



INDEPENDENT SCHOOLS INSPECTORATE

WYKEHAM HOUSE SCHOOL

INTEGRATED INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

Wykeham House School

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| Full Name of School | Wykeham House School |
| DfE Number | 850/6053 |
| Registered Charity Number | 307339 |
| Address | Wykeham House School East Street Fareham Hampshire PO16 0BW |
| Telephone Number | 01329 280178 |
| Fax Number | 01329 823964 |
| Email Address | headmistress@wykehamhouse.com |
| Head | Mrs Lynn Clarke |
| Chair of Trustees | Mr Paul Jones |
| Age Range | 3 to 16 |
| Total Number of Pupils | 154 |
| Gender of Pupils | Mixed 3 to 5; Boys 6 to 11; Girls 6 to 16 |
| Numbers by Age | 3-5 (EYFS): 15 5-11: 42 11-16: 97 |
| Head of EYFS Setting | Mrs Julie Corrigan |
| EYFS Gender | Mixed |
| Inspection dates | 15 Oct 2013 to 18 Oct 2013 |

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 October 2007.

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

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

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

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', 'requires improvement' and 'inadequate') as Ofsted reports.**

INSPECTION EVIDENCE

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

Inspectors

Lady Fiona Mynors

Mrs Jane Abbotts

Mrs Lizbeth Green

Mr David Price

Mrs Yvonne Parry

Reporting Inspector

Team Inspector (Headmistress, GSA school)

Team Inspector (Former Head, ISA school)

Team Inspector (Head, IAPS school)

Co-ordinating Inspector for Early Years

CONTENTS

| | Page |
|--------------------------------------------------------------------------------------------------------------------|-----------|
| 1 THE CHARACTERISTICS OF THE SCHOOL | 1 |
| 2 THE SUCCESS OF THE SCHOOL | 2 |
| (a) Main findings | 2 |
| (b) Action points | 3 |
| (i) Compliance with regulatory requirements | 3 |
| (ii) Recommendations for further improvement | 3 |
| 3 THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS | 4 |
| (a) The quality of the pupils' achievements and learning | 4 |
| (b) The contribution of curricular and extra-curricular provision (including community links of benefit to pupils) | 5 |
| (c) The contribution of teaching | 6 |
| 4 THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT | 8 |
| (a) The spiritual, moral, social and cultural development of the pupils | 8 |
| (b) The contribution of arrangements for pastoral care | 9 |
| (c) The contribution of arrangements for welfare, health and safety | 10 |
| 5 THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT | 11 |
| (a) The quality of governance | 11 |
| (b) The quality of leadership and management, including links with parents, carers and guardians | 11 |

1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Wykeham House School aims for its pupils to become confident, self-disciplined and motivated individuals who achieve academic success and gain skills across a range of activities to equip them for life beyond school. It seeks to place a particular emphasis on courtesy and concern for others, both within the school and within the local community. The school was founded in 1913 in the centre of Fareham, Hampshire and moved to its present site in 1986.
- 1.2 The school is a charitable trust with a board of trustees who act as governors. It is attended by girls from three to sixteen years and, since September 2013, the Early Years Foundation Stage (EYFS), an integral part of the school, became co-educational, while boys aged from five to eleven were welcomed into the new boys' junior school, to be educated separately; plans are in place for it to expand into a boys' senior school in September 2014. Since the previous inspection, the pastoral systems have been restructured in the senior school, and new play areas have been developed for the junior pupils and EYFS children.
- 1.3 At the time of the inspection, 154 pupils were on roll, of whom 15 were in the EYFS (12 girls and 3 boys). In the junior schools there were 9 pupils (2 boys and 7 girls) in Years 1 and 2, and 33 pupils (26 girls and 7 boys) in Years 3 to 6. In the senior school, Years 7 to 11, there were 97 girls. The overall ability profile of the school is above the national average, with a few pupils who are below average ability. The majority of pupils come from professional and business families who live within a 15-mile radius of the school, and are of white British ethnic origin. The school has identified eight pupils as having special educational needs and/or disabilities (SEND), of whom seven receive support. One pupil has a statement of special educational needs. No pupil has English as an additional language.
- 1.4 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 The quality of pupils' achievements and learning is good. The pupils are well educated in accordance with the school's aims for them to achieve success whatever their ability. From the EYFS onwards, pupils demonstrate good levels of understanding, knowledge and skills across the full range of the curriculum and activities. Results in public examinations are good in relation to pupils of similar ability. In conjunction with work scrutinised, pupil interviews and lesson observations, these indicate that pupils make good and increasingly rapid progress as they move up the school. In the EYFS, children make very good and often excellent progress, and the majority reach or exceed the expected Early Learning Goals. Pupils with SEND progress well through the carefully targeted support they receive, and the most able make good progress. All pupils work conscientiously. The standards of the provision in the EYFS are excellent. From Year 1 the excellent curriculum provides all pupils with a rich learning experience, and care has been taken to adapt it to meet the needs of the new boys. Older pupils benefit from the wide range of options available for GCSE. The excellent extra-curricular programme, and the variety of curricular visits and trips, greatly enhance pupils' experiences. The quality of teaching is good, and frequently excellent. As recommended at the previous inspection, teachers now incorporate activities that encourage pupils' independent learning and use assessment efficiently. In a few lessons observed, the pace was too slow or tasks were insufficiently challenging, so that pupils lost concentration. Strong support is in place for pupils who need additional help.
- 2.2 The pupils' personal development is excellent, and they benefit from the high quality of the pastoral care that they receive, and the efficient systems to ensure their welfare, health and safety. Relationships across the school community are extremely strong. From the EYFS onwards, the pupils' behaviour is exemplary, and they express great pride in their school, working together to make it a supportive community. By the time they leave, pupils have developed into responsible, mature young people.
- 2.3 Governors have a wide range of skills and give excellent support to the school. Through a strong committee structure, they provide appropriate challenge and stimulus for the school's growth and improvement. The quality of leadership and management, including the EYFS, is excellent. Collaborative leadership has a clear vision for the pupils' education, strongly supported by all members of the school community. Although whole-school development is shared with all sections of the school community, it is not yet formalised within a comprehensive written document. Senior leaders work well together. Middle management roles have been strengthened since the previous inspection and monitoring within departments is effective. Links with parents are excellent, and they greatly appreciate the education and support that their children receive. In the EYFS, reports do not yet include guidance on areas for development and how parents can support children's learning at home.

2.(b) Action points

(i) Compliance with regulatory requirements

2.4 The school meets all the requirements of the Independent School Standards Regulations 2010.

(ii) Recommendations for further improvement

2.5 The school is advised to make the following improvements.

1. Review and formalise whole-school strategic planning in order to strengthen the school's future development.
2. In the EYFS, provide guidance in written reports on areas for development and how to support children's learning at home.

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 The pupils are well educated in accordance with the school's aims for them to achieve success whatever their ability. In the EYFS, children's achievement is excellent. They are happy and confident, and they enjoy their learning, communicating easily with known adults. They demonstrate a keen sense of enquiry and imagination in all their activities. Older Nursery children count, match and recognise numbers up to ten, with a few more able ones counting and matching to fifteen. Reception children recognise, write and record numbers to twenty and are beginning to identify one more number than the one given. Younger children independently select writing materials and start to form the letters in their name. Reception children use their phonic skills to segment words and spell in their reading and writing.
- 3.3 Pupils from Year 1 demonstrate good levels of understanding, knowledge and skills across the full range of the curriculum and activities. They are articulate and read confidently on many occasions, such as when giving presentations in class or reading in assembly. The pupils' writing is of a high standard. They frequently use mature, imaginative language and take pride in the presentation of their work. Pupils are extremely numerate and apply their mathematical skills effectively. In science they investigate and research with confidence, and demonstrate that they can think logically. Since the previous inspection, the pupils' information and communication technology (ICT) skills are much improved. They now use ICT as a natural tool to support their learning. Pupils have well-developed creative skills, producing varied and imaginative art and textile work, and they sing tunefully and with excellent rhythm. Their modern foreign language skills develop well, so that by Years 10 and 11 they have a secure grasp of grammar and communicate with confidence in their chosen languages. All pupils who require additional help achieve good standards to match their abilities because of targeted individual teaching and the strong support they receive in the classroom. The most able pupils succeed as they receive additional work or targeted questioning to extend their knowledge in lessons.
- 3.4 Pupils participate and achieve success individually and in teams in their activities. Many gain useful skills as part of the school's St John Ambulance unit. They are extremely successful in St John Ambulance local and national competitions, and individuals have been recognised as Cadets of the Year. Pupils have gained high levels of success in national cycling and ballroom dancing competitions. Many pupils achieve bronze level of The Duke of Edinburgh's Award and take external speech and drama assessments with excellent results. Year 11 leavers are successful in gaining places to the sixth-form schools and colleges of their choice.
- 3.5 In the junior schools, from the evidence available from lesson observations, scrutiny of samples of work and interviews with pupils, the pupils' attainment is judged to be good overall. Standardised tests of attainment in English and mathematics indicate that pupils usually achieve results that are higher than national norms. Attainment is also good in the senior school. Results at GCSE are above the national average for girls in maintained schools and similar to the national average for girls in maintained selective schools.

- 3.6 In the EYFS, children of all abilities, including the youngest, make very good and often excellent progress from a wide range of starting points. At the end of the EYFS, the majority reach or exceed the expected Early Learning Goals. In the junior schools, pupils make good progress over time. From Year 7, progress increases rapidly, so that by the time they reach Years 10 and 11, pupils are achieving well in relation to their abilities. Pupils with SEND make good progress, improving their writing and spelling, coping effectively with increasingly challenging work and managing the organisation of their work more efficiently. Able pupils also make good progress.
- 3.7 The pupils' attitude to their work is almost always extremely good. In the EYFS, children successfully work together and independently. From Year 1, pupils apply themselves to their work confidently and conscientiously, and a particular feature is the way in which they settle immediately to any task set and persevere to complete it. In the few lessons observed which lacked pace or where the introduction was over long, pupils lost concentration, making less progress than usual.

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

- 3.8 The contribution of curricular and extra-curricular provision is excellent.
- 3.9 The curriculum strongly supports the aims of the school to provide a rich learning experience for all pupils. The range of subjects and timetable arrangements are regularly reviewed. This has ensured that they are appropriate for the ages and varied abilities of the pupils, including those who require additional support. Much care has been given to adapting the curriculum and timetable to suit the needs of the boys.
- 3.10 In the EYFS, the standards of the provision are excellent, and the setting meets its aims to provide a happy and caring learning environment of the highest quality. Activities are thoughtfully adapted to the children's interests. A good balance of adult-led and child-initiated activities, with regular free-flow access to recently enhanced outdoor areas, promotes children's physical development, independence and imaginative play. From the start in the Nursery, a high priority is given to children's language and communication skills. With the daily teaching of phonics, this ensures that children develop proficient early reading, writing and communication skills. All children benefit from specialist teaching in music and French. In Reception, children participate in junior school assemblies and from the spring term they use the ICT suite and library. Close links with the junior school activities facilitate transition for children leaving the Reception class.
- 3.11 Class-based teaching in the junior schools provides pupils with a strong base from which their learning develops, and they benefit from specialist teaching in music, French, ICT and physical education. From Year 7, all teaching is provided by specialists. In Year 7, the pupils' linguistic skills are enhanced by the opportunity to learn German and Spanish for half a term each, to enable pupils to choose a preferred second language for further study. A particular strength of the curriculum has been the introduction of an excellent programme that focuses on developing the pupils' study and thinking skills. Pupils' personal development is strengthened by the comprehensive personal, social and health education (PSHE) curriculum. The majority of pupils take at least nine GCSEs from a broad range of subjects, which includes the option to study dance, and three separate sciences. To support the pastoral care of pupils, time for house meetings is included in the timetable.

