



INDEPENDENT SCHOOLS INSPECTORATE

**INTEGRATED INSPECTION
SURBITON HIGH SCHOOL**

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Surbiton High School

Full Name of School	Surbiton High School		
DfE Number	314/6003		
Registered Charity Number	1016538		
Address	Surbiton High School 13-15 Surbiton Crescent Kingston Upon Thames Surrey KT1 2JT		
Telephone Number	020 85465245		
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Email Address	rosie.sleeman@surbitonhigh.com		
Principal	Ms Ann Haydon		
Proprietor	United Church Schools Trust		
Chair of Local Governing Body	Mr Egmont Kock		
Age Range	4 to 18		
Gender of Pupils	Mixed (140 boys; 1325 girls)		
Numbers by Age	4-5 (EYFS):	49	5-11: 380
	11-16:	788	16-18: 248
Number of Day Pupils	Total:	1465	
Number of Boarders	Total:	3	
	Full:	2	Weekly: 1
Head of EYFS Setting	Mrs Christine Catlin		
EYFS Gender	Boys and Girls		
Inspection Dates	27 to 30 January 2015		

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 March 2011.

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.

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

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

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

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

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

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

Both Ofsted and ISI inspect and report on the Independent School Standards Regulations. However, they apply different frameworks and have different criteria for judging school quality that are suited to the different types of schools they inspect. Both use a four point scale when making judgements of quality but, whilst the ISI terminology reflects quality judgements that are at least equivalent to those used by Ofsted, they also reflect the differences in approach. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement on each aspect of the school's work at the beginning of each section. **These headline statements must include one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory', and where Achievement is 'exceptional' that term may be used for the top grade.** Elsewhere in the report, inspectors may use a range of different adjectives to make judgements.

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 trustees, the chief executive of United Learning and the chair of the local governing body, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited the boarding house and the facilities for sick or injured pupils. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

Inspectors

Mrs Elaine Brook	Reporting Inspector
Dr Nicholas England	Assistant Reporting Inspector
Mr Andrew Gough	Team Inspector (Head, IAPS school)
Mrs Ruth Loveman	Team Inspector (Head, IAPS school)
Mrs Seona Rivett	Team Inspector (Former Head, IAPS school)
Mr John Shackleton	Team Inspector (Former Head, IAPS school)
Mr Garry Bowe	Team Inspector (Head, HMC school)
Mr David Bown	Team Inspector (Deputy Head, ISA school)
Mr Ian Davies	Team Inspector (Head, HMC school)
Mr Stephen Jefferson	Team Inspector (Former Director of ICT, GSA school)
Dr Tracey Martin	Team Inspector (Senior Teacher, HMC school)
Mr Jeremy Nichols	Team Inspector (Head of Dept., HMC school)
Mr Clive Thorpe	Team Inspector (Assistant Head, HMC school)
Dr Stephen Wilkinson	Team Inspector (Director of Studies, HMC school)
Mrs Flora Bean	Co-ordinating Inspector for Boarding
Mr Chris Manville	Co-ordinating Inspector for Early Years

