life. For example, pupils in Year 6 demonstrated great capacity for abstract thought as they designed surrealist pictures during an art lesson. Pupils show exceptional self-awareness in understanding how to overcome pre-performance nerves when they perform in front of a large audience. Pupils also display self-confidence, for example due to the school's provision of good opportunities for them to prepare debates and present their ideas with conviction.
- 4.5 The moral development of pupils is excellent. They have a clear understanding of right and wrong, and the place of laws and rules. Pupils respond extremely well to high expectations of behaviour; they respect the school rules and understand the need for laws in wider society. They are respectful and they listen attentively to one another's opinions, accepting that others may hold an alternative view. Pupils are as pragmatic about their capabilities as they are their difficulties. The school fulfils its aims by ensuring that pupils become generous in their praise of one another's efforts, in addition to genuinely appreciating their achievements.
- 4.6 Social development is excellent. Pupils in leadership positions develop a mature understanding of social responsibility; they accept that duty comes with privilege. Younger pupils are inspired by the example set by seniors fulfilling the Kirby Challenge and they show initiative when planning their response for the future. Those who undertake the challenge develop strong social and environmental awareness, in accordance with the school's aims. For example, a group of pupils motivated the school to make a significant donation to a local food bank. All pupils understand the part they play, creating a strong team spirit through the membership of their houses, and pupils give one another the confidence to perform well during inter-house events. Pupils have a good knowledge of the public institutions and services of England as a result of project work.
- 4.7 Pupils develop a strong ethical code because of the way the school encourages them to think of others. For example, pupils voice their outrage when learning about poverty and the injustices where no fair trade agreements exist. Pupils clearly articulate their awareness of British values; they explain that the school helps them

to understand that they are all equal as well as unique. Pupils appreciate diversity because the curriculum gives them the chance to learn about and compare different faiths. Pupils from different cultures at the school recognise the welcome they receive. The school actively promotes democracy, encouraging pupils to use their vote in council elections, and pupils readily accept the significance of the majority decision.

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

- 4.8 The contribution of arrangements for pastoral care is good.
- 4.9 The school successfully fulfils its aim of ensuring that pupils are happy and secure. The vast majority of the parents who responded to the questionnaire agreed that their children are well looked after. The key person responsible for each child in the EYFS cares for these children well; the support provided helps children to feel confident and secure. In response to the recommendation made at the time of the previous inspection, the school now gives children in the Reception class more responsibility for their own behaviour during break times. Children take full advantage of the opportunity to develop positive relationships with one another and to enjoy being active safely.
- 4.10 Tutors and heads of house communicate effectively to ensure that pupils of all ages are well known as individuals and that staff routinely offer appropriate guidance and support. Various systems exist for sharing information about pupils' needs, some of which are extremely efficient. For example, the pastoral records of pupils with SEND, stored centrally, are easily accessed by all staff. The school implements a suitable accessibility plan that makes appropriate arrangements to improve provision for this group of pupils. Systems to analyse all the available information and identify trends or areas for development are less well developed.
- 4.11 Positive relationships between staff and pupils, driven by mutual respect, mean that staff are available to help pupils, who benefit from this approach and learn to be open about the things they find difficult. The various roles created by the school which promote care amongst pupils, such as 'buddies' and mentors, mean that pupils learn to take responsibility seriously. This fulfils the school's aims well. Policies promoting good behaviour and countering bullying are effective, and bullying, including cyber-bullying, does not trouble pupils. Occasional disputes are solved promptly through interventions by staff. A small minority of pupils responding to the questionnaire indicated that they do not think rewards and sanctions are awarded fairly. Inspection evidence shows that, more commonly, pupils feel they all have an equal chance to earn awards and they are motivated to do so. On the rare occasions when sanctions are applied, the pupils who met the inspectors agreed that these are justified.
- 4.12 Encouraging pupils to adopt a healthy lifestyle plays a key part in the life of the school. Meals provide a good range of healthy options, and the extensive extra-curricular programme includes plentiful opportunities for exercise.
- 4.13 A small minority of pupils who responded to the questionnaire felt that the school does not listen to their opinions. Inspection evidence indicates that pupils have the opportunity to serve on various councils and give their views. Procedures notifying pupils of the response to their suggestions vary, but pupils are generally able to account for the decisions that have been made. For example, it was through the school council that pupils suggested the addition of the sensory garden.