- 3.12 The excellent extra-curricular programme provides a wide range of options for pupils of all ages and to suit all tastes. This has improved the opportunities available to pupils since the previous inspection. Activities include St John Ambulance first aid, science and ecological clubs, and a variety of sports. Pupils have numerous opportunities for speech, drama and musical performance.
- 3.13 A particular strength of the school is the extensive range of visitors and trips to places of interest organised for each year group. These greatly enrich pupils' experiences and, both in interviews and in their responses to the pre-inspection questionnaire, pupils frequently mentioned these opportunities with appreciation. Recent visits have included a local aquarium and fort, while recent visitors to the school have included an Olympic silver medallist and a Member of Parliament. From Year 5, regular residential trips challenge pupils and provide them with additional experiences for gaining independence and to promote team building.
- 3.14 The pupils learn about their local community through the strong links that school has developed with organisations. In the EYFS, children's sense of enquiry, imagination and understanding of the world are developed by links with the local community through trips and visits. Older girls work with a local Rotary Club to contribute to the local community, and to develop their presentational and leadership skills. The school supports a range of charities in Britain and abroad. Younger pupils enjoy working with local children in the school's Brownies' Pack.

3.(c) The contribution of teaching

- 3.15 The contribution of teaching is good.
- 3.16 In a significant proportion of lessons observed, the teaching was excellent and strongly supported the pupils' progress and achievement, and the aims of the school. In the EYFS, teaching is excellent. A good range of attractive and well-maintained resources enables the experienced and caring staff to plan a rich variety of activities, both indoors and outside. These enable children to learn and develop successfully. Careful use of observations and assessments identify children who require further support and ensure that activities are well matched to their needs and abilities.
- 3.17 From Year 1, teachers are enthusiastic and secure in their knowledge. Lessons are planned with careful management of time and good use of resources. Teachers know their pupils' capabilities extremely well and plan different tasks to challenge individuals, and to increase their depth of understanding, enabling them to make good progress. In response to the previous inspection, teachers have incorporated into their planning a programme to enhance pupils' independent learning. This has encouraged pupils to be more self-reliant and robust in their approach to their studies. As a consequence, they respond extremely positively in lessons that offer them the opportunity to work at a brisk pace on a variety of activities, using a range of resources, in particular ICT.
- 3.18 Excellent teaching observed was characterised by carefully crafted lessons that encouraged the pupils to behave well, with open-ended questioning and the opportunity for pupils to work independently. In a few lessons, a lack of pace and less challenging tasks meant that pupils lost concentration and their progress was more limited. Exciting and imaginative classroom displays enhance the learning environment. Many rooms displayed topical pieces of work or challenges, for example inspirational pieces of artwork and textiles, reflecting the pupils' maturity.

3.19 The quality of marking is generally good. In the majority of subjects, marking is regular, thorough and annotated with constructive comments to provide useful feedback and targets for improvement. Pupils also value the regular individual verbal feedback they receive from their teachers. Since the previous inspection, the use of assessment and the evaluation of the results have greatly improved. Regular assessments are in place for all areas of pupils' learning. The resulting data is carefully monitored, and with detailed information provided by the teaching and learning register, it ensures that pupils' needs are paramount in effective lesson planning. Staff are thus able to respond rapidly to any perceived difficulty or lack of progress for any individual. Pupils have opportunities to develop their own skills in self-assessment; from Year 7 they read their reports and set their own targets for improvement, which are shared with their mentors and form teachers.

3.20 The support provided for pupils with SEND is excellent. Systems for identifying pupils who need support are efficient, and individual lessons are provided as necessary. Results of the EYFS Profile are analysed by the staff and trends are noted, including any necessary action. All staff are fully informed about pupils' needs and data is used effectively to monitor their progress. In class, they invariably receive as much help as they require to ensure that they make good progress. In interviews, pupils with SEND confirmed that they feel confident to ask for help and that they would receive it, and also that they are making good progress. This was also evident from their written work. Able, gifted and talented pupils are challenged in class with open-ended questions and additional tasks to extend their learning. In conjunction with the local authority, the school fully implements the provision necessary for any pupil with a statement of special educational needs, and reviews are rigorously conducted.

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 The personal development of the pupils strongly supports the school's aim to produce confident, self-disciplined and motivated pupils. In the EYFS, children's behaviour is excellent. They learn to make sensible decisions when taking risks in an appropriately controlled environment, and can take turns, co-operate and help at 'tidy up' time in a mature manner. Children greatly enjoy their links with older pupils such as at lunchtimes and weekly assemblies. These, and the constructive communication amongst staff across the school, ensure that the children are well prepared for the next stage of their education.
- 4.3 The pupils' sense of self and spiritual awareness is excellent. Throughout the school pupils are happy and confident, contributing to school activities with aplomb. They often demonstrate a mature understanding, such as when discussing thoughtfully the plight of homeless people. All pupils gain an understanding of non-material aspects of life through participation in music, art, dance and drama, and in assemblies when they have time to reflect. Visits to Ground Zero in New York and to the Holocaust Memorial in Berlin also provided the senior pupils with special moments for reflection and contemplation.
- 4.4 The moral development of pupils is excellent. Pupils are considerate and extremely courteous towards one another, to members of staff and to other adults. They know and understand what constitutes appropriate behaviour from an early age and have a strong sense of right and wrong. In discussions, they listened carefully and respectfully to the views of others.
- 4.5 The social awareness of pupils is excellent. Pupils are extremely proud of their school and contribute readily to its efficient functioning. Older pupils willingly accept responsibility to support younger pupils, who are extremely appreciative of this help. Year 11 pupils act as prefects, and pupils from Year 1 are represented on the pupil committees, which introduces them to democracy in action. Pupils have an understanding of those less fortunate than themselves through their support of a range of charities and work with the local Rotary Club. They are beginning to have an awareness of social, political and economic issues through discussions on such topics as immigration in geography and the legal system in PSHE. New pupils are quickly made to feel welcome, and the school was described by pupils as like 'a second family'. This also extends to former pupils, parents and staff, as was evident from the school's extensive centenary celebrations.
- 4.6 Pupils' cultural development is excellent. They have a strong awareness of Western traditions through their visits to art galleries, museums and theatres, and trips to European countries. They study a variety of music and art from other countries, and have an understanding, tolerance and respect for other faiths from their studies in religious education. Pupils enjoy harmonious relationships with all members of the school community. A 'Taste of India' themed afternoon enabled pupils to have direct understanding of a culture different to their own.

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

- 4.7 The contribution of arrangements for pastoral care is excellent.
- 4.8 Strong and effective pastoral policies and procedures support the aims of the school for all pupils, whatever their abilities, to thrive in a caring community. Relationships across the school between staff and pupils, and amongst pupils themselves, are excellent. Pupils of all ages respond very positively to the excellent care they receive from staff and as a consequence they are well mannered and polite, and show genuine concern for their peers and others. The school is an inclusive community and a strong sense of belonging exists amongst all pupils. A pupil new to the school felt that since joining, her self-confidence had been greatly boosted by the supportive care she received.
- 4.9 The decision to strengthen the house system in the senior school has ensured that younger pupils have access to older pupils on a daily basis, providing strong role models. The introduction of a mentor from the house staff to span a pupil's school career gives stability and structure to the pupil's academic and personal development. Older pupils act as part of the pastoral system, developing their leadership skills in supporting others in school.
- 4.10 The provision for the children's well-being in the EYFS is excellent. The staff foster warm, supportive relationships with the children, and this contributes to the secure attachments they form with key people. Children feel safe and secure, and develop into confident, active learners.
- 4.11 Opportunities are available for older girls to learn about life beyond school by attending careers lunches, and through the biennial careers fair. Pupils in Year 10 undertake a work experience programme at the end of the summer term.
- 4.12 Pupils, including those in the EYFS, are encouraged to enjoy healthy lifestyles. The food provided is of high quality. At meal and snack times, children in the EYFS are gently assisted to make healthy choices, and snack food grown in the allotment helps to foster their understanding of the importance of healthy eating. They are encouraged to manage their personal hygiene. Pupils of all ages, including the EYFS, participate in regular physical activity in lessons and at play.
- 4.13 The school has effective policies and procedures in place to promote good behaviour and guard against bullying, and these are implemented carefully. A few pupils and parents, in response to their respective questionnaires, felt that the school does not always take appropriate action with regard to bullying. The inspection judgement is that the school implements its procedures to encourage good behaviour, and to prevent bullying. In interviews, pupils stated that they feel very safe in school, acknowledging the range of options for reporting concerns, and they are confident in the diligence of the staff to deal quickly with any issues. The open, family atmosphere in the school community makes it easy for pupils to express any concerns to their teachers.
- 4.14 The school has highly effective methods to seek the views of pupils. In response to the pupils' questionnaire, a significant minority felt that their views are not considered by the school. The inspection judgement is that there exists a wide range of opportunities for pupils to raise concerns and ideas. Individually they can use the suggestions box or more formally bring issues to the pupil committees. During the inspection, at the senior school committee, pupils were encouraged to raise any matters at the end of the agenda items, and these were discussed

immediately by senior managers who were in attendance. Changes to the school uniform and the introduction of a tuck shop were developed as a direct result of pupils' suggestions. When significant changes are planned for the school, pupils are usually included in the school working groups.

- 4.15 The school has a suitable plan to improve educational access for pupils with special educational needs and/or disabilities.

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

- 4.16 The contribution of arrangements for welfare, health and safety is excellent.
- 4.17 Extremely efficient arrangements for the whole school, including the EYFS, ensure that pupils are well looked after in a safe, secure environment. Policies for welfare, health and safety and the efficiency of these procedures are reviewed regularly by senior managers and the governors. Staff take care in lessons and activities to promote pupils' welfare, and this level of concern is greatly appreciated by parents.
- 4.18 Detailed attention is given to safeguarding pupils, as the policy and procedures are implemented efficiently across the school. All staff, including in the EYFS, receive appropriate training and useful links have been developed with local agencies.
- 4.19 All necessary measures to reduce the risk from fire and other hazards are taken, and a systematic programme of checking all equipment is in place. In the EYFS, welfare procedures are followed consistently, and risk assessments, which include daily checks inside and out, ensure that equipment and other facilities are safe. Across the whole school, fire drills take place regularly and risk assessments for facilities, activities and trips are efficiently prepared. Regular checks of the site are undertaken by governors and senior managers, and any cause for concern is dealt with immediately.
- 4.20 The first-aid policy is appropriate, and excellent support is provided for pupils with SEND. The facilities for pupils who are injured or sick are excellent and careful records of any accidents are maintained.
- 4.21 The attendance and admission registers are suitably maintained and stored correctly for the previous three years. Efficient systems exist to follow up any pupil absences.
- 4.22 Since the previous inspection, the arrangements for traffic flow on site have been reviewed to ensure that pupils are kept safe.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is excellent.
- 5.2 The governors are extremely efficient in providing effective oversight of all sections of the school, including the EYFS, so that it is successful in achieving its aims. Governors, with their experienced leadership, are highly committed and bring a wide range of skills to support the school's management. A clear induction process and opportunities for training are available to support their roles. Governors have exercised their responsibility diligently for maintaining good educational standards. Careful financial planning has ensured that appropriate investment has been made in sufficient staff, plentiful resources and thoughtfully developed accommodation, which is maintained to a high standard.
- 5.3 A strong committee structure, with regular meetings, ensures that governors have a clear understanding of the pupils' education and the ethos that the school maintains. Minutes from committee meetings demonstrate that governors provide appropriate challenge and stimulus for the school's growth and improvement. Governors gain a more detailed awareness of the day-to-day life of the school as they are linked to specific faculties, and they observe lessons and activities on a regular basis. They are well known by pupils, staff and parents through their visits to many informal and formal occasions.
- 5.4 The governing body is highly effective in discharging its legal responsibilities in relation to statutory requirements for safeguarding, welfare, health and safety. It regularly reviews all policies, and the policy and procedures for safeguarding are reviewed annually.

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

- 5.5 The quality of leadership and management including links with parents, carers and guardians, is excellent.
- 5.6 Leadership and management are highly successful in supporting the school to fulfil its aims to enable pupils to become self-confident individuals who achieve academic success and gain skills to equip them for life beyond school. Parents greatly value the leadership and management of the school. All school policies and procedures reflect its strong caring ethos. The welfare and concern for each individual pupil, including in the EYFS, are a key priority for management, and close attention is given to safeguarding pupils effectively.
- 5.7 Excellent collaborative leadership has a clear vision for the education provided by the school, which is shared by all members of the school community. The senior leadership team has been expanded with the recent appointment of the leadership of the boys' junior school. Its members work extremely well together and review all aspects of the school on a regular basis. Reviews, combined with information from subject development plans, form the basis of the whole-school development plan. This is shared in meetings with governors, senior leaders and staff, although it is not yet formalised into a comprehensive strategic plan to strengthen evaluation and future development.

- 5.8 Middle management roles have been strengthened since the previous inspection. Heads of department monitor planning within their departments and have some opportunities to observe lessons; work scrutiny is undertaken regularly. Much informal professional discussion and lesson observation take place within the close, collaborative environment of the school. Useful subject documentation has been developed, and both resource and training needs are clearly identified in plans for the future. Rigorous annual reviews of the pupils' examination results enable the leadership to have a clear understanding of the strengths and areas for development within departments.
- 5.9 A comprehensive induction system is in place for new staff, who feel well supported. A well-organised appraisal system, including the EYFS, enables senior managers to identify staff strengths and training requirements. When possible, staff have been supported in gaining additional qualifications. In the EYFS, supervisions are now well established and enable staff to raise any concerns they might have in support of parents and children. All staff, including the EYFS, have been trained appropriately in safeguarding, welfare, health and safety, so that they meet the needs of the pupils in these key areas. Systems to recruit staff are efficient, and appropriate checks, which are recorded accurately, are in place to ensure the suitability of staff, governors and volunteers for working with children.
- 5.10 Leadership and management in the EYFS are excellent. The management of the setting has been significantly strengthened since the previous inspection. Educational programmes are effectively monitored. The setting has its own development plan, which ensures that each child has an equal opportunity to learn and be safe in a happy and stimulating environment. The capacity of the setting to maintain current high standards and to continue to improve through thoughtful evaluation is excellent. Much of its success is due to strong leadership and committed and experienced staff, who use resources well.
- 5.11 Links with parents are excellent. Parents' responses to the questionnaire show that they are overwhelmingly supportive of the education provided by the school. They particularly value the progress that their children make, the range of subjects and experiences available, the pastoral care, the way in which they feel fully involved in the school and the high standards of behaviour achieved. They are also appreciative of arrangements for new pupils: boys have settled in quickly and communication with parents is seen as a strength. Staff are readily available to speak with parents as needs arise, and the administrative team warmly welcomes visitors, reflecting the family feel of the school. In the EYFS, excellent partnerships with parents, carers and others secure appropriate interventions for those children who need them.
- 5.12 The school maintains excellent relationships with parents, in line with its aims to be a family school, and personal support is generously given to families experiencing any difficulties. The school has an appropriate complaints policy and handles any concerns with great care, in accordance with its published procedures. In the EYFS, staff have good communication skills and take time to discuss matters with parents on a daily basis. They work closely with parents to help new children to settle quickly, and parents were extremely positive about all aspects of the setting in their responses to the pre-inspection questionnaire and in conversation with inspectors. The well run before- and after-school care provision provides good support for working families.

- 5.13 Many excellent opportunities arise for parents and grandparents to be involved in the life of the school, such as 'School in Action' days. Parents are frequently involved in working groups to discuss such matters as a new uniform, or the traffic flow, demonstrating that their views are important to the school. The parents' association hosts social events and raises significant amounts money for charity, as well as supporting the school, enhancing the family feel of the school community.
- 5.14 Comprehensive information is provided to parents of current and prospective pupils. Helpful information about the school and the curriculum, a diary of events, newsletters and termly magazines are available in a variety of formats. The attractive school website provides additional information, including school policies.
- 5.15 Reports to parents are generally informative, but do not always identify how pupils can improve their work. In the EYFS, parents are encouraged to contribute to their children's records, reports and reading diaries, and the setting has plans to develop this further. Reports for EYFS children do not currently include guidance on areas for development and how to support children's learning at home.

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