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Surbiton High School was founded in 1884 by the Church Schools Company, now known as the United Church Schools Trust (UCST) which is the registered proprietor. The school is a member of the group of schools overseen by United Learning. The school educates girls aged between four and eighteen, and boys aged between four and eleven. It is predominantly a day school but offers boarding for up to 5 pupils from the age of eleven.
- 1.2 The council of the trust holds the legal responsibilities of governance, appointing a local governing body to inform them and offer support and guidance to senior leadership. The school retains its Anglican foundation but welcomes staff and pupils from all faiths and none.
- 1.3 The school aims to inspire, encourage, and empower young people to be the very best they can be. It plans to do this through the provision of a broad, balanced, challenging, and enriching educational experience for all pupils. 'Amor nos semper ducat - May love always lead us' is the school's motto, reflecting their core belief in the importance of respect, compassion, kindness and service to others.
- 1.4 Occupying eight sites in Surbiton, the school has 1465 pupils of whom three are boarders. Five buildings house the Senior School. These comprise the main school, the sixth form, the nearby Assembly Rooms, used primarily for performing arts and catering and another building known as Mary Bennett House containing classrooms and offices. The boarding house is situated next to the main site in a residential road. The Junior Girls' School (JGS) and Boys' Preparatory School (BPS) are located on separate sites nearby; they also use the facilities in the Surbiton Assembly Rooms and in the Senior School. An additional building, known as Charles Burney House is presently being refurbished to provide increased accommodation mostly for boys. The school owns a 39-acre sports facility on two further sites four miles away and has a boathouse located on the River Thames nearby.
- 1.5 There are 1036 girls aged between 11 and 18 in the Senior School, of whom 248 are in the Sixth Form. Currently two pupils board full-time and another boards during the week. The JGS has 289 pupils, of whom 33 are in the Early Years Foundation Stage (EYFS), while BPS has 140 pupils, of whom 16 are in the EYFS. Two classes in JGS and one in BPS contain children in EYFS and are known as Reception, forming an integral part of their particular school. Boys leave BPS at the end of Year 6, transferring to a wide range of day and boarding schools. The majority of girls transfer into the Senior School; those who do not, transfer into the maintained sector or to a range of independent boarding and day schools.
- 1.6 The ability profile is above the national average, with a wide range of abilities represented. Few pupils have ability that is below average. The school has identified 224 pupils as having special educational needs and/or disabilities (SEND); 68 receive additional support for dyslexia related conditions. One pupil has a statement of special educational need. There are 199 pupils who have English as an additional language (EAL), of whom 31 receive additional support. The majority of pupils come from professional or business families and are of White British ethnic origin. Those pupils who originate from overseas come mainly from South Korea and China. Pupils mostly live within a 10-mile radius of the school.

- 1.7 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 the pupils' achievements is excellent. Pupils of all ages, including those in the sixth form, are well educated in accordance with the school's core aim that they should be the best that they can be. From Reception onwards, pupils demonstrate excellent levels of understanding, knowledge and skills across all subjects. Their attainments in public examinations are high in relation to pupils of similar ability. Their success in other activities is significant, and in some areas, particularly sport, is exceptional. These high standards, coupled with excellent attitudes to learning, ensure that pupils make rapid progress. The school provides a broad curriculum which covers all requisite areas of learning and supports well the personal development of the pupils. The varying length of lessons in BPS and JGS and the timing of lunch can result in a lack of variety and an imbalance between the morning and afternoon sessions; the outcome is that some pupils lose focus and concentration. In the Senior School, provision for languages and the use of technology is a strength. In response to the recommendation from the previous inspection, participation rates in the extra-curricular programme are carefully monitored so that activities can be varied in response to levels of interest. The contribution of teaching to pupils' achievements is excellent. In the Senior School, some teaching was of particularly high quality. Opportunities to share the best practice are frequent and involve all staff, including those in Reception, as recommended in the previous inspection. Pupils with SEND or EAL are offered support which meets their needs well. Able pupils are offered tasks with sufficient challenge and stimulus to ensure their rapid progress. The school has fully met the recommendation from the previous inspection that assessment should be well used to set targets for improvement. Pupils leave the school well prepared for the next stage of their education.
- 2.2 The personal development of the pupils is excellent, well supported by effective pastoral care. Relationships between all members of the school community, including boarders, are strong. Systems to guard against bullying are in place and known to pupils who report that instances of bullying are few and dealt with appropriately. Arrangements for pupils' welfare, health and safety are excellent. Safeguarding policies and procedures, including for the recruitment of staff, meet all current requirements and are implemented carefully. Good systems are in place to hear pupils' views but communication of the outcomes of school council meetings affecting senior pupils is sometimes ineffective. The quality of boarding is excellent, and much valued by the small number of boarders.
- 2.3 The quality of governance is excellent, demonstrating a clear understanding of the school's needs. All statutory requirements are met. Dynamic leadership and clear direction from senior managers empowers staff at all levels, who show commitment to the achievement of the school's vision. This has ensured that high standards of teaching, care and provision are applied throughout the whole school, including boarding. Extremely good relations with parents are evident in their responses to the questionnaire, in which most expressed great satisfaction with the way that the school is led and managed and with the education being received by their children.