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

- 4.14 The contribution of arrangements for welfare, health and safety is excellent.
- 4.15 Arrangements are suitably rigorous and in line with the most recent official guidance. All staff, including those in the EYFS, receive appropriate training in accordance with local authority procedures. Staff with responsibility for safeguarding communicate readily with local agencies and in consultation with parents to ensure appropriate support for vulnerable pupils. Staff recruitment procedures are meticulous and the outcomes of vetting checks are appropriately and accurately recorded on the single central register of appointments.
- 4.16 The school has drawn up, and implements, a suitable health and safety policy. The findings arising from routine safety checks are communicated quickly to ensure that maintenance issues are rectified efficiently. Specialist equipment, including electrical wiring and plant, is checked routinely and suitable measures exist to safeguard all those at the school from chemical substances. Comfortable accommodation is available for the treatment of sick or injured pupils, and a suitable number of staff are trained to administer first aid, including at a level appropriate for children in the EYFS. The needs of pupils with SEND are comprehensively considered in creating effective individual care plans and learning profiles.
- 4.17 The school implements a suitable fire prevention policy. For example, the recommendations made at the time of the previous external fire risk assessment have been addressed, including improved staff training in the correct use of fire extinguishers. The school has developed its own efficient auditing system, ensuring that fire detection and prevention measures meet regulatory requirements. Fire evacuation drills are conducted, and improvements made as a result of observation. Staff, including those in the EYFS, receive suitable guidance in the preparation of risk assessments. They implement measures to reduce the potential for harm consistently and deal promptly with any matters arising. Suitable systems ensure that pupils access the internet safely.
- 4.18 Admission and attendance registers are appropriately maintained and stored. The school communicates with parents to promote children's good attendance in the EYFS. Training provided by the school gives all adults a proper awareness of how to prevent extremism.

4.(d) The quality of boarding

- 4.19 The quality of boarding is good.
- 4.20 The outcomes for boarders are good. Relationships between the boarders and staff contribute to close communities within each of the boarding houses. Boarders forge strong friendships; they support one another and they learn to be patient living in close proximity to one another. Boarding prefects are well prepared to understand the extent of their responsibilities; they take their roles seriously and they lead in the organisation of house events. All boarders contribute to decision making in the boarding community through the representatives on the boarding council and through other mechanisms, such as the 'worry box'. They have been able to influence meal and snack choices. The recommendation from the previous inspection has been met and boarders are now informed of the outcome of their suggestions. The needs of boarders with EAL are met well and these boarders are fully integrated in the boarding houses. Welfare plans for boarders with SEND address the link between their academic and pastoral development; their needs are met well and they are very settled within the boarding community.
- 4.21 The quality of boarding provision is good. The induction programme and 'buddy' system successfully introduce new boarders to boarding routines regardless of the point in the year when a boarder joins the community. Boarders are well looked after because routine communication between the boarding and academic staff ensures that all staff are equally aware of information about boarders' welfare on a daily basis. In their questionnaire responses, almost all boarders said that they were confident of how to seek help from an adult if they are ill or want to share a concern. Details of an independent listener and the office of the Children's Commissioner are displayed prominently. All parents who responded to the questionnaire were confident that their children are safe at the school, and that it is easy to contact staff. Suitable policies and procedures are implemented to ensure that boarders are well cared for when they are unwell. Access to a wider range of facilities is available at the senior school should a child need overnight supervision or if boarders need specialist medical services. Boarders have various effective options for remaining in contact with friends and family at home.
- 4.22 Parents' responses to the questionnaire were very positive about the boarders' accommodation. The accommodation is modern and well maintained, with suitable facilities for evening and weekend activities. A variety of spaces allows boarders choice as to how they spend their leisure time. The boarders personalise their areas as well as the communal parts of their houses; they take pride in the input they have had. Rigorous maintenance procedures and systematic risk assessments procedures ensure that health and safety regulations are met. Fire drills are carried out during boarding time and boarders are familiar with evacuation routes. However, boarders find it hard to distinguish between the intruder and fire alarms.
- 4.23 The food provided for the boarders is varied and nutritious, and those with dietary requirements are well catered for; almost all boarders were positive about the quality of the food. An efficient laundry service means that boarders' clean clothes are returned promptly. Concerns were raised in response to the pupil questionnaire by a minority of boarders that their possessions are not safe; inspection evidence shows that each boarder has a lockable storage area and records do not suggest a trend in loss of possessions. House staff make arrangements for boarders to purchase basic items. A small minority of boarders responding to the pupil questionnaire thought that the balance of evening and weekend activities available at the school

could be better. Inspection evidence indicates that most pupils benefit from their commitments to a busy extra-curricular programme. The recommendation from the previous inspection to provide more structured weekend activities has been met, and a wide variety of activities is available for all boarders throughout the week and at weekends.

