



INDEPENDENT SCHOOLS INSPECTORATE

BOUNDARY OAK SCHOOL

INTEGRATED INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

Boundary Oak School

Full Name of School	Boundary Oak School		
DfE Number	850/6047		
Registered Charity Number	307346		
Address	Boundary Oak School Roche Court Fareham Hampshire PO17 5BL		
Telephone Number	01329 280955		
Fax Number	01329 827656		
Email Address	secretary@boundaryoak.co.uk		
Head	Mr Stephen Symonds		
Chair of Governors	Mr Peter Carden		
Age Range	3 to 13		
Total Number of Pupils	137		
Gender of Pupils	Mixed (89 boys; 48 girls)		
Numbers by Age	3-5 (EYFS):	24	
	5-13:	113	
Number of Day Pupils	Total:	121	
Number of Boarders	Total:	14	
	Full:	5	Weekly: 9
Head of EYFS Setting	Mrs Helen Lawrence		
EYFS Gender	Mixed		
Inspection dates	20 Nov 2012 to 23 Nov 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.

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.

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.

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, 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 Penny Horsman

Mrs Dianne Barratt

Ms Diane Martin

Mr Richard Balding

Reporting Inspector

Team Inspector (Head, IAPS school)

Co-ordinating Inspector for Boarding

Co-ordinating Inspector for Early Years

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Boundary Oak School is a co-educational day and boarding school for pupils between the ages of 3 and 13. It was founded in 1918 in Waterlooville and moved to its present site in 23 acres of playing fields, pasture and woodland on the outskirts of Fareham, Hampshire in 1961. In recent years a nursery and an art and technology block have been added to the accommodation.
- 1.2 The school is a charitable trust with a board of governors who are chosen to bring expertise and experience from a variety of backgrounds. The aims of the school are to value and treat each pupil as an individual within a family community and to develop and support differing needs whilst fostering an enjoyment of learning. The school's senior leadership team has been enlarged since the previous inspection.
- 1.3 The ability profile of the school is above the national average, although with a fairly wide spread of abilities represented, and variances between the overall abilities of each year group. Pupils come mostly from professional families with parents who live and work in the area surrounding the school, with a few pupils from families who live and work abroad. The majority are from a white British background with a small minority coming from several other different ethnic groups.
- 1.4 Currently 137 pupils are on roll, 89 boys and 48 girls, with 24 of these, 11 boys and 13 girls being in the Early Years Foundation Stage (EYFS). Fourteen pupils are either full or weekly boarders with 12 others boarding occasionally. The school has identified 29 pupils who have special educational needs and/or disabilities (SEND) and all of these receive additional support. No pupil has a statement of educational need. Three pupils have English as an additional language (EAL) and all of these receive additional help.
- 1.5 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 From the EYFS upwards pupils are successful in their learning and personal development. The school successfully meets its aim to value each pupil and treat them as an individual within a family community while fostering a love of learning. Good teaching contributes to the good overall achievement of pupils, but some aspects of teaching are not yet wholly consistent. The use of assessment data to target the needs of individual pupils has been introduced but is in its early stages. The pupils' attitudes to their work are excellent. They are interested in their studies and both day pupils and boarders appreciate the opportunities which are offered to them, both within and outside the curriculum.
- 2.2 Throughout the school the pupils' personal qualities are excellent, fostered by the warm and caring atmosphere. This results in pupils who are well-mannered and unfailingly polite. Pupils, both day and boarding, reported that they are proud to be at the school. The personal development of boarders is excellent and is promoted effectively by the safe and caring boarding environment. Parents were overwhelmingly positive in their responses to the pre-inspection questionnaires, demonstrating their strong satisfaction with the education which their children are receiving. All staff, both teaching and non-teaching, provide excellent pastoral care and their example leads to the purposeful atmosphere which pervades the school. Good arrangements are in place to ensure pupils' welfare, health and safety.
- 2.3 Leadership and management are good overall. The school has responded well to the recommendation of the previous report to include the whole staff in planning for future development. Recommendations made in the previous inspection of boarding have all been addressed. The school is in the process of transferring assessment data to the intranet so that teachers can access the relevant information from their classrooms. The use of setting to provide more effectively for the most able pupils has been enhanced this year to include a greater range of subjects. Leadership of the EYFS is excellent. The governors are committed to the school, play an important part in its development and have an excellent working knowledge of the day to day life of the school.

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.

(ii) Recommendations for further improvement

- 2.6 The school is advised to make the following improvements.
1. Ensure that tasks set in lessons are suitable for the differing needs of the pupils.
 2. Extend the monitoring of teaching and learning to ensure effective use of assessment data.

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 good.
- 3.2 Throughout the school pupils are well educated and successful in their learning. The school fulfils its aims to encourage pupils to develop their strengths and enjoy their learning. Pupils show understanding in lessons and in their written work and make at least good progress. They are generally able to listen to each other and converse confidently with adults from an early age. Children in the EYFS are active learners and achieve well. They enjoy role play and the many opportunities which are provided for creative and imaginative development through interaction with each other and adults. In a task to make a bird feeder, staff encouraged the children to think critically about solving the associated problems. Children work industriously and enjoy choosing from the wide selection of construction kits available to them which develop their problem solving and manual dexterity skills to a high level. Higher up the school, younger pupils were able to discuss a balanced diet in personal, social, health and citizenship education (PSHCE) and older pupils were able to discuss reactions between oxides and metals in science. From an early age pupils display good mathematical skills. Nursery children can count and recognise numbers up to ten and by the time they leave the EYFS can perform simple addition and subtraction sums and read at a level above their chronological age. Younger pupils were able to solve two-step worded problems in mathematics and older pupils or used their knowledge of accurate measuring effectively in design technology. Pupils' creative skills are clearly evident in art work, some in the style of Picasso and Monet, which is on display.
- 3.3 From the EYFS upwards pupils use information and communication technology (ICT) confidently both on the interactive whiteboards and individually to enhance their work. Pupils display good physical skills across a range of sports. They enjoy a variety of individual and team successes in dramatic, sporting, and musical activities. Pupils have gained roles in London musical theatre productions, played in the unbeaten school rugby team and been selected to represent the local triathlon club. At age 13 when they transfer to secondary education, some pupils achieve academic or drama awards at local independent schools. Pupils have been highly successful at gaining places at the secondary schools of their first choice.
- 3.4 The pupils' attainment cannot be measured in relation to average performance in national tests but, on the evidence available, it is judged to be good in relation to national age-related expectations. This level of attainment, as judged, indicates that pupils of all ages and abilities make good progress, including those with SEND and EAL. These pupils benefit from careful planning for their needs in almost all lessons and from the specialist help offered by the learning support department. From conversations with pupils with SEND and EAL and from scrutiny of their work it is clear that their progress is good. Individual education plans provide teachers with information to aid their planning for pupils with SEND which is used effectively in some lessons. Opportunities for extension activities are provided within some, but not all, curriculum subjects. The most able pupils reach high standards in mathematics and science. Extension for the most able outside the curriculum includes activities such as when older pupils were challenged to make a presentation in French on a location anywhere in the world. In the EYFS pupils make substantial progress in all areas in relation to their starting points with many of them meeting all of the early learning goals.

- 3.5 Pupils thrive in the atmosphere of enjoyment and effort. Their attitude to their work is excellent and they take pride both in their own achievements and those of others. All pupils from the EYFS upwards sustain good levels of concentration during lessons and activities, making good use of the opportunities which are presented to them. Pupils work very well together when tasks are provided for co-operative learning.

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

- 3.6 The contribution of curricular and extra-curricular provision is good.
- 3.7 In accordance with the school's aims, pupils benefit from a broad curriculum which is suitable for the needs of pupils of all ages and abilities and covers all of the requisite areas of learning. French is offered from the EYFS and since the previous inspection Latin has been introduced for pupils in the older years. Personal, social, health and citizenship education is timetabled in all year groups and enables pupils to prepare for adult life by exploring and discussing important issues, such as relationships and feelings. In the EYFS a wide range of interesting and stimulating activities is provided which encourage the children to widen their vocabulary, such as when they were investigating the terms longer and shorter in numeracy.
- 3.8 The balance and timing of some subjects on the timetable is not always well planned with some of the younger pupils having academically demanding subjects timetabled at the end of the day after a physical education (PE) session. Since the previous inspection, setting by ability has been put in place in some subjects to meet the differing needs of pupils but this is not always used to full effect.
- 3.9 Some subjects provide good opportunities for developing the pupils' intellectual curiosity and extending the most able. Pupils who require support with their learning are catered for very well by the learning support department where specialist teachers teach individual and group lessons. When appropriate, detailed individual education plans are compiled which disseminate helpful information to subject teachers about learning styles and learning difficulties. In the EYFS the needs of children who may possibly have SEND are monitored carefully.
- 3.10 Pupils in the older year groups have the opportunity to take part in residential visits in this country or France. These visits, along with regular day trips to museums, galleries and places of worship enhance the pupils' overall educational experience. Many links exist with the local community; art work is displayed in a local library and theatre and some children take part in charitable musical activities such as the 'Voice in a Million'. Prior to the London Olympics, local athletes and a torch bearer visited the school and a volunteer at the Olympics also talked to the pupils about her responsibilities; this widened the pupils' experience of this international event.
- 3.11 A good range of extra-curricular clubs and activities is available and pupils enjoy and benefit from these opportunities. The programme includes activities such as golf, pottery, judo, rugby and gymnastics. On Saturdays pupils are able to participate in outdoor activities such as bushcraft.

3.(c) The contribution of teaching

- 3.12 The quality of teaching is good.
- 3.13 Throughout the school it is effective in achieving the school's aim to develop inquisitive minds. It enables all pupils to make good progress. All staff have good subject knowledge and answer pupils' questions confidently. Their enthusiasm promotes an eagerness in the pupils to learn and they are keen to complete the tasks their teachers prepare for them. Teachers know their pupils well and information about them is shared. The relationship between the pupils and their teachers is excellent throughout the school and behaviour in lessons is good.
- 3.14 In the EYFS carefully planned indoor and outdoor sessions using the wide range of resources and, with a suitable balance of adult-led and child-initiated activities, enable the children to respond well to the high expectations of the staff. Higher up the school most lessons are thoroughly and effectively planned, with a variety of tasks that hold pupils interest and challenge their thinking skills. Planning has improved since the previous inspection but inconsistency in the documentation exists between subjects. The best practice includes reference to learning intentions, assessment and differentiation, including challenge for the most able; some or most of these are missing from less effective lessons.
- 3.15 A variety of teaching methods including individual, pair and group work gives pupils an opportunity to learn in different ways. Lively discussion between pupils and the teacher is evident in some lessons, for example in a science lesson where older pupils discussed the ethics of a badger cull.
- 3.16 The best lessons have a brisk pace and tasks are skilfully designed to meet the needs of the varying abilities. In the less successful lessons, the planned outcomes are not clear and the teaching and tasks are not always matched to the abilities of the pupils. The most able pupils, especially those in the upper years, have good opportunities in some subjects, but limited opportunities in others, to work at the highest levels, or more independently. In the EYFS detailed, regular assessments of children's progress are used to plan the next steps in each child's learning and extra help is given to those who need it. Individual children's interests are noted and detailed in the weekly planning. Teachers make good use of the new interactive white boards which have been installed in some classrooms and resources overall are adequate.
- 3.17 The school has recently begun to focus on improving the use made of assessment information to identify targets for individual pupils. Systems have been developed and are starting to be used by staff, as is the planning of extension activities in lessons for the most able. However, although peer monitoring has begun, regular monitoring by senior leaders is not yet consistent across all subjects. Pupils' work is marked regularly. The most effective marking encourages each pupil to strive for the best, giving excellent feedback and clear guidance on how to improve, sometimes with additional tasks to which the children respond. However, in some cases marking consists of ticks only or short, uninformative comments.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

- 4.1 The spiritual, moral, social and cultural development of the pupils is excellent.
- 4.2 Through religious education lessons, pupils develop a secure understanding of the importance of religious beliefs. They were able to discuss the festival of Diwali and relate this festival to their own and other faiths. Pupils adopt the values of tolerance, care for others, forgiveness and empathy which are enshrined within the school's ethos. They appreciate the non-material aspects of life and they enjoy and make good use of the spacious grounds and woodlands which surround the school.
- 4.3 A strong sense of fair play and the right of everyone to be respected as a person are evident throughout the school reflecting the pupils' excellent moral development. They have a clear idea of good behaviour and develop a sense of right and wrong from the EYFS upwards. All pupils share in the successes of others, applauding enthusiastically in assemblies when achievements are recognised. In the EYFS children's development is supported through assemblies and certificates of achievement. With encouragement they learn to share, take turns and make appropriate choices and are well prepared to move on to the next stage within the school.
- 4.4 Pupils' social development is excellent. Pupils express their views with confidence and have a well-developed sense of self-esteem. They talk freely with adults and other pupils, both day and boarding, from different year groups, fostered by the house system. They show pride in the responsibilities they are given such as duties on the school council which they carry out conscientiously. Pupils contribute to the wider society in which they live as they engage in visits to entertain senior citizens in the locality, and host fundraising events at school.
- 4.5 Cultural development is good. Pupils have a good understanding of their own and other cultures through history and geography and through visits to art galleries, museums and historic places of interest. Residential visits to France enhance their understanding of a culture other than their own. In interviews, pupils showed an understanding of public institutions in this country and older pupils have embarked on a project involving local planning which is intended to increase their knowledge of local government.
- 4.6 By the time they are ready to transfer to their next school at the age of 13 the pupils' personal development ensures that they are ready for the challenges which lie ahead.

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

- 4.7 The pastoral care of the pupils is excellent.
- 4.8 Systems of pastoral care support the aims of the school to provide a happy, safe and secure environment where everyone is valued. Staff know pupils well and relationships are excellent between staff and pupils and amongst the pupils themselves. Staff share any concerns about pupils, discussing them at staff meetings. They are strongly committed to providing effective, high quality support and guidance and realise the importance this has on the overall wellbeing of pupils. Pupils are appreciative of this and hold the family atmosphere in high regard. In interviews both boarders and day pupils reported that they feel confident that there is an adult to whom they can turn should they have a problem. In the EYFS the key worker system ensures that children's needs and routines are recognised, strong relationships are forged and that children are confident about sharing any concerns with an adult.
- 4.9 Opportunities are in place to hear pupils' views through an effective school council and pupils confirmed that their views and opinions are valued and listened to. Staff are reflective in their decisions and care for pupils is fostered in regular staff meetings to discuss pupil welfare. Pupils interviewed reported that there is rarely any bullying but were certain that should any occur it would be dealt with swiftly.
- 4.10 A varied and nutritious menu is provided for both boarders and day pupils with fresh fruit available at every meal. Mealtimes are social occasions and staff dine with the pupils. In PSHCE lessons the children learn about the benefits of a healthy diet and regular exercise.
- 4.11 The school has a suitable plan to improve educational access for pupils with SEND.

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

- 4.12 The arrangements for welfare, health and safety are good.
- 4.13 The safeguarding procedures are suitable and have regard to official guidance. Throughout the school all staff are appropriately trained at the required level in child protection and all policies are now up to date. The EYFS is a safe and secure environment where children's welfare is properly safeguarded. Close and effective relationships are maintained with children's services locally.
- 4.14 All necessary measures are taken to reduce the risk of fire and other hazards, with comprehensive risk assessments covering all areas of school life. Regular fire drills are held, including for boarders, and records kept. Staff receive clear guidelines on fire safety. Health and safety procedures are reviewed and checked regularly. Staff are fully aware of these procedures and pupils are reminded of these in lessons and as they move around the school. Electrical testing is regular and recorded appropriately. Risk assessments for outings and visits are rigorous and the admission and attendance registers are completed and stored appropriately. The health and safety committee, which meets regularly, is chaired by one of the governors.
- 4.15 The facilities for sick or injured pupils are adequate and a number of staff are qualified in first aid, including paediatric first aid.

4.(d) The quality of boarding

- 4.16 The quality of boarding is good overall.
- 4.17 Outcomes for boarders' personal development are excellent. The school succeeds in its aim to provide an environment of respect, empathy, compassion and care within a family community. Pupils feel well cared for and the relationships in the boarding house between pupils and adults and the pupils themselves are excellent. The suggestions box is well used with pupils asking about trips, food. Boarders' meetings are held so that all boarders can express their views. Younger pupils report that they are well supported by the older pupils and confirm that 'everyone is friendly with everyone'. Support is available within the house for pupils when they are doing prep. Pupils view the house as their home and there is a strong sense of community. Access to news gives boarders a good knowledge of current events. They are able to form mature opinions for themselves and feel assured that others will respect their views.
- 4.18 The quality of provision and care is good. As numbers in the house are small the family atmosphere prevails and occasional boarders are made to feel welcome within the boarding community. Induction to boarding is effective with a buddy system in place and boarding handbooks for the pupils. However, although the handbooks are comprehensive they are not particularly child friendly. Boarding and academic staff work very well together, carefully ensuring all boarders' pastoral, academic and social needs are met. Boarders know to whom they can turn if they have a problem and they are clear how they can contact the independent listener should the need arise. Sick or injured pupils are looked after by trained first aiders and any medication is dispensed by the housemaster. A daily handover exists between the day-time first aider and the boarding staff to ensure continuity of care. A separate dormitory is available for boarders who are unwell and as most boarders live near to the school parents can be contacted easily. In an emergency the local doctor can be called or a boarder can be taken directly to the hospital. Correct records of medication and injuries are kept and first aid boxes are checked regularly. Boarders are not allowed to venture into the extensive grounds unaccompanied and risk assessments are in place for all areas of the school. A suitable health and safety policy exists for boarding with all necessary checks and tests on equipment being carried out and recorded. Fire drills take place regularly and are recorded appropriately. Boarders' personal electronic devices are stored by the housemaster and issued in boarders' free time. Pocket money is kept for full boarders and this is signed for when they go on weekend trips. A complaints policy for pupils is in place.
- 4.19 The boarding accommodation is upstairs in the main building of the school. It is not used by pupils during the day and boarders return to their accommodation at the end of the day accompanied by staff. Accommodation is satisfactory but lacks personalisation by the pupils. Meals and snacks are taken in the dining room. Food is nutritious and fresh fruit is always available as is drinking water. Boarders take part in the daily activities which are provided for all pupils and have self-directed time once the day pupils have gone home. They have use of a common room with a television and games. Boarders are able to contact their parents using e mail or a telephone which is private. Parents are kept informed via termly reports and if necessary contacted at other times.
- 4.20 Arrangements for welfare and safeguarding are good. Policies are appropriate and made available on the school website. Staff are trained to the appropriate level in safeguarding, and safe recruitment procedures are followed when new staff are

appointed. Governors are kept informed of pupil welfare within the boarding environment. In their responses to the pre-inspection questionnaires all boarders reported complete satisfaction with boarding. Behaviour within the house is excellent and a code of conduct exists for boarders, which is posted on the house noticeboard.

- 4.21 The leadership and management of boarding are good. Staff rotas are clear and male and female staff are always on duty with sometimes a third person to cover activities. Excellent communication exists with academic staff both formally and informally giving pupils a holistic package of care and education. Meetings are held weekly for all house staff and the senior boarding staff meet weekly with the school's leaders who sign all documents relating to boarding. These include minutes of meetings, the incident book, the register of pupil checks and the first aid handover book. House staff receive formal recorded appraisal every six months.
- 4.22 In their responses to the pre-inspection questionnaires parents of boarders indicated their complete satisfaction with the boarding arrangements and made many positive comments. The recommendations from the previous inspection have been addressed. All procedures for recording incidents are now correct and health and safety risk assessments have been carried out with no major recommendations for within the boarding house. The boarders' common room is rather impersonal but now has a television and games facilities, while improvements in the bathroom accommodation for the boys have been welcomed by the pupils.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 Governance is excellent.
- 5.2 The governors are well qualified and provide a valuable blend of experience and expertise. They are most successful in providing the stimulus to ensure an effective education in line with the school's policies and aims. They visit frequently and spend time in classrooms meeting staff and pupils and learning about the life of the school. This ensures excellent oversight of the school's work and supports the academic achievement and outstanding personal development of the pupils. Each governor is assigned to one particular year group within the school. They take a close and effective interest in the EYFS.
- 5.3 The designated governor for child protection meets with and receives regular reports from the child protection officers on policy and procedures. These are then reviewed and discussed by the full governing body. Governors fulfil all their legally required duties for ensuring the welfare, health and safety of the pupils.
- 5.4 Many of the governors have received training for their roles including for child protection and safe recruitment. Governors exercise prudent financial control and ensure that the necessary levels of staffing, accommodation and resources are maintained overall. They take a close interest in development planning and work closely with the school's leaders.

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

- 5.5 The quality of leadership and management is good overall.
- 5.6 Staff, parents and pupils respect the deep commitment shown in the way the school is led. The senior leaders ensure that the school fulfils its aims to encourage the pupils to believe in themselves and strive to do their best. The excellent personal qualities of the pupils and the good standard of their achievements are a direct result of the ethos which has been created and the example which has been set by the school's leaders. In responses to the pre-inspection questionnaires and in interviews pupils reported that they enjoy being at the school and are proud of it.
- 5.7 A sharp focus exists for future and continuous improvement and the school's leadership provides clear educational direction. Priorities have been identified through accurate self-evaluation and discussion with staff. Plans and procedures evolve and are then reviewed. In this way the school's leaders have ensured that the recommendation from the previous inspection to include staff in school development planning has been addressed. The recommendation relating to the use of assessment to target work more precisely has yet to be implemented in full.
- 5.8 In the EYFS, leadership and management are excellent and children are well cared for in a well-resourced, welcoming, safe and stimulating environment. The staff form an effective, caring team which meets regularly to evaluate progress and plan next steps in learning. They ensure equality for all children and share the clear ambitious vision for the continued development of the EYFS, welcoming the opportunities offered for professional development. All recommendations of the previous

inspection have been met including improvements to the outdoor play area. Assessment and reporting procedures have been improved and detailed planning has enabled the setting to satisfy all requirements. Parents of pupils in the EYFS were completely satisfied with the education their children are receiving and appreciate the partnerships which exists between them and the school.

- 5.9 In their responses to the pre-inspection questionnaire, a very small minority of parents of pupils higher up the school expressed dissatisfaction regarding information about their children's progress; inspection evidence did not support this view. Termly reports which give detailed information about progress and set targets for improvement are sent to parents and two parents' evenings each year are organised. Another very small minority of parents felt that there were insufficient opportunities for them to be involved in the life and work of the school or that their concerns had not been handled well. Inspection evidence found that there are numerous opportunities for parents to come into school to attend assemblies, concerts, matches and social events. Parents' views were sought recently by the school with a questionnaire. The staff are always available to deal with issues which may arise and the school operates an open door policy.
- 5.10 All required policies and procedures are now in place and are monitored regularly although in the past not all administrative requirements had been met. Staff throughout the school are trained in safeguarding, welfare health and safety at the appropriate level. Safe recruitment procedures are followed when new staff and governors are appointed. New arrangements are in place for staff appraisal and senior staff have been the first to be reviewed in this way.
- 5.11 Throughout the school links with parents are excellent. An active parents' association, with parent representatives from each class, organises events for pupils and adults. Parents raise money for the school and the staff are very appreciative of items, such as the new sound system, which the parents have provided. Excellent communication through a weekly newsletter which is emailed to all parents is much appreciated. There is an appropriate complaints policy in place and parental concerns are handled with care in line with the school's published procedures. Parents of current and prospective pupils are provided with the required information about the school with the useful website having a dedicated parents' area.

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