2.(b) Action points

(i) Compliance with regulatory requirements

- 2.4 The school meets all the requirements of the Education (Independent School Standards) Regulations 2014.
- 2.5 The school meets all the National Minimum Standards for Boarding Schools 2013.

(ii) Recommendations for further improvement

- 2.6 The school is advised to make the following improvements.
1. Rework the timetable for younger pupils so that the day is more varied and better balanced.
 2. Ensure that feedback to senior pupils from school council meetings is clearly communicated.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

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

- 3.1 The quality of the pupils' achievements and learning is excellent.
- 3.2 Pupils' all-round achievement in a range of academic, social, creative and physical areas fulfils the school's aims. In Reception, the youngest children achieve highly, showing a sense of enquiry and creativity across a range of activities. They can read simple text and segment words to enable a high level of accuracy when writing independently. Numeracy skills are equally strong, with more able pupils solving problems well beyond expectation for their age. From Year 1, standards of literacy remain extremely high. Pupils are confident and articulate, as demonstrated in their willingness to speak in public. They listen well to the teacher and to one another, read and write extremely well and are confident mathematicians. They are able to think logically, as seen when pupils in Year 6 worked independently at an advanced level to solve equations. They enjoy being creative and produce highly imaginative art work. Good use of a wide range of information and communication technology enhances research skills. Pupils develop considerable skill in physical education, achieving an excellent level of success when competing both individually and in teams.
- 3.3 From Year 7, pupils continue to achieve at an excellent, and sometimes exceptional, level. They are highly literate and listen attentively so that they extend their learning effectively, as seen when older pupils debated energetically whether mankind is becoming more moral, using a wide range of resources to support their views. Numeracy skills are strong. Across all subjects, including those studied in the sixth form, pupils achieve an excellent level of subject knowledge which they apply not only to succeed in public examinations but also to extend their understanding of social and political issues. They are highly proficient in the use of information and communication technology (ICT) as a research tool. Their achievement in sport is exceptional, having already met the school's ambitious aim to reach National Level in a number of sports, including all five which form the core programme.
- 3.4 The range of significant achievements outside of the classroom is notable and wide-ranging, contributing significantly to pupils' personal development. Individuals do well at regional and national level in a wide variety of pursuits. For example, both boys and girls have competed nationally in rowing and gymnastics, with two gymnasts being chosen as squad members of the British team to competing in the Olympics. Success is evident in many other areas such as UK Mathematics Challenges, a national photographic competition and science Olympiads, as well as in music and drama external examinations. When boys leave the school at the end of Year 6, the majority achieve a place in their first choice of senior school, with a good number of scholarships being awarded annually. Almost all sixth form pupils, including those with SEND or EAL, achieve places at their first or second choice of university.
- 3.5 At the end of Reception, all pupils meet, and most exceed, the expected level of development for their age. In relation to their starting points, this represents high progress during their time in the EYFS. The following analysis uses the national data for the years 2011 to 2013. These are the most recent three years for which comparative statistics are currently available. Results in national tests at the age of 7 have been well above the national average for maintained primary schools. Results in 2013 were higher than in 2011-12 and were exceptional. At the age of

11, results in National Curriculum tests have been well above the national average. Boys and girls performed equally well. Results in GCSE have been above the national average for girls in maintained schools and similar to that for girls in maintained selective schools. Results at A level have been above the national average for girls in maintained schools and above that for girls in maintained selective schools. In 2014, over four-fifths of the grades awarded at A level were A* to B, whilst at GCSE, almost all pupils gained at least five A* to B grades.

- 3.6 This level of attainment, together with evidence from a scrutiny of work and lesson observations, indicates that pupils of all ages and abilities, including those with SEND and EAL, make progress that is high in relation to the average, as do those judged to be especially able, gifted or talented in this school of generally high attainers. This high rate of progress reflects the school's careful identification of pupils' needs, and its ability to meet them at an appropriately high level.
- 3.7 Pupils have excellent attitudes to learning. Their commitment to endeavour and keen participation in extra-curricular activities is a key factor in their personal achievements. They work in a focused and committed fashion, taking great pride in presenting their work well. Pupils are active participants in lessons, confident to ask for help but able to work independently at a high level from a very young age.