- 4.24 The effectiveness of arrangements for welfare and safeguarding is good. Boarding staff are suitably trained in child protection. Boarders are made aware of risks and of procedures for their safety. The policy to promote good behaviour is clear to boarders but occasionally practice is not as intended in the policy. For example, the addition of a gating sanction and the use of the quiet room as a sanction confuse boarders and this undermines their generally good behaviour. Bullying does not worry boarders, and suitable policies are understood by staff in case of the need to search or restrain boarders. Suitable recruitment procedures are implemented for new staff appointed to the boarding community, including an appropriate procedure for checking persons over 16 who live on the same premises as boarders but who are not employed by the school.
- 4.25 The effectiveness of the leadership and management of the boarding provision is sound. Information regarding boarders' welfare is shared effectively across the school and boarders' needs are met on a routine basis. Systems collating and analysing this information are not as well co-ordinated and opportunities for strategic improvements are not easily identified. Job descriptions provide a suitable framework for the supervision and care of the boarders. New colleagues are well prepared to take on their roles initially, but monitoring is not always effective in ensuring that good practice is sustained and promoted evenly across the boarding provision. Formal reviews are not sufficiently frequent and this affects the identification of training needs. Appropriate staffing arrangements are in place, as are systems to confirm boarders' whereabouts.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is good.
- 5.2 Governance is effective in promoting the EYFS. Trustees with responsibility for the oversight of children's development visit the setting routinely and take an interest in the implementation of the curriculum. Children's achievements are appropriately monitored in light of these findings. At all levels of the school, members of the governing body provide suitable challenge as leadership refines the most appropriate educational direction for the whole school, conducting their own research in order to clarify the strategy. Governance has good insight into the current working of the school. For example, governors take an active role considering the full implications of the link between the curriculum and assessment on pupils in Years 7 and 8. There are, however, inconsistencies in the implementation of academic initiatives and in boarding. Governance gives suitable priority to financial management and to recognising areas for the development of the school's premises and facilities. Governance evaluates its performance to ensure that members' expertise is being used to good effect.
- 5.3 Governance works closely with leadership in monitoring compliance with regulatory requirements, including ensuring that the annual review of safeguarding and child protection procedures is carried out. Monitoring ensures that all recruitment procedures are extremely rigorous. Collaboration with personnel responsible for meeting the needs of pupils with SEND is highly effective.

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

- 5.4 The quality of leadership and management, including links with parents, carers and guardians, is good.
- 5.5 The school successfully meets its aims to encourage and support pupils because leadership sustains a strong ethos reinforcing the inclusive nature of the school, where pupils feel valued as individuals. This contributes much to pupils' excellent personal development. Following the previous inspection, leadership has sought to develop the educational direction of the school. Leadership is providing a great deal of information to staff about policy change regarding the curriculum, assessment strategies and expectations for target setting in respect of pupils' attitudes to learning.
- 5.6 The EYFS setting is very well managed on a day-to-day basis, sustaining consistently good practice that promotes children's development and their awareness of British values. Training in safeguarding is good and procedures for the collection of children are very secure. Current management has an accurate view of the overall effectiveness of the setting and relevant development priorities have been implemented recently. For example, a new system to monitor children's development allows staff to identify and meet the children's needs more efficiently. Staff appraisal and supervision arrangements are implemented in accordance with requirements and they ensure that colleagues receive appropriate opportunities for professional development.

- 5.7 Strategies regarding the implementation of new initiatives vary and this leads to some inconsistencies in practice, for example in implementing the Attitudes to Learning initiative. The use of target setting is variable as a result, with some pupils more aware of their goals than others. Monitoring systems to determine the combined impact of these responses are not yet sufficiently well co-ordinated and evaluation is insufficiently objective at this stage. Inconsistencies emerge in the boarding houses because new and inexperienced staff, though trained well initially, are not being held accountable equally in the two houses.
- 5.8 The leadership of most other delegated responsibilities is good. The management of arrangements to safeguard pupils meets all statutory requirements, including those for training, links with the local authority and the implementation of school systems in being alert to pupils' needs and concerns. Strong leadership and management ensure that pupils with SEND receive good support for their particular needs. Identification and record keeping are excellent, with useful information regularly disseminated to all staff. As a result, these pupils make sustained good progress. The quality of teaching is monitored carefully and appropriate support is provided where this is necessary. New colleagues receive good support.
- 5.9 Links with parents are excellent and the overwhelming majority who completed the pre-inspection questionnaire were extremely happy with the care their children receive at the school. They acknowledge awareness of the good curriculum, with the majority agreeing that their children are asked to complete appropriate homework. Parents are fully involved in the life of the school, with good attendance at school events and fixtures. The school implements an appropriate complaints procedure; parents indicated that leadership responds to their concerns promptly and handles outcomes sensitively. The school's website makes the required information available to parents.
- 5.10 Reports to parents have been adapted to include information about pupils' progress and their attitudes to learning. Much of the detail included in the report reveals the high regard for pupils and the extent to which they are known and understood as individuals.
- 5.11 The very strong links forged with parents of children in the EYFS enable them to be involved closely at all times with their children's learning and development, particularly when extra help is required. The home link book provides for useful routine communication with home, and regular written reports and meetings enable parents to be informed of their children's progress. The overwhelming majority of parents responding to the questionnaire with particular reference to the EYFS were happy with the school and the care their children receive.

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