



INDEPENDENT SCHOOLS INSPECTORATE

INTEGRATED INSPECTION

THE PARK SCHOOL

INDEPENDENT SCHOOLS INSPECTORATE

The Park School

Full Name of School	The Park School		
DfE Number	933/6035		
Registered Charity Number	310214		
Address	The Park School The Park Yeovil Somerset BA20 1DH England		
Telephone Number	01935 423514		
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Email Address	thehead@parkschool.com		
Head	Mrs Jane Huntington		
Chair of Governors	Mr Roy Moody		
Age Range	3 to 18		
Total Number of Pupils	170		
Gender of Pupils	Mixed (86 boys; 84 girls)		
Numbers by Age	0-2 (EYFS):	0	5-11: 50
	3-5 (EYFS):	18	11-18: 102
Number of Day Pupils	Total:	148	
Number of Boarders	Total:	22	
	Full:	21	Weekly: 1
Head of EYFS Setting	Mrs Heather Reed		
EYFS Gender	Boys and Girls		
Inspection Dates	01 Mar 2016 to 04 Mar 2016		

PREFACE

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

This inspection report follows the *ISI schedule*. The inspection on which the report is based took place over a period of four continuous days in the school.

The previous ISI interim inspection was in January 2011 and the previous ISI boarding intermediate inspection was in November 2012.

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

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

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

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

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

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

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

INSPECTION EVIDENCE

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

Inspectors

Mrs Serena Alexander	Reporting Inspector
Mr Gareth Davies	Team Inspector (Head, IAPS school)
Mr Kenneth Adams	Team Inspector (Head of Academic Studies, ISA school)
Ms Sarah Williamson	Team Inspector (Deputy Head, HMC school)
Dr Nicholas England	Co-ordinating Inspector for Boarding
Mrs Eithne Webster	Co-ordinating Inspector for Early Years

CONTENTS

	Page
1 THE CHARACTERISTICS OF THE SCHOOL	1
2 THE SUCCESS OF THE SCHOOL	3
(a) Main findings	3
(b) Action points	4
(i) Compliance with regulatory requirements	4
(ii) Recommendations for further improvement	4
3 THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS	5
(a) The quality of the pupils' achievements and learning	5
(b) The contribution of curricular and extra-curricular provision (including community links of benefit to pupils)	6
(c) The contribution of teaching	8
4 THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT	10
(a) The spiritual, moral, social and cultural development of the pupils	10
(b) The contribution of arrangements for pastoral care	11
(c) The contribution of arrangements for welfare, health and safety	12
(d) The quality of boarding	13
5 THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT	15
(a) The quality of governance	15
(b) The quality of leadership and management, including links with parents, carers and guardians	15

1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 The Park School is an independent co-educational day and boarding school for pupils aged between three and eighteen years. It occupies two sites a short walking distance apart near the centre of Yeovil. The boarding house for boys and girls is situated within the school grounds at the heart of the school. There is provision for weekly or flexi-boarding when required. The school was founded in 1851 and became a company limited by guarantee in 1957, with a board of governors who are trustees of the charity. It admitted boys to the senior department in 1993 and the sixth form was officially opened in 2000. The school maintains the strong Evangelical Christian tradition that characterised its foundation but it welcomes pupils of all denominations and faiths.
- 1.2 Since the previous inspection, the school has re-organised its management structure and the tutor system and built new accommodation for music. The Early Years Foundation Stage (EYFS) has been rehoused to include a secluded environment with a garden and access to a hard court for play, and a wooded area.
- 1.3 Based on its Christian ethos, the Park School aims to provide a solid foundation for life for all its pupils by providing a safe and happy environment in which they can develop academically, physically, emotionally, socially and spiritually to their highest potential so that they can mature into well-rounded adults in today's world. For their boarders, the school aims to provide a caring and secure environment, where students can feel at home and enjoy a wide range of fulfilling extra-curricular and leisure activities.
- 1.4 There are currently 170 pupils on roll, with similar proportions of boys and girls. Of these 18 pupils are in the EYFS. There are 50 pupils in Years 1 to 6, the junior department and 102 in Years 7 to 13, the senior school, of whom 23 are in the sixth form. Day pupils are drawn from the surrounding area and represent families from a wide variety of social, economic, ethnic and religious backgrounds. Boarders mainly come from overseas and a small number are from service families.
- 1.5 There is a wide spread of abilities represented throughout the school. The ability of pupils in the junior department is around the national average but with a wide range. The ability of pupils in the senior school varies from year to year but overall is slightly above the national average. The ability of pupils in the sixth form is slightly below the national average for sixth-form education. Twenty-four pupils have been identified as having special educational needs and/or disabilities (SEND) of which twenty one receive additional help from the school. Nineteen pupils have English as an additional language (EAL). Four pupils have a statement or educational healthcare (EHC) plan.
- 1.6 National Curriculum (NC) nomenclature is used throughout this report to refer to year groups in the school. The year group nomenclature used by the school and its NC equivalence are shown in the following tables.

Early Years Foundation Stage Setting

School	NC name
Saplings	Nursery
Acorns	Reception

Junior Department

School	NC name
Beech Class	Years 1 and 2
Rowan Class	Years 3 and 4
Horse Chestnut Class	Year 5
Oak Class	Year 6

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 The school is successful in meeting its aims, particularly its mission to provide a solid foundation for life for all its pupils in a safe and happy environment in which they can mature into well-rounded adults in today's world. Pupils of all ages, including those in the EYFS, have excellent attitudes to learning and the quality of their achievements and skills is good. All pupils make good progress, including those with EAL and SEND. They benefit from a good, broad curriculum and the many opportunities for extra-curricular activities including Christian Union. Pupils do well in many sporting and creative competitions. Teaching throughout the school is good and pupils with SEND and EAL in particular benefit from lessons that understand and cater for their needs although there is frequently a lack of challenge for the more able. There is a new assessment policy but the marking of pupils' work is not consistent nor is this regularly monitored. In the pre-inspection questionnaires, virtually all parents and the vast majority of pupils were pleased with the academic progress pupils make, and parents also expressed satisfaction with the range of subjects and other opportunities on offer.
- 2.2 The quality of pupils' personal, spiritual, moral, social and cultural development is excellent. Pupils of all ages are mature, confident and articulate. From the EYFS, they behave well and enjoy warm social interaction. Relationships between staff and pupils are excellent and pupils' spiritual development reflects the school's Christian ethos in an atmosphere of tolerance and equality. In the senior school, the recently reorganised pastoral structure allows each pupil access to at least two form tutors as well as pastoral leaders, although some pupils in the questionnaire and at interview were unsure as to which of these they should turn. The contribution of boarding is good. Boarders benefit immensely from their boarding experience, which supports their development in all areas of school life. Their accommodation is warm and in good decorative order. The provision of medical accommodation meets the requirement of the previous boarding welfare inspection but staff accommodation is not all separated sufficiently from that for the boarders. There are effective procedures in place throughout the school to address anti-bullying and promote good behaviour. Care is taken to ensure the daily welfare, health and safety of pupils. Staff are suitably trained and careful records are kept. In responses to the questionnaires, parents of almost all day and all boarding pupils said their children felt safe and happy at school.
- 2.3 The governance of the school is unsatisfactory and leadership and management of the school are sound. Governors conscientiously discharge their responsibilities for prudent financial planning and with committed senior leaders, actively promote pupils' academic progress and personal development. They work closely with leadership and together have prepared a suitable school development plan, although this does not provide to meet all the required actions and recommendations of the previous full inspection. The recommendations and requirement for the EYFS from that inspection have been met. The leadership team is very committed to the welfare and education of their pupils, but the exact definition of each pastoral role lacks clarity. The requirements of the previous full and boarding inspections that recruitment checks are scrupulously followed have not been met. Governance does not ensure that school leadership has sufficient time to monitor and evaluate the work of the school, including compliance with all relevant regulations, as required by the previous full inspection. The school is very well supported by its excellent links with parents, carers and guardians. There are many opportunities for parents to be

involved in the life of the school and their response to the questionnaires was overwhelmingly positive about all aspects of the school.

2.(b) Action points

(i) (i) Compliance with regulatory requirements

2.4 The school does not meet all the requirements of the Education (Independent School Standards) Regulations 2014, and therefore it is required to:

- ensure that accurate identity checks are undertaken on all adults working in the school; and that volunteers in regulated activity and contractors are checked against the barred list before they begin work at the school and, where required, that all checks on personnel are correctly entered in the Single Central Register of Appointments(SCR) [Part 4, paragraphs 18(2) (a), (c)(i)(f) and (3) and 21 (3) (a) (i) and (ii), and (4) under Suitability of staff, supply staff and proprietors; and, for the same reason, Part 3 paragraphs 7 (a) and (b) and 8 (a) and (b), under Welfare, health and safety, National Minimum Standard 11, under Child protection, and National Minimum Standard, 14.1, under Staff recruitment and checks on other adults and EYFS regulation 3.11 under suitable people.]
- ensure that toilet and washing facilities provided for pupils in the science block are suitable, having regard to the ages, number and sex of pupils [part 5 paragraph 23 1 (a) and 31(b) under premises and accommodation]
- ensure that leadership and management of the school fulfil their responsibilities effectively so that all independent school standards are met consistently [Part 8, paragraph 34. 1 (a) (b) and (c) under Quality of leadership and management of schools and for the same reasons NMS 13.4 and 13.5 under Management and development of boarding]

2.5 The school does not meet all the National Minimum Standards for Boarding Schools 2015, and therefore it must ensure that accommodation and suitable toilet and washing facilities for residential staff are appropriately separated from the accommodation and facilities provided for boarding pupils [NMS 15.9 under Staffing and Supervision]

(ii) Recommendations for further improvement

2.6 In addition to the above regulatory action points, the school is advised to make the following improvements, including in the EYFS.

1. Ensure that governors monitor the time and resources allocated to leadership and management in order for them to fulfil their delegated roles.
2. Clarify and monitor the designated roles of the management team including pastoral leadership.
3. Ensure that teachers' planning identifies and meets the needs of all pupils, including the most able.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

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

- 3.1 The quality of pupils' achievements and learning is good.
- 3.2 Pupils throughout the school are well educated in accordance with the school's aims to enable all children to develop enquiring minds and explore their talents.
- 3.3 Children in the EYFS show good levels of achievement relative to their starting points. They are engaged and focused in many interesting activities so that they make good progress. They develop the necessary resilience to achieve and persevere if their first attempts are not successful. They are active learners; they explore and investigate the world around them. They work well in groups but are also able to work independently; they concentrate well, think critically and are creative. Well-qualified staff assess children's attainment well and secure effective intervention so that all children including those with SEND and EAL are able to progress rapidly.
- 3.4 Most children have made a good start to learning to read. In Reception, they can use their knowledge of letter and sound correspondence to read quite challenging words. All children can count and many can recognise and use large numbers such as 88 and 47. They can use everyday language to describe and compare objects, such as taller or heavier. They are beginning to use mathematical equipment such as rulers and tape measures. All, including the youngest children are able to use information and communication technology (ICT) equipment such as tablets with skill and familiarity.
- 3.5 Pupils in the junior and senior schools demonstrate good levels of subject knowledge and understanding. They are articulate, and possess well-developed speaking and listening skills. This was seen in English where, during an appraisal of poetry, senior pupils listened sensitively to others and debated ideas in a mature fashion. Pupils' numeracy skills and reasoning are well developed and are applied effectively across the curriculum such as when plotting distance and speed graphs for galaxies in physics. High levels of creativity are evident in art and junior pupils expertly combined skills and understanding when drawing cubist portraits in the style of Picasso. Pupils use ICT extensively, from a project on a UK astronaut in the junior school, to regular research in GCSE science. Pupils' physical development is well developed and they participate successfully in a range of competitive sports.
- 3.6 Pupils achieve well in a variety of sports and other extra-curricular activities. For example, hockey teams have gained bronze medals in county competitions and the swimming team has competed in national championships. Pupils have also won medals in county athletics and cross-country championships. In drama, pupils have achieved distinctions in examinations and the school has enjoyed success in public-speaking competitions. In music, pupils are enabled to win scholarships to Cathedral schools. The quality of art work is reflected in success at art competitions and arts awards.
- 3.7 In the junior school, pupils' attainment cannot be measured in relation to average performance in national tests. On the evidence from work scrutiny, pupil interviews and lesson observations, it is judged to be good in relation to national age-related expectations. This attainment, as judged, indicates good progress relative to pupils of similar ability.

- 3.8 The following analysis for the senior school uses the national data for the years 2012 to 2014. These are the most recent three years for which comparative statistics are currently available. Results in GCSE have been similar to the national average for maintained schools overall. Girls' results have at times been higher than boys', and in 2012 were similar to the national average for girls in maintained selective schools. In the 2015 examinations, attainment of the highest grades of GCSE was higher than the average achieved in the previous years and the performance of boys showed improvement.
- 3.9 There are only two years for which results at A level can be compared. In these years, results at A level have been above the national average for maintained schools, and similar to the national average for maintained selective schools. The attainment for girls has been higher than boys in both years, and has been above the national average for girls in maintained selective schools. Pupils successfully obtain their chosen places at universities, including at a number of selective institutions. Inspection evidence from work scrutiny and classroom observations, together with these results, indicates good levels of attainment, with high achievement evident in the sixth form. The attainment of pupils with SEND shows that they achieve at least the level expected for their abilities, and the attainment of pupils with EAL, particularly those in the sixth form, is high.
- 3.10 These levels of attainment and standardised measures of progress, indicate that pupils in the senior school, including the more able and those with SEND, make good progress in relation to pupils of similar abilities, and that the progress of pupils with EAL, particularly in the sixth form, is excellent. Responses to pupil and parent questionnaires showed very high levels of satisfaction with the progress made by pupils.
- 3.11 Throughout the school, pupils' attitudes to learning are excellent. Observation of work books shows that they take care and pride in the presentation of their work. Behaviour in lessons is excellent. Pupils are quiet and attentive; they allow teachers to help individuals while themselves remaining focused on the task in hand. Pupils show independence at a young age, such as when junior school pupils were making bread. Good relationships are also a strength of the school and impressive co-operative learning is often evident, for example in a sixth form critical thinking lesson on spatial reasoning where pupils helped each other to solve puzzles.

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

- 3.12 The contribution of the curriculum and extra-curricular provision is good.
- 3.13 It is suitable for all abilities and supports the aims of the school in offering a fulfilling education and a wide range of activities to broaden horizons and build confidence.
- 3.14 Good programmes cover all the EYFS areas of learning, with the addition of Mandarin. This enables all children to reach the expected levels of development. A well-planned balance of child and adult initiated activities ensures that the interests and needs of every child are well met including those with SEND or EAL. The children are able to access a range of activities that supports their development, for example, using construction games to enable their knowledge of concepts such as height and weight. Since the previous inspection, the EYFS has moved to new premises, which provide additional outside facilities. The children access the outside areas for playtimes and enjoyable activities such as preparing flower pots for Mothering Sunday. This meets the recommendation of the previous inspection.

- 3.15 In the junior school, the curriculum has a strong focus on literacy and numeracy but also covers a range of other subjects including food technology. It also benefits from some teaching by senior school staff in French and weekly mathematics enrichment for Years 5 and 6. In the senior school, pupils follow a broad programme, including French and Spanish and from Year 8 are taught science as three subjects. At GCSE, pupils follow a comprehensive core curriculum; options are chosen from a wide range of subjects to maximise the numbers obtaining their desired choices. In the sixth form, pupils enjoy free choice from an extensive range of subjects, including a BTEC in sport and a course in thinking skills. The school has good curricular provision for ICT. Introductory work in the junior school is continued in the senior school, where both computing and computer science are offered respectively at GCSE and A level. There is an adequate library in the senior school, which is also used for private study. The school is aware of the need to refurbish this facility.
- 3.16 The effective personal, social and health education (PSHE) programme includes lessons delivered by a specialist teacher and assemblies. This provides a forum for the teaching of fundamental British values such as tolerance and respect for democracy. In addition, Year 10 pupils have the opportunity to take up work experience placements with advice and support from the school.
- 3.17 The curriculum for pupils with EAL and SEND is good. Pupils benefit from focussed support from teachers and teaching assistants in small classes. They also benefit from small group teaching by a specialist and work towards external qualifications in the sixth form. At times, more able pupils are identified, but the provision of additional work to provide extended challenge is very infrequent, and focused on questioning and dialogue.
- 3.18 The academic curriculum is enhanced by an extensive and evolving programme of extra-curricular activities for both junior and senior school pupils. This comprises a range of team and individual sports, as well as creative opportunities offered by drama and art clubs. There are choirs and a rock band and many pupils also participate in the senior school annual musical production. The Christian Union meets regularly and the Duke of Edinburgh Award scheme is offered from Year 10. There are also academic activities, notably for science. Pupils from Year 10 participate in the Model United Nations, raising their understanding of political, social and cultural issues. Additional opportunities for older boarders are limited and the school is aware of the need to improve this. Parents in the questionnaires showed a very high level of satisfaction with the range of subjects and experiences offered in the curriculum and the extra-curricular provision.
- 3.19 Pupils' experience is further enriched by trips and visits, both within the UK and abroad. These frequently involve different departments and span a number of year groups, enabling older pupils to mentor younger ones. Recent examples include subject-related trips to Iceland, France and Belgium, and local visits to a power station and coastal environments for field work. Junior school pupils stay overnight at a local activity centre.
- 3.20 Pupils benefit from strong links with the local community. Several pupils perform in local drama groups and with county musical ensembles; Year 8 girls take part in a service for Women's World Day of Prayer and all pupils support both local and national charities. In the EYFS, a tractor from a neighbouring farm comes in to help children with their study of transport.

3.(c) The contribution of teaching

- 3.21 The contributing of teaching is good.
- 3.22 Teaching across the school is effective in supporting the school's aims to provide a learning environment in which all children will explore their talents. Teaching successfully supports the good achievement and learning of pupils.
- 3.23 In the EYFS, enthusiastic and well qualified staff provide an attractive range of well-planned activities that respond to children's interests and include high expectations of children. Adults successfully track children's progress against expected development and ensure that all, including those with SEND and the more able, are supported or extended in their learning. This regular assessment meets the recommendation of the previous inspection. Rooms are well equipped with attractive displays and resources that engage and interest the children. The domestic scale of the provision and small classes produce an atmosphere of calm purpose.
- 3.24 In the junior and senior schools, the most effective teaching has pace and shows high expectations, probing questions challenge pupils, enabling them to explore further and expand their opinions and subject knowledge. Most teaching is well-planned and includes a range of learning activities to capture the pupils' interests and encourage them to reason and develop individual responses. In a small number of lessons, a lack of pace or variety of methods limits pupils' engagement in learning, so progress in acquiring new knowledge or skills is slow.
- 3.25 Most teachers have good subject knowledge and, in some cases, a passion for their subject that fosters interest in the pupils, as demonstrated in a lively discussion on the curvature of space in a physics lesson. Occasionally, a lack of clarity in the teaching means that pupils struggle to achieve satisfactory levels of comprehension in order successfully to answer problems; they then become less engaged in the lessons.
- 3.26 A range of resources is used effectively and at times imaginatively, such as the use of cartoon characters in co-ordinate geometry or the use of three-dimensional shapes and jigsaw puzzles to develop spatial recognition. In a GCSE geography lesson, pupils explored the effects of globalisation by evaluating the impact of multi-nationals on developing countries. Teaching promotes tolerance and understanding and pupils are encouraged to consider ethical issues and to question the validity of source material.
- 3.27 Relationships between teachers and pupils are excellent and high levels of meaningful encouragement promote good behaviour. All lessons are conducted in an atmosphere of equality and when pupils discussed political issues, such as the future of the European Union, all views were listened to with respect.
- 3.28 Teachers know their pupils well and most match work to the identified needs of pupils with SEND and EAL, for example the provision of kinaesthetic learning opportunities to meet the needs of pupils in critical thinking. Appropriate support is given in lessons and pupils consider that their individual needs are well met. The teaching makes appropriate provision for pupils with statements of special educational needs or EHC plans. Provision for the most able pupils is adequate although their needs are frequently not identified in planning. Differences in the work they do are mostly achieved by the way such pupils tackle tasks set for all pupils rather than by the provision for them of tasks with additional challenge

- 3.29 A new assessment policy has been devised and is being implemented, which includes the measurement of individual pupils' progress against clearly defined subject skills. Target grades are set, informed by standardised testing data and progress is measured and monitored by subject leaders. Pupil work is assessed regularly but the quality and effectiveness of marking is inconsistent. At its best, for example in the marking of extended writing and sixth-form work, marking is thorough and diagnostic, providing pupils with clear targets for improvement. In other areas, rudimentary marking with few constructive or helpful comments does not identify specific targets for progress.
- 3.30 In the questionnaire, a minority of pupils commented that homework is not helpful. In interviews, pupils explained that whilst the purpose of tasks is understood and the volume appropriate, teachers do not all adhere to the timetable consistently and this results in too much homework on some nights. Inspectors agree that this causes problems, including reduced opportunities to participate in extra-curricular activity. A very large majority of pupils were highly positive about how their teachers help them to learn, encourage them to work independently and give them individual help when they need it.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

- 4.1 The pupils' spiritual, moral, social and cultural development is excellent.
- 4.2 Throughout the school, pupils are mature, confident and articulate communicators whose exemplary behaviour and warm social interaction reflect the school's emphasis on important values such as trust, respect and friendship. This meets the school's aim to develop pupils to their highest potential so that they can mature into well-rounded adults in today's world. Pupils benefit from the promotion of fundamental British values through assemblies on tolerance, educational visits, subject teaching including the PSHE curriculum and special events such as mock elections.
- 4.3 In the EYFS, children behave well, they respect the adults who care for them and listen attentively to them and to each other. They are encouraged to co-operate and are given effective strategies for social development such as being shown how to join a group who are already playing together. Fundamental British values such as respect and kindness are actively promoted through displays, discussion and assemblies. The children are well prepared for transition because they are familiar with other staff, pupils and areas of the school through visits to the dining room or when they cross the bridge to the junior school. They particularly enjoy being helped by their buddies from Year 6 who, during the inspection, enthusiastically worked with the EYFS children to prepare their Mothering Sunday gifts.
- 4.4 At all ages, the pupils' spiritual development is excellent and reflects the school's Christian foundation. Varied and interesting teaching and stimulating activities develop pupils' self-knowledge, self-esteem and self-confidence and provide opportunities for creativity, such as when a visit to a local museum inspired the junior school pupils to design their own. Spirituality is further reinforced through singing which is a frequent activity. Some pupils can opt out of assemblies but are encouraged to develop spirituality through their own beliefs and faith on such occasions.
- 4.5 Pupils' moral development is excellent. Pupils know the difference between right and wrong and understand the school's sanctions and rewards system. Younger pupils appreciate the use of stars and older pupils understand the use of good and bad comments. Pupils understand and respect the civil and criminal law of England. They develop political awareness and gain an understanding of democracy through activities such as a debate on the Scottish Referendum, voting on renaming the school houses and on who should join the school council. In PSHE lessons, pupils learn about humanitarians such as Martin Luther King and discuss topics such as bullying, emotions and children's rights knowledgeably, as well as exploring ethical issues such as globalisation. They also develop an excellent moral understanding in sport, demonstrating a sense of fair play and teamwork during a netball match.
- 4.6 The pupils' social development is excellent. They get along very well together at all times regardless of age or background and support one another across school life, exemplifying an education based on trust, respect and friendship. They conduct themselves impeccably and they are courteous and polite. They move sensibly around the school, show good manners at mealtimes and are respectful participants during assembly. Pupils across the school support charities for those less fortunate than themselves. They take on positions of responsibility such as prefect and school councillor and the older pupils often support the younger ones. Pupil participation in assemblies develops confidence and good communication skills. Involvement in

local events further enhances pupils' social development and respect for other people, particularly those with characteristics protected by the Equality Act 2010, and they understand the importance of identifying and combatting discrimination.

- 4.7 Pupils' cultural awareness is very well developed. They are well-informed and able to discuss special occasions and celebrations from different countries and religions such as Hanukkah, Diwali and Chinese New Year. Cultural opportunities are spread across the curriculum such as the study of Asian-influenced music and Caribbean art. The PSHE syllabus focuses extensively on fundamental British values and major British institutions like the monarchy and notable Britons. Pupils' understanding of liberty and British history was demonstrated well in a junior school assembly that told the story of the tunnellers' escape from a prison camp, followed by a dance dramatizing the event.
- 4.8 Pupils' personal development is excellent throughout the school and they are confident, polite, articulate and thoughtful ambassadors by the time they leave.

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

- 4.9 The contribution of arrangements for pastoral care is good.
- 4.10 The school's pastoral systems offer effective support and guidance for pupils of all ages.
- 4.11 Every child in the EYFS has a key person who ensures that they are making the best possible progress. Warm positive relationships with adults build the confidence for the children to develop socially and build good relationships with each other. Careful attention is paid to individual needs and interests. Children behave extremely well and are confident that adults will look after them and keep them safe. They are encouraged, praised and rewarded with gold stars for making healthy choices such as bringing fruit for a snack.
- 4.12 Throughout the school, personal relationships between staff and pupils, and between the pupils themselves, are excellent. The staff provide nurture and support in a close-knit community. The pastoral system in the senior school has recently been re-organised and each pupil is in a tutor group, led by two or sometimes three tutors. Four heads of pastoral care have oversight of care and discipline and report to the head. This allows plenty of opportunities for pupils to meet with a tutor. In response to questionnaires, the majority of pupils said there is an adult in whom they can confide. They are positive about the guidance they receive, although some pupils felt the complexity of the system leaves them unsure as to whom they can turn. Inspection evidence supports this view. Pupils in the junior school are happy in a calm and respectful environment, where they respond cheerfully to the guidance of their form teachers, who know their pupils very well.
- 4.13 The school promotes very high standards of behaviour and is highly effective in guarding against harassment and bullying. Any incidents of unacceptable behaviour are dealt with promptly and firmly, although not all incidents have been recorded in the same way. Pupils say that any bullying is rare and inspection evidence confirms this. In responses to the questionnaire, a minority of pupils expressed dissatisfaction with the school's use of rewards and sanctions. Discussions with pupils showed that, although they generally agree that rewards are given consistently, some feel that sanctions are applied unevenly. Records support this view.

- 4.14 Half of those pupils who responded to the questionnaire felt that the school does not ask for their opinions and respond to them. Inspection evidence shows that termly council meetings and tutor time provide good channels of communication. Boarders were able to cite how constructive discussions have led to welcome improvements.
- 4.15 Pupils are encouraged to eat healthily and to take regular exercise. Fitness and a healthy lifestyle are issues which feature regularly in assemblies, PSHE and physical education lessons. The school has an appropriate plan to improve educational access for pupils with SEND.

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

- 4.16 The quality of arrangements for welfare, health and safety is sound.
- 4.17 Comprehensive health and safety measures are in place throughout the school including in the EYFS. Risk assessments for the site and for out-of-school visits are thorough. Checks on equipment are carried out regularly and detailed records are kept. Premises are maintained well and an effective system identifies and carries out any necessary repairs although not all washrooms for older pupils are separated correctly by gender. Comprehensive fire prevention and safety policies are implemented, staff are suitably trained and a fire risk assessment is undertaken annually. Fire drills for the whole school now take place at least termly.
- 4.18 Pupil welfare is a high priority for all staff. Throughout the school, procedures for safeguarding pupils are understood and, by the end of the inspection, policies included all required points in current statutory guidance, although there were several omissions when the inspection was announced. Pupils are educated on keeping themselves safe, including sensible use of the internet. Designated staff have received suitable safeguarding training from the local authority and all staff receive child protection training regularly, including about arrangements to prevent radicalisation and extremism. All adults employed by at the school have undergone the required DBS and barring checks. However, recruitment procedures for some volunteers and contractors have not included accurate checks of identity undertaken before work began, for example where staff are known by two names. Some have begun work in the past before a DBS check has been seen by the school and without a barred list check having been undertaken. Not all checks have been entered accurately on the SCR. By the end of the inspection, recruitment procedures had been revised to reflect current guidance and these were understood; the single central register of appointments contained the required entries.
- 4.19 Pupils' medical needs are fully met. The medical room in the senior school is also used for junior school pupils and provides a comfortable base for those who are injured or unwell, and for pupils with SEND. The majority of staff are trained in first aid and this provides a good standard of care. Medicines are stored securely and staff are kept well informed about pupils with various medical conditions. All accidents or injuries are recorded and parents are duly notified.
- 4.20 The school has recently moved admissions and attendance registers to an electronic system and both of these now contain all the relevant information and are correctly stored. The requirement of the previous full inspection for the correct keeping of junior school attendance registers has been met.

4.(d) The quality of boarding

- 4.21 The quality of boarding is good.
- 4.22 The outcomes for boarders are excellent. Boarders benefit immensely from the boarding experience, which supports their development in all areas of school life. Pupils' academic progress is helped by the personal attention they receive in small groups and through the self-discipline inculcated in the daily routine. Pupils with EAL grow in confidence quickly as they practise their speaking and listening skills in a small, friendly and encouraging environment. The manners and courtesy in the boarding house are impeccable. For example, a meal only begins when everyone has arrived; this tradition makes a strong statement about the importance of the community and the inclusion of the individual. In their questionnaire a minority of boarders said they do not enjoy boarding, but no evidence to support this view was identified during the inspection.
- 4.23 Boarders confirm that they are able to contribute to the running of the house. There are formal meetings, and concerns expressed to the senior boarders are quickly transmitted to the house staff and acted on where possible. Relationships between the boarders and between them and the staff are very positive and friendly. The boarders, who come from a wide variety of cultures and backgrounds, celebrate their friends' interests and successes. They embrace a fit and healthy lifestyle, and they take regular exercise. The behaviour in the boarding house is exemplary and pupils develop in an atmosphere of tolerance and respect.
- 4.24 The quality of boarding provision and care is good. Every effort is made to welcome new boarders. Those flying to the country are met at the airport a day before term begins. Written information about the school and boarding principles is provided and a mentor helps the new boarder to settle in and to understand how the school works. Written information is also provided in a boarder's mother tongue, as recommended in the previous boarding inspection. Boarders say they have a choice of adults to whom they can turn for guidance, both amongst the boarding and day staff. The house notice boards display information and contact details for the independent listener and outside agencies. The school now has effective policies in place, regarding the medical care of boarders, including the recording and storage of medicines and the treatment of some chronic conditions. All medicines are correctly stored, with parental consent obtained for them to be dispensed. Records are in order and up to date. Two sick bays, for male and female students, provide comfortable accommodation for boarders who are unwell. This satisfies the requirement of the previous boarding inspection. The boarding house staff are suitably trained and qualified to look after boarders' medical welfare, and they ensure that boarders' confidentiality and rights are respected. Boarders may also make appointments to see medical professionals outside the school as needed. They appreciate the good quality of care they receive.
- 4.25 The boarding house is secure and boarders' rooms are private and out of bounds to day pupils. The house is warm, in good decorative order and well lit. Washing and showering facilities are of sufficient quality and quantity and provide privacy. The school has recently improved the showers, thus satisfying the recommendation of the previous inspection report. At the time of the inspection, some showers were of need of maintenance and the school is aware of this. The boarders have adequate bed space and room to study, and there is good storage space for their belongings. Boarders have no concerns over the safety of their possessions, but may use a lockable cupboard if they wish. The school office acts very efficiently as the boarders' bank, and looks after valuable possessions such as passports. The

laundry arrangements for houses are most efficient, ensuring a regular supply of clean bed linen and clothing. Small items can easily be bought from the supermarket near to the school. Some boarders have chosen the colour of the paint on their bedroom walls, which has allowed them to add a personal touch and theme. There is a small kitchen, and boarders may go to the dining room close by for milk or fresh fruit. In response to the questionnaire, half the pupils said they are not satisfied with the availability of snacks outside meal times and the majority of boarders said that they are dissatisfied with the food; a similar opinion was expressed during meetings with them. The inspectors found the food to be of good quality, healthy, varied and nutritious, and the dissatisfaction is due to the overseas boarders' unfamiliarity with some of the options on offer. The caterers are fully aware of any special dietary requirements, and meet these needs.

- 4.26 The boarders enjoy the school's good extra-curricular programme, which enables them to participate in activities with other pupils during weekdays. They say that a weekend programme of trips and activities provides a good balance of adventure and relaxation. There are ample opportunities for pupils to make contact with home and friends, though sometimes the time differences can make the timing of calls awkward.
- 4.27 The arrangements for the welfare and safeguarding of boarders are sound. The boarding staff have been checked appropriately on appointment, and then they receive induction and support on their arrival. Staff are trained in safeguarding and understand their responsibilities. The school has suitable policies in place to prevent bullying and to promote good behaviour. The boarders are regularly registered throughout the day, so that staff always know of their whereabouts, and they are well supervised, including at night. There is a missing pupil policy which is understood by the boarding tutors. All the required procedures to promote pupils welfare are implemented effectively. Thorough risk assessments are implemented. Fire practices are carried out each term in boarding time. The boarding tutors live in the house, but some of the accommodation is not fully separated from the boarders. For example, toilet and washing facilities for residential staff are not fully separate from boarders' accommodation.
- 4.28 The leadership and management of boarding are good. The day-to-day management of the house is highly effective in promoting a harmonious and positive atmosphere. By the end of the inspection, the school had policies in place to meet all the necessary requirements for boarding and reflecting their thorough practice, but these have not always been monitored regularly including those for the recruitment of staff. The house tutors are tireless and energetic in their work, and the boarders are most appreciative of what is done to provide for their needs. There is a governor with responsibility for boarding who makes regular visits to the house, and takes a strong interest in boarders' well-being. The boarders gain considerably from their life at school.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is unsatisfactory.
- 5.2 Governors provide a wide range of professional expertise, including relevant educational experience. However, oversight of the school, although in line with its aims and Christian ethos, and paying careful attention to the welfare of boarders, has not ensured that all regulatory requirements are met, including some identified as not met by previous inspections. Working closely with senior management, governors ensure prudent financial planning provides suitable investment in both teaching and administration staff, as well as in educational resources and accommodation. Although there is no dedicated governor for the EYFS, the importance of the youngest pupils is recognised and governors have enabled the recent move of the EYFS to a newly refurbished base with new facilities and versatile outside space.
- 5.3 Governors are adequately informed on educational standards by reports from the head and senior managers including the head of the junior school. Many governors also attend special events and visit classes. These give them some insight into the working of the school and the current educational environment. There is a named governor for safeguarding, regular reports are received on any child protection matters and governors receive initial training that is updated periodically. The full governing body undertakes an annual review of safeguarding policies and procedures. However, this has lacked sufficient rigour to ensure that these meet current statutory guidance. Governors have not ensured, through systematic monitoring, that appointment procedures are scrupulously followed as required by the previous boarding inspection.
- 5.4 Following the recommendations of the previous inspection, governors have prepared a school development plan with senior staff that includes appropriate timescales for both material and educational improvement; however, this does not provide to meet all the required actions and recommendations of that inspection. The requirement of the previous boarding welfare inspection to provide separate medical accommodation for boys and girls has been met. Governors through the various committees provide appropriate support and challenge to the school including appraisal systems for senior staff but do not ensure that senior managers have sufficient time to monitor and evaluate the work of the school, or to ensure compliance with all regulations.

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

- 5.5 The quality of leadership and management, including links with parents, carers and guardians is sound.
- 5.6 Senior leadership has undergone several phases of re-organisation since the previous inspection and the present team is recently established. There is strong academic direction and faculties have been established, each with their own leaders who monitor their departments and produce subject development plans. The head of the junior school co-ordinates junior school teaching and its curriculum. A new assessment system has been established that is now being integrated across all departments and introduced to parents. Pupils' ability and attainment is established

through various standardised and school-based tests. The new policy is not yet sufficiently refined to ensure that the needs of all pupils, particularly the more able, are recognised and that the marking of pupils' work is monitored so that a consistently high standard is maintained across all subjects.

- 5.7 The leadership and management of the EYFS are firmly committed to ensuring that the school is welcoming, safe and stimulating for all the children and their families. All staff are working together with a purposeful vision of shared aims and an understanding of the priorities for improvement that have been identified. The educational programmes are carefully monitored and the setting has made good progress since the last inspection. Leaders mentor staff through effective systems of coaching and support and professional development through supervision sessions is now formally recorded. Professional development is encouraged, and contact is made with other local nurseries to share practice and experience. The EYFS actively promotes equality, diversity and British values through such means as vibrant displays, and national events. For those children who may require support in any area such as speech development, the school seeks and implements professional involvement and advice. Arrangements are also in place for children to attend therapy sessions in school so that progress is as rapid as possible.
- 5.8 Pastoral leadership across the whole school provides strong role models for pupils, maintains high levels of behaviour and monitors pupils' concerns and disciplinary matters. However, there is an overlap between pastoral leadership roles that is not yet well understood by pupils or all staff. As a result, although there is excellent dialogue between senior staff, some record keeping is inconsistent and there is lack of monitoring of, for example, the consistency of awarding sanctions for disciplinary misdemeanours. This results in not all students knowing to which adult they should turn for pastoral guidance.
- 5.9 Senior leaders effectively discharge their responsibilities for safeguarding pupils when concerns arise. There is close liaison with local agencies and careful records are kept. All staff are suitably trained in their roles in welfare, health and safety and pupils' welfare is regularly discussed at meetings. By the end of the inspection, documentation on procedures to be followed met current guidance. Most safer recruitment procedures are followed and DBS clearance is obtained for all employees of the school, but the necessary checks and references have not always been obtained before appointment. Previous inspection requirements have not been met consistently; some checks on volunteers and contractors have not been made in a timely manner, although all relevant checks had been made by the end of the inspection. Procedures have been reviewed and current policy now meets requirements.
- 5.10 Committed leadership monitors school policy implementation, keeping well informed by consultation with staff, parents and pupils. However, school policies have not kept abreast of changes to regulations and the monitoring of all aspects of compliance, including those for boarding, accommodation and provision of information has been inconsistent and thus the recommendation of the previous inspection to monitor and evaluate the work of the school has not been met. By the end of the inspection, regulatory policies had been amended and procedures reviewed. Leadership has a strong input into the personal development of pupils; their academic successes and emotional maturity in an atmosphere of mutual tolerance and respect bears testimony to their success.
- 5.11 The school's excellent links with parents are reflected in questionnaire responses which show parents have an extremely high level of satisfaction with the educational progress of their child, their happiness and the care they receive. From pupils'

earliest years, leaders and staff work closely with parents. The EYFS staff welcome parental involvement, through such means as handbooks, reading records, notice boards and social media. These publish a wealth of information including the daily routine, menus and activities. In the final term of the EYFS, parents are provided with a written summary reporting their children's progress against the Early Learning Goals and the assessment grades thus meeting the requirement of the previous inspection. Parents speak highly of the way that developments in the school are communicated to them, through both written communication and meetings. A recently introduced electronic messaging system enables parents to be quickly informed if there are any changes made to daily arrangements. There is an effective complaints procedure and the small number of complaints is correctly recorded.

- 5.12 Detailed and thoughtful reports give parents considerable information about their child's achievements and suggestions about how their learning might progress. Reports for older pupils in the senior school include advice about approaches to study for public examinations; pastoral and academic tutors give advice on suitable options for the pupil's future. The school organises a regular programme of parents' evenings to allow parents to discuss their child's progress with teachers. In addition, parents particularly value the easy contact with both tutors and school leaders at other times if there are issues they wish to discuss.
- 5.13 There is an active parents' association that organises a programme of social events. The school's attractive website publishes the required information and policies for current and prospective parents.

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