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 provides a high-quality education which covers all the requisite areas of learning, supporting well the personal development of the pupils. Until the age of 11, girls and boys are educated separately in their respective section of the school; the subjects and content within the overall curriculum are similar, so that there is no difference in outcomes.
- 3.10 Provision for children in Reception is excellent. A careful balance between adult-led and independent activities meets their needs well, promoting creativity and the acquisition of skills and knowledge. Free but supervised access to the outdoor environment enables excellent physical development. High priority is given daily to the development of language, literacy and numeracy. Close integration with older pupils facilitates an easy transition to the next class because of their familiarity with the daily routines of school life.
- 3.11 From Year 1, the curriculum includes an excellent range of subjects; continuity and progression are strong features. Lessons in both JGS and BPS are of varying lengths, which restricts the variety of learning available daily. Inspection evidence confirms that in some longer lessons, pupils lost focus and concentration. The timing of lunch in BPS results in an imbalance between the morning and afternoon sessions which slows pupils' progress by the end of the day. Excellent opportunities to promote physical development are provided through the initiative *Learning Outside the Classroom* which involves extensive use of the local sports and recreation facilities to further an understanding of the environment. The personal, social and health education programme (PSHE), known as *Personal Development* time, is comprehensive, making a strong contribution to the acquisition of qualities such as empathy, compassion and social responsibility.
- 3.12 In the Senior School a broad and balanced curriculum, provided by specialist teachers, is well suited to the abilities and needs of the pupils. Provision for the teaching of languages is strong. Ready availability of media and technology is a

strength, giving pupils excellent opportunities to research independently, make exciting displays and presentations and store notes.

- 3.13 A detailed programme is in place to inform pupils about future choices. Pupils speak positively about the provision of opportunities to discuss university choices and career paths with past pupils, parents and visiting speakers. The introduction of an entrepreneur-in-residence introduces pupils to the development and implementation of business ideas and practice which is an excellent addition to the programme.
- 3.14 Throughout the school, provision for those pupils identified as having SEND or EAL is excellent. Early identification ensures that their needs are addressed both in and out of class. In conversations with pupils, all agreed that they are offered support which enables them to fully engage with the curriculum. More able pupils are challenged appropriately through setting by prior attainment or individual extension programmes. Scholars receive academic mentoring as an integral component of their weekly timetable and are encouraged to take more responsibility for their learning through independent research projects. The curriculum for those pupils with special talents such as gymnastics or tennis is adapted and modified where necessary so that they are successfully able to combine their academic work with elite training.
- 3.15 Pupils throughout the school benefit from a comprehensive programme of extra-curricular activities, ranging from booster clubs for pupils experiencing academic challenges, to those supporting the local and global community. Pupils are also able to participate in a wide range of sporting activities, including skiing, gymnastics and golf. Monitoring of participation levels is systematic, fully meeting the recommendation from the previous inspection.
- 3.16 A wide programme of links with the local and international community enables pupils to develop their understanding of the local context and of cultures very different from their own. For example, pupils organise a weekly meeting for elderly residents. An exceptional project involves a well-established link with a primary school in Ghana. Following internet conferences with their teachers to consider their interests, pupils write and publish books for the Ghanaian children. Plans to visit the school so that pupils can be personally involved in the project are well advanced.

3.(c) The contribution of teaching

- 3.17 The contribution of teaching is excellent.
- 3.18 Since the previous inspection, the quality of teaching has been strengthened so that it is now of consistently high quality.
- 3.19 In Reception, experienced and caring staff plan a rich variety of activities which support children's learning effectively. The varying needs of the children are well known so that planning offers sufficient challenge, appropriate to their ages and abilities. Teachers from both schools plan experiences together and share best practice, fully meeting the recommendation from the previous inspection.
- 3.20 From Year 1, teaching in the junior schools is at least good and frequently excellent. Almost all of the teaching is characterised by careful planning and succinct learning objectives, so that the pupils understand the focus of the lesson and are clear about what they need to achieve. In many lessons, the skilful use of targeted questioning assesses pupils' understanding and ensures that they are offered tasks which match their learning needs. In a small number of the long lessons at this stage, a lack of

variety in the activities and less challenging tasks mean that progress can be more limited than elsewhere. Teachers demonstrate excellent subject knowledge, which is readily transmitted to pupils so that they are eager to learn. Resources, particularly technology, are well used to stimulate interest and enable independent work.

- 3.21 Teachers in the two junior schools know their pupils well. Planning details the learning needs of those pupils with SEND or EAL. In most lessons, the teaching provided well-matched activities and resources to support their progress. The progress of able pupils is usually rapid because tasks are set for them which offer stimulus and challenge in line with their needs.
- 3.22 A careful scrutiny of written work confirms that marking in the junior schools is regular and generally supportive, so that standards of presentation are high. The recently introduced marking policy is making a significant contribution to ensuring a consistency of approach across JGS and BPS. At its best, marking is encouraging, makes suggestions for improvement and sets appropriate targets, which are then monitored.
- 3.23 From Year 7, teaching is almost always excellent and sometimes of particularly high quality, making a major contribution to pupils' achievement. Lessons are well planned, based on an understanding of pupils' individual needs. Teachers demonstrate excellent subject knowledge. They are often passionate about their subject, teaching with such energy and enthusiasm that the pupils are animated participants in extending their learning. Teachers enjoy an excellent rapport with their pupils, readily sharing ideas and debating possible solutions to challenging problems. In their responses to the questionnaire and in meetings, almost all pupils stated that they were making good progress, found the work interesting and were given individual help when it was needed. In the sixth form, inspection evidence supported the pupils' view that they are encouraged to work independently and develop research skills which allow them to deepen their understanding. Excellent use of available resources, including digital media, enables interest to be stimulated and pupils' learning to be enhanced.
- 3.24 Pupils with SEND or EAL are offered excellent support which meets their needs well. Information about learning needs is comprehensive and efficiently communicated to staff which is then effectively used to plan well-matched lessons. Similarly, able pupils are offered challenging tasks which offer stimulus and encouragement to deepen their knowledge. Almost all parents who responded to the questionnaire agreed that very able pupils receive appropriate support.
- 3.25 The marking of pupils' work in the Senior School is rigorous, clearly explaining how to improve so that pupils make excellent progress. In their responses to the pre-inspection questionnaire, a small minority of pupils felt that homework tasks did not help their learning. Scrutiny of set tasks by the inspection team found that homework is used effectively to consolidate understanding of lesson content but in a small number of cases does not offer sufficient challenge or extend learning. A large amount of performance data is collected, carefully recorded and well used by teachers across all subjects to inform lesson content and to agree targets with pupils in order to raise their achievement. The school has therefore fully met the recommendation from the previous inspection.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

- 4.1 The spiritual, moral, social and cultural development of the pupils is excellent.
- 4.2 The school is successful in achieving its aims for the personal development of the pupils so that they have a good standard of development by the time they move to the next stage of their education. It takes an active role in ensuring that they are well prepared in order to become citizens in modern Britain. Pupils' personal qualities are outstanding. In Reception, children are confident and polite, able to ask for help when needed or to work independently or as part of a group. They learn to make decisions through helpful discussion with the adults caring for them. They greatly enjoy their links with Year 6 pupils who visit their class to talk and play as well as the contact with other year groups at lunch-time and in assemblies. These ensure that the children are well prepared to move on to Year 1.
- 4.3 Well-developed spiritual awareness is evident throughout all year groups, including the sixth form. The pupils' self-esteem is well-developed, so that they make relationships easily with other year groups as well as their own. They are emotionally mature, speaking about their aspirations and the need to achieve their ambitions whilst retaining an empathy with those less fortunate. The programme of activities inspired by the Olympics, entitled 'Be The Best You Can Be', is a powerful motivator, focusing on recognising and developing personal strengths through commitment and endeavour. Moments of private reflection during assemblies are valued, allowing time to contemplate the non-material aspects of life. Pupils take pride in their own and others' achievements because of the strong focus on celebrating personal successes in assemblies and in tutor-time. They feel valued within a caring community. Pupils have the ability to challenge things that could prevent them from developing into confident adults.
- 4.4 The moral development of pupils is excellent. Pupils of all ages have a real understanding of what constitutes a moