



INDEPENDENT SCHOOLS INSPECTORATE

EDGEBOROUGH SCHOOL

INTEGRATED INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

Edgeborough School

Full Name of School	Edgeborough School
DfE Number	936/6037
EYFS Number	EY338188
Registered Charity Number	312051
Address	Edgeborough School Edgeborough Frensham Farnham Surrey GU10 3AH
Telephone Number	01252 792495
Fax Number	01252 795156
Email Address	office@edgeborough.co.uk
Head	Mr Christopher Davies
Chair of Governors	Mr Timothy Elliott
Age Range	2 to 13
Total Number of Pupils	309
Gender of Pupils	Mixed: (195 boys; 114 girls)
Numbers by Age	2-3 (EYFS): 15 5-11: 183 3-5 (EYFS): 52 11-13: 59
Number of Day Pupils	Total: 249
Number of Boarders	Total: 60 Full: 0 Weekly: 0
Head of EYFS Setting	Mrs Jane Potten
EYFS Gender	Mixed
Inspection dates	09 October 2012 to 12 October 2012

PREFACE

This inspection report follows the *ISI schedule*, which occupies a period of four continuous days in the school. The previous ISI inspection was in September 2009.

The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools belonging to the Independent Schools Council (ISC) Associations and reporting on compliance with the Education (Independent School Standards) (England) Regulations 2010. The range of these Regulations, which replace those first introduced on 1 September 2003, can be viewed on the website www.legislation.gov.uk. Additionally, inspections will consider the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment introduced by the School Standards and Framework Act 1998.

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

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

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

Ofsted monitors the work of independent inspectorates, including a sample of inspections, and you can find the latest evaluation of the work of ISI on the Ofsted website.

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

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

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

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

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

INSPECTION EVIDENCE

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

Inspectors

Mrs Danice Iles	Reporting Inspector
Miss Brenda Marshall	Team Inspector (Head of English, IAPS school)
Mr David Tidmarsh	Team Inspector (Headmaster, IAPS school)
Mrs Denise Toms	Team Inspector (Deputy Head, IAPS school)
Ms Alison Horton	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 Edgeborough School is a co-educational day and boarding preparatory school for pupils between the ages of two and thirteen. The school is situated in and around a Victorian country house near Frensham, in Surrey. The extensive parkland has space for sports and games, and includes artificial grass pitches, an open-air swimming pool, a golf course, adventure playgrounds and nature trails. The Early Years Foundation Stage (EYFS) is set alongside the pre-preparatory department, each with its own playground and easily accessible covered areas. The bedrooms, dining room and administration offices are in the main house, while the preparatory school classrooms are nearby in modern buildings; a theatre, sports hall and science and technology centre are more recent additions. The school offers an extended day and, from Year 3, the opportunity for flexible boarding. Founded in 1906 as a privately-owned preparatory school for boys, the school became co-educational in 1992 when the Nursery and pre-preparatory departments opened. In 1965, an educational charitable trust was established; the trustees form the board of governors. The present headmaster was appointed in January 2011.
- 1.2 The school aims to give an excellent education to all its pupils in a happy, friendly and stimulating environment where pupils feel happy, secure, safe and valued. It seeks to teach a broad and challenging curriculum with an emphasis on thinking, questioning and independence.
- 1.3 There are 309 pupils on roll, including 67 in the EYFS, 183 in Years 1 to 6 and 59 in Years 7 and 8. Approximately 60 pupils in Years 3 to 8 board for a few nights during the week. No pupil has a statement of special educational needs. While some pupils are bilingual, no pupil requires tuition for English as an additional language. The school has identified 53 pupils as having special educational needs and/or disabilities (SEND), 39 of whom receive specialist learning support from the school.
- 1.4 Entry requirements are adjusted to the age group a pupil is entering. Assessment procedures become increasingly academic after Year 2 when all pupils must be able to demonstrate that they will be able to maintain the pace of academic learning that they will encounter. Results of standardised tests indicate that the ability profile is above the national average with most pupils having an ability that is at least above average, and few having ability that is below average.
- 1.5 The vast majority of pupils are British, with few from different ethnic groups. Their families live relatively near the school and have business or professional backgrounds. Some pupils transfer to local selective schools at the end of Year 6; the larger proportion transfer at the end of Year 8 to a range of well-known independent schools, day and boarding.
- 1.6 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 The overall quality of pupils' achievements is excellent. Pupils of all ages and abilities are very successfully and happily educated. The school amply fulfils its aim to provide an excellent all-round education in a friendly and stimulating environment. Pupils develop high levels of knowledge, understanding and skills over a broad range of academic and creative subjects, sports and games. Provision for the education and care of children in the EYFS is outstanding, as are the leadership and management and overall quality and standards. The high quality of the classrooms and resources, the specialist rooms and facilities, such as the excellently equipped sports hall and science and technology building, the delightful Swiss chalets for the EYFS and pre-preparatory classes, the graciousness of the manor house where pupils board and the tranquil beauty of the surrounding parkland with its outstanding opportunities for games and activities, all contribute to the excellence of the educational experience. Pupils benefit from teaching which is good overall, and where it is excellent they respond earnestly and enthusiastically to the high expectations and challenge of their teachers. On occasion, insufficient consideration is given to the needs of pupils who require support in class and marking is inconsistent. Reports do not always indicate targets to assist improvement.
- 2.2 The quality of pupils' personal development across the school is excellent. Within the encouraging, supportive ethos, pupils become quietly confident, articulate, courteous and considerate young people; they are extremely well prepared for their senior schools. The excellent quality of the boarding and its leadership makes a significant contribution to the caring, family ethos of the school and the outstanding personal development of all pupils, not only those who board. The Christian faith underlies the high quality of the spiritual, moral, social and cultural development of the pupils, and outstanding pastoral care fulfils the aim that pupils should feel happy, secure, safe and valued. Arrangements for welfare, health and safety, including safeguarding, are meticulous; pupils and staff enjoy beautifully presented, delicious and nutritious meals.
- 2.3 The governing body has shown great determination in reorganising its structure in response to recommendations of the previous inspection. It now successfully fulfils the regulatory requirements of its role and provides excellent oversight, advice and support to the school. Leadership and management within the school are excellent; recent changes and reorganisation, with a new headmaster and a new bursar, have brought a commitment to ensuring the highest possible standards in all aspects of the school. The role of middle management has been strengthened and an increased emphasis has been placed on communication and effective meetings; this has encouraged consensus and involvement overall and the firm resolve to build for the future on the secure foundations already laid.

2.(b) Action points**(i) Compliance with regulatory requirements**

- 2.4 The school meets all the requirements of the Independent School Standards Regulations 2010.
- 2.5 The school meets all the National Minimum Standards for Boarding Schools 2011.
- 2.6 See the end of the Early Years Foundation Stage section 6 for the inspection findings in relation to the requirements of the Childcare Act 2006 for children under three.

(ii) Recommendations for further improvement

- 2.7 The school is advised to make the following improvements.
1. Improve the provision within the classroom for those with special educational needs and/or disabilities through more detailed planning.
 2. Ensure greater consistency of marking by careful monitoring of the use of the new policy.
 3. Include guidance in reports to assist the next steps in pupils' learning.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

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

- 3.1 The quality of pupils' achievement is excellent.
- 3.2 The school amply fulfils its principal aim to provide excellence in education from the EYFS onwards. Throughout the school, pupils display secure knowledge, proficient skills and good understanding in lessons and extra-curricular activities. They demonstrate self-discipline in the classroom and organise themselves efficiently in practical subjects. They listen effectively and work collaboratively to a high level. Pupils speak with confidence, respecting each other's opinions and ideas.
- 3.3 From an early age, pupils show strong literacy and numeracy skills, and the ability to think through a problem. They can apply their knowledge of English punctuation to a modern foreign language and translate a Latin passage into acceptable English. They have strong numeracy skills and develop a good understanding of concepts such as combining like terms into an expression. They apply scientific thinking to make predictions in new situations, and have excellent practical skills to test their theories. They demonstrate an extensive range of creative, physical and technological skills. Their creative abilities are shown by imaginative artwork and musical composition, and their physical skills by the speed with which they progress in football.
- 3.4 Pupils use information and communication technology (ICT) successfully in a wide range of subjects. Their research skills are well developed and they work effectively, both independently and with others. They present information in a wide variety of formats. In mathematics, they use software to enhance their understanding and lay foundations for future development of skills and learning. In discussion, the pupils showed how they had used a wide range of opportunities to work independently, particularly in extension work. The pupils affirmed that they find their work interesting and are encouraged to work independently.
- 3.5 Pupils thoroughly enjoy participating in the variety of games and activities. They achieve well in individual and team sports, and develop strong swimming skills. In recent years, teams have competed to a high level in regional competitions in hockey and netball, and several pupils have been successful in national preparatory school athletics, with a high jump record to their credit. Pupils engage confidently in musical activities such as the chapel choir and concerts. They participate eagerly in drama lessons and rehearsals for the school production. Pupils achieve success in their individual instrumental and speech and drama examinations; a significant proportion gain passes at merit and distinction level, and the most talented have successfully auditioned externally.
- 3.6 Pupils' attainment cannot be measured in relation to average performance against a fixed national average, but on the evidence available it is judged to be high in relation to national age-related expectations. Pupils follow a rigorous curriculum which includes work at a high level in all subjects. This level of attainment and progress tests indicate that the majority of boys and girls, including the most able, make good progress relative to the average for pupils of similar ability. Those with SEND make steady progress. On leaving at eleven or thirteen years, almost all pupils proceed to selective independent schools, some gaining academic or specialist scholarship awards.

- 3.7 Pupils thrive in an atmosphere of honest endeavour and enjoyment. Their attitudes to work are excellent and they take pride both in their achievements and the successes of others. They work very well together, relishing opportunities to challenge and extend themselves.

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

- 3.8 The contribution of the curricular and extra-curricular provision is excellent.
- 3.9 The curriculum is well structured and highly effective in its coverage of the required areas of learning. It is well planned as pupils experience and enjoy a wide array of opportunities. A broad and academically challenging curriculum fulfils the school's aim of providing an excellent education. All pupils study French from the age of two, and Latin is introduced in Year 5 for the most able pupils. The presence of drama, art, design and technology (DT) and music, together with extra-curricular activities in these areas, emphasises the importance given to the creative arts. The expert teaching of games provides well for all levels of ability, as considerable progress was made by all pupils when observed in both swimming and football sessions.
- 3.10 The curriculum includes challenging and rewarding activities. The facilities for all subjects are excellent, which encourages the pupils to thrive in attractive and stimulating surroundings, and good use is made of the extensive grounds for a number of activities. An excellent learning resources centre helps to develop the pupils' library and research skills. More able pupils are given extra challenge through extension groups and tasks; for example, time is allocated at lunchtime as preparation for scholarships in DT.
- 3.11 Since the previous inspection, the school has improved the time allocation during the school day, giving the opportunity for longer lessons. Time is used more effectively, with a short interval scheduled to allow movement between periods. Prompt beginnings have inculcated a positive culture of punctuality by pupils. A learning skills programme has been introduced to older pupils, whilst thinking skills have been extended from Reception to Year 3. The teaching of humanities in French is a strong cross-curricular example of the school's innovative approach. Specialist teaching and setting have been extended, and an effective new literacy programme introduced in the pre-preparatory department. The overall curriculum is enriched by visits to museums and galleries, and, for older pupils, by a lecture programme from a variety of visiting speakers.
- 3.12 Extra-curricular provision is excellent. It fulfils the school's aim to ensure that pupils enjoy a broad mix of activities on offer. When questioned, pupils and parents viewed the provision as a strength of the school. In discussion, pupils expressed enthusiasm for the opportunities available at lunchtime and after school. All pupils have the opportunity to perform in musical and dramatic productions, performances and competitions and these are of a high standard; similarly, in sport, pupils enjoy a wealth of opportunities. Pupils' views were sought for the activities they would like to attempt and therefore new events have been introduced which include street dance, zumba, fencing and Spanish.
- 3.13 The curriculum is enriched by numerous educational, sporting and cultural links with the community, local, national and international. The chapel choir sings at local evensongs, weddings and funerals, and the choir entertains at local care homes. Fundraising takes place for local and national charities. The school hosts several

festivals of sport, inviting a number of local schools to participate. Parents and pupils were overwhelmingly happy with the range of subjects and activities.

3.(c) The contribution of teaching

- 3.14 The quality of teaching is good.
- 3.15 Overall, the teaching is effective in promoting the achievement and progress of pupils and in supporting the aims of the school; it enables the majority of pupils, including the more able, to achieve the high standards of which they are capable. Most of the teaching observed was good or excellent. The most successful lessons were those characterised by thorough planning with careful attention to the needs of the pupils. Where teaching was at its best, a brisk pace and skilful management of time and use of resources kept pupils involved throughout, and encouraged interest and independence. Pupils also benefited from the enthusiasm for the topic and the depth of knowledge which the teacher demonstrated. A combination of group work, paired work and individual tasks were hallmarks of the most successful lessons which also challenged the most able. Gifted and talented pupils are identified and provision includes lectures, activities and extension groups with additional challenge.
- 3.16 The methods used by the teachers develop the pupils' communication skills extremely effectively. Teachers know their pupils very well and employ effective questioning techniques. Individual praise and encouragement are given consistently to all pupils. In the pre-inspection questionnaire the pupils were unanimous in their view that teachers help them to learn. Pupils clearly enjoy their work and being actively engaged in learning.
- 3.17 Although the learning support department efficiently provides helpful individual education plans for pupils who need additional support, a minority of the teaching did not take enough note of different needs, and some pupils with SEND did not consistently receive the individual support they needed to achieve as well as they could within lessons. The effective provision for pupils with SEND includes, as time and circumstances allow, individual learning plans prepared by the learning support department and accessible by teaching staff, support lessons in small groups, support from specialist staff in class and the option of additional individual lessons, as arranged with parents.
- 3.18 In response to the recommendation of the previous report to develop further use of assessment information, pupils' progress is monitored through diagnostic analysis of the data from standardised testing; this is used to plan lessons, for setting purposes and to inform decisions about future schools. The programme for assessment is thorough. Assessment is used to identify gaps in pupils' understanding and to plan next steps in their learning.
- 3.19 Peer observation has been introduced, which has enabled successful teaching methods to be shared more effectively. Behaviour in lessons is managed well. Resources are excellent and they are used well throughout the school. Improved links between the pre-preparatory and preparatory departments mean that teaching at all levels can employ a wide range of excellent resources. The library is well stocked and plays a central role in learning for most pupils.
- 3.20 The most recent marking policy sets out clear guidelines to be used throughout the school. As yet, it is not being consistently applied; the quality of marking is variable, with some pieces unmarked, others with cursory ticks and simple, rather than constructive, comments. The school recognises that this is work in progress and

that monitoring of the implementation of the policy is vital to its success. In discussions, pupils considered that homework was important, reinforced their knowledge of the work done in school and sufficiently challenged them.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

- 4.1 Pupils' spiritual, moral, social and cultural development is excellent.
- 4.2 In accordance with the school's aims, a strong supportive ethos, together with staff who set an excellent example, ensures that pupils are respected and valued and grow in self-belief and self-esteem.
- 4.3 School services and assemblies provide a focus for pupils' exploration of the spiritual dimension within a Christian context. Collective worship has an important place in the life of the school. Orisons, a Christian club, provides opportunities for prayer and reflection, as do choir visits to local churches. Pupils' spiritual development is also enhanced through the high standard of the creative arts.
- 4.4 Pupils are confident and talk with ease to adults and each other. A sense of calm and mutual respect pervades all parts of the school. Pupils demonstrate exemplary and mature attitudes, excellent behaviour and manners. Older pupils show consideration for younger ones. The beautiful school grounds instil appreciation and respect for the natural world, which is developed by the use of the gardens, fields and woods as a resource for teaching.
- 4.5 Pupils demonstrate a sense of right and wrong, and respect for good conduct and moral and ethical values. The house system underpins these values. The bronze, silver and gold Jackson Awards scheme is a unique and effective recognition of qualities such as initiative, loyalty, a calm head in a crisis, reliability, humility and a sense of humour.
- 4.6 Pupils accept responsibility, contributing to the society of the school and the world beyond, helping those less fortunate than themselves both at home and overseas through community service and fundraising. They are fully committed to their self-generated charity work. Pupils deliver the harvest festival produce each year, and Year 8 girls make and sell cards and accessories for Valentine's Day. Charity awards are presented termly and annually. In addition to national charities, pupils support less well-known causes such as a charity for the education of pupils with disabilities.
- 4.7 The wide range of visitors presenting the lecture programmes, both in general and as part of the provision for the gifted and talented, open up the world outside school and contribute to pupils' developing social, political and economic awareness. Discussions and questionnaire responses indicated that pupils appreciate the growing number of opportunities for seniors to hold positions of responsibility such as prefects, officials within their houses, captains in boarding or sports, or monitors for subjects or activities, but opportunities for younger pupils are more limited. The successful dining hall committee and boarders' council are intended as forerunners of a school council.
- 4.8 Pupils understand and respect other faiths and cultures. Their appreciation is enriched by visits to a mosque and synagogue when learning about Islam and Judaism in Year 6. Younger groups study Diwali and the Chinese New Year. Pupils' understanding of Western culture is enhanced by their opportunities to develop their abilities in the performing arts, by visits to theatres, museums and

galleries and by visitors to school. The various national and international residential trips for older pupils also promote harmony within year groups.

- 4.9 Talks from visiting heads and the new personal, social and health education (PSHE) programme provide valuable opportunities for pupils to consider a wide range of moral and social issues and contribute to the high standard of pupils' personal development when they leave the school.

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

- 4.10 The quality of the school's arrangements for pastoral care is excellent.
- 4.11 The provision reflects the school's aim to promote purpose, consideration, tolerance and discipline within clearly set parameters. This has led to the development of a school community that encourages and values friendliness and care for others.
- 4.12 Pupils receive excellent support and guidance. The whole-school approach to developing happy, secure and valued pupils is very successful. Relationships between staff and pupils, and amongst pupils themselves, are excellent. Pupils say that staff look after them and care for them very well, and they know to whom to turn if they need help. In the pre-inspection questionnaire, parents unanimously agreed that their child felt happy and safe, and pupils confirmed this. Older pupils help younger ones at playtimes; traditionally Year 5 are Playground Pals for Year 3. The provision of a school listener is an immensely valuable service to the whole community. The school's administration system is effective in highlighting, recording and communicating pastoral issues immediately.
- 4.13 Healthy eating is encouraged and food, all locally sourced and home-made, is of an extremely high standard, with ample choice. Pupils are busy and active; sports and games activities and the spacious grounds provide ample opportunity for exercise.
- 4.14 A great strength of the school is its ethos of good behaviour and tolerance; the behaviour of pupils is exemplary. This very effectively guards against harassment and bullying of any type, although the staff are ever aware and vigilant.
- 4.15 The school has a comprehensive plan to improve educational access for pupils with SEND. It also effectively seeks the views of pupils through the boarders' council, a suggestion box, the dining hall committee and PSHE lessons. It is currently considering concerns raised about the lack of privacy in the games changing room showers.

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

- 4.16 Arrangements to promote pupils' welfare, health and safety are excellent.
- 4.17 Safeguarding and training arrangements are highly robust and in line with requirements from the EYFS onwards; concerns are dealt with correctly and effectively, and are efficiently recorded. Recruitment procedures are carried out meticulously and all necessary checks are in order. Staff are aware of their responsibilities regarding the reporting of any child protection concerns.
- 4.18 The anti-bullying policy includes advice on guarding against cyber-bullying. Issues of personal safety are addressed through the PSHE programme from Year 3, and external providers talk to pupils in Years 5 to 8 about cyber-safety. The school has a security system which filters incoming and outgoing internet activity, and sends a detailed report when an attempt is made to access an inappropriate site.
- 4.19 Arrangements to ensure health and safety are highly effective and cover all aspects of the life of the school for pupils, staff and visitors. The documentation includes comprehensive statements on all the advisory aspects in the requirements. All fire prevention measures are in order; fire practices are held termly, including during 'boarding time' hours, and are recorded correctly.
- 4.20 Effective measures are in place for pupils who are ill, injured or have particular needs. The sick bay has good facilities for treatment and is manned throughout the school day, and the matron is either on duty or on call for boarders during the evening and overnight. Detailed records are kept for the administration of medicines. Attendance at regular courses ensures that the qualifications of the matron and the house mistress are kept up to date.
- 4.21 The admission and attendance registers are accurately completed and kept for the required period.

4.(d) The quality of boarding

- 4.22 The quality of boarding is excellent.
- 4.23 Boarders clearly enjoy their boarding experience and speak highly of it. Whether they board for just one, two or more nights, they appreciate the opportunity to spend time with their friends in the boarding house – 'with my other family' was a comment made. A number of boarders expressed the view that the experience was particularly valuable as they were planning to move on to a full boarding school.
- 4.24 Boarders have very positive and constructive relationships with all the house staff. They are confident, self-reliant and display excellent interpersonal skills with each other and adults. Behaviour is of a high standard, borne out of a strong sense of mutual respect and friendship across genders and different age groups. They are at ease with one another and enjoy life in the house to the full, taking enthusiastic advantage of the varied activities offered by the house staff after prep, or relishing the chance to relax with a friend or spend some time quietly on their own if they wish. Boarders have some privileges: they may wear their own clothes at prep, and are also eligible for the Friday Night Specials, usually a special activity and overnight stay. Boarders take seriously their responsibilities as boarding captains and as representatives on the boarding council, taking pride in being able to contribute to the smooth running of the house. These roles of responsibility and good citizenship

opportunities prepare them very well for the next stage of their educational experience, in keeping with the Boarding Mission Statement.

- 4.25 Pastoral arrangements are excellent. The daily arrivals and departures inherent in this style of boarding require meticulous organisation to enable the house to run efficiently. House staff work hard to ensure that boarders move in and out smoothly and understand their differing needs. New boarders are quickly put at ease and given all the information they need by peers and staff to settle comfortably into boarding life. Taster days are made available for those considering boarding, and the Boarding Discovery week allows children from the younger years to sample boarding. Boarders feel confident that they can talk to any of the staff in the house including the gap year students, and the matron's ability to procure particular cereals for snack time is particularly appreciated.
- 4.26 The quality of the recreational and sleeping accommodation is excellent; there is a rolling programme of refurbishment and redecoration. The boarders share a spacious comfortable common room, and the boys' dormitories are on a separate floor to the girls. Since the last inspection the boys' shower facilities have been improved, and now offer a much higher degree of privacy. The girls' shower and toilet facilities have been adapted to offer satisfactory privacy in line with the National Minimum Standards.
- 4.27 Evening snacks are provided in the boarding accommodation, and on occasions baking activities provide further treats. The quality and range of meals enjoyed by all in the dining hall are excellent; catering staff engage with the pupils to help them with their decisions and encourage them to make healthy choices. The beautiful dining hall and calm atmosphere add much to the quality of the dining experience for all pupils, including boarders.
- 4.28 The matron is on duty or on call every evening and overnight, and is supported by the house mistress in ensuring that boarders are properly cared for if unwell. There are comfortable and airy facilities for treatment and other sick bay needs. Detailed records are kept for the administration and storage of medicines, and individual care plans are drawn up where appropriate. Records are monitored by the house master, a member of the senior leadership team. Attendance at regular courses ensures that the first aid and medication awareness qualifications of the matron and the house mistress are kept up to date.
- 4.29 Boarders have ample opportunity to contact family during their stay; there is a telephone designated for their use.
- 4.30 In addition to the outstanding, wide-ranging programme of sports and extra-curricular activities offered by the school, additional activities such as dodgeball, crafting or simply relaxing in front of a film occupy boarders between prep and bedtime.
- 4.31 Arrangements for boarders' welfare and safeguarding are excellent. The National Minimum Standards are fully met and the school implements carefully the safeguarding policy and all other relevant policies. All house staff are trained in safeguarding procedures and entirely understand their responsibility for those in their care. Advice on what to do if bullied is on the noticeboard, but boarders report that there are no such concerns in the boarding house, and a harmonious atmosphere prevails. Boarders have clear access to help-lines should the need arise and have the contact details of an independent listener as well as the Children's Rights Director. There are always at least two members of the boarding

staff on duty in the evenings, and gap year students support the staff effectively in looking after the boarders.

- 4.32 The responses to the pre-inspection questionnaires indicate that parents appreciate the support and care of the staff for their children, who themselves were overwhelmingly positive in the majority of their responses.
- 4.33 Leadership and management of the boarding house are excellent. As a member of the senior leadership team, the house master can bring positive feedback, as well as concerns, directly to its attention. The documentation of policies and procedures is meticulous and contains very clear guidance for the smooth running of a boarding house and any eventuality or emergency. Efficient record-keeping on the whole-school administration and management system means that both academic and boarding staff are aware of any issues concerning an individual pupil. In the mornings, pupils who are boarding that evening are registered as boarders, ensuring that all teaching staff are aware. Regular weekly meetings of the house staff ensure that everyone involved remains up to date with matters of policy and procedures. All boarding staff are committed to the review of practice and its improvement; they are well trained and take part in a range of continued professional development courses offered by accredited organisations. The school has responded effectively to the relevant recommendations from the last boarding inspection.
- 4.34 Boarding enhances the overall experience of pupils in the school. They are catered for outstandingly well and offered a wide range of opportunities for personal development. The well-being of each individual is of vital importance to the boarding staff who take great pride in their work to create the smooth running of the house and the excellent family atmosphere.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is excellent.
- 5.2 The present committee structure of the governing body and the professional expertise of its members provide the school with highly effective oversight and support. The governing body has been restructured since the previous inspection, and has made a serious and determined commitment to the successful fulfilment of the school's aims.
- 5.3 Since the previous inspection, and as recommended in the associated report, the governing body has taken measures to ensure that members are now fully aware of their responsibilities. Every effort has been made to remedy deficiencies and fulfil responsibilities. A major emphasis has been placed on governors' training and the effective induction of new governors, recruited from a valuable range of professional backgrounds.
- 5.4 Governors have strong and supportive relationships with the senior leadership team and excellent communication with the bursar and the headmaster, whom they appraise annually. Governors have an effective insight into the working of the school; they are kept well informed about all aspects, particularly educational standards, and have become more involved in school life. The strategy committee monitors the school development plan, and the associated financial requirements, to ensure that pupils continue to benefit from the high standards of classroom accommodation, learning resources, grounds and playing fields which they presently enjoy.
- 5.5 The governors very effectively carry out their responsibilities for child protection, welfare and health and safety throughout the school. One governor has lead responsibility for monitoring safeguarding arrangements which are reviewed and evaluated annually.

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

- 5.6 The quality of leadership and management and of links with parents is excellent.
- 5.7 At all levels of responsibility from the EYFS onwards, the leadership and management of the school are highly effective. They are well focused on the aims of the school and in the fulfilment of their delegated responsibilities. Over the last eighteen months, the present headmaster has established an increasingly effective senior management team and has placed greater emphasis on middle management. A regular pattern of staff meetings has been established at different levels of the school. Policies have been reviewed and revised, with particular attention to the implementation of those connected with safeguarding, welfare, health and safety. The recommendation of the previous report to strengthen management has been extremely effectively addressed.
- 5.8 Clear educational direction is being given, aimed at maintaining and improving further the high standards of academic and personal development and the good standards of teaching. The comprehensive staff appraisal process is linked to the

in-service training and continuous professional development needs of individuals. Staff are encouraged to attend courses of value to school and generous budget allowance is made for this. Other innovations, some still at an early stage, include peer observations and sessions scrutinising samples of pupils' work in order to facilitate the monitoring of marking. A pattern of planning, self-evaluation, setting priorities and follow-up to ensure successful achievement of targets is gradually being established to guide senior management and departmental meetings. The school is led with vision and energy.

- 5.9 Selection and appointment procedures are robust, and new staff are carefully inducted in safeguarding, and welfare, health and safety to ensure maximum awareness. New governors and staff across the school, teaching and non-teaching, are all carefully checked before appointment, and a rolling programme of updating and recording Criminal Records Bureau checks is in progress. The school has thoroughly remedied the shortcomings in meeting regulatory requirements referred to in the recommendations of previous reports.
- 5.10 The school development plan is a carefully considered working document, systematically reviewed and updated by the headmaster and bursar, and reported to the governors through meetings and minutes of the strategy committee.
- 5.11 Responses to the pre-inspection questionnaire indicated a high level of satisfaction with management and recognised the value of recent improvements and new appointments, also the efforts being made by the leadership and management to involve and communicate with parents. Comments about boarding and the EYFS were extremely positive.
- 5.12 Questionnaire responses also indicated that, overall, parents are pleased with the education and support provided for their children. They were unanimous in their praise for the range of subjects and areas of experience that the school offers, and were delighted by the way their children are looked after, the happiness of the children, their safety and the range of extra-curricular activities. Almost all were pleased with the school's response to their queries. A significant minority referred to a lack of challenge for very able pupils but the inspection team considered that very good provision is made for the gifted and talented both within the curriculum and in extra-curricular time in this academic year, and that assessment information was used effectively as recommended in the previous report.
- 5.13 The school has a constructive relationship with parents and an open-door policy which encourages contact about any problems at an early stage in order to ease their rapid resolution. There is a clear published procedure for serious concerns to ensure their correct and careful handling.
- 5.14 Open days for current and prospective parents and parent-teacher meetings keep parents well informed. A Friday letter provides news about school events and the website is an easily accessible source of all the required information about the school.
- 5.15 Parents receive reasonably clear reports about their children's work and progress. However, a significant minority were not satisfied with the information they received about their child's progress and the inspection team observed that not all reports include targets to direct parents and pupils towards the next steps in pupils' learning. Several parents commented on the value and amount of homework but there was no clear consensus and replies to the questionnaire indicated that the majority were satisfied.

- 5.16 Parents have good opportunities to be actively involved in the work and progress of their children. In the pre-preparatory department, parents take their children to the classroom which provides a daily link with the teachers, and, throughout the school, parents act as partners to enhance their children's development.
- 5.17 The recently established parents' association arranges a successful programme of events. Parents are also welcome to attend events such as plays, concerts, lectures and matches. A good number of parents attend the weekly school service, when they have the opportunity to meet the invited speaker who is often the head of a senior school. There are regular invitations to parents to join their children for lunch and then meet the school catering manager over coffee to discuss any points they wish to raise.

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

6. THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION STAGE

6.(a) How well the early years provision meets the needs of the range of children who attend

- 6.1 In meeting the needs of the range of children who attend, the provision is outstanding. The detailed educational programmes tailored to the needs of each child provide many opportunities for them to be confidently articulate. The children enjoy their learning and are keen to make suggestions and take part in the class activities. A wide range of interesting activities is always available to excite and enthuse the children, thus encouraging them to widen their experience and vocabulary in all areas of learning. The extensive range of indoor and outdoor resources, together with a balance of adult-led and child-initiated activities, enable children to respond to the staff's high expectations. The outstanding outdoor facilities allow children to develop their ability to make choices and learn to interact socially. The safe, imaginative adventure playground enables children to take controlled risks as they develop physically.
- 6.2 Careful observations and detailed assessments of children's progress help plan the next steps in each child's learning. Individual children's interests are noted and included in the weekly planning of the curriculum and is a strong feature of the setting. Tasks are differentiated according to ability and extra help is given to those who need it.
- 6.3 The pre-inspection questionnaire shows parents to be highly supportive, commenting particularly how happy and safe their children feel at school. Parents appreciate the opportunity to share their child's learning and progress with staff at drop off and collection times as well as the regular parents' evenings. Parents with particular skills visit and many also support popular events such as 'Bring a pet'.

6.(b) The contribution of the early years provision to children's well-being

- 6.4 Provision for the children's well-being is outstanding. Each child's 'key person' establishes close relationships with the child and parents to promote the high standards of courtesy and behaviour expected. High priority is given to the children's happiness and enjoyment, safeguarding, health and safety so that they develop their independence and develop strong relationships with one another and with adults. All risk assessments are carried out thoroughly and fire procedures are practised regularly. Children are taught what they need to do to keep themselves safe and develop an awareness of hygienic routines, healthy eating and the benefits of physical exercise, helping also with transition to subsequent classes.

6.(c) The leadership and management of the early years provision

- 6.5 Leadership and management are outstanding. The extensive facilities are evidence of governors' effective support for the setting and oversight of its educational programmes, resulting in all children being cared for in an extremely well-resourced and welcoming, safe environment. All staff regularly receive full training in child protection and all current staff have satisfactory checks with the Criminal Records Bureau.
- 6.6 A clear vision for the development of the setting is understood by all staff and they meet regularly to evaluate the progress of individual children and to plan the next steps in their learning. Regular appraisal and attendance on training courses ensure the professional development of staff. Good relationships with parents and external agencies further enhance the overall care provided to children.

6.(d) The overall quality and standards of the early years provision

- 6.7 The quality and standards are outstanding. All children, including those with SEND, are extremely happy in the setting and, from different starting points, enjoy the substantial progress that they make in all areas of learning, reaching high standards. By the end of the Nursery, children are beginning to appreciate and order single digit numbers, are able to write recognisable letters and can click and drag to solve simple problems using the inter-active whiteboard. Outstanding motor skills are demonstrated by their expert use of scooters and vehicles outside and their climbing, jumping and balance in the adventure playground. At the end of Reception, children deal confidently with numbers up to twenty, adding or subtracting single digit numbers. Their drawing skills develop considerably and children independently write simple words and sentences with recognisable letters. Design and making skills of a high order were reflected in a working model of a bean able to grow up a cane when the string is pulled.
- 6.8 The children's personal and emotional development is outstanding and they share readily, quickly making friends. The children work and play together harmoniously, taking turns and showing genuine care and respect.
- 6.9 All children are extremely happy, their welfare is effectively safeguarded and they clearly trust the highly trained and caring staff. The high quality of the continuous provision of outdoor learning more than satisfies the recommendation of the last inspection and the imaginative development plan reflects strong commitment to continuous improvement.

Compliance with statutory requirements for children under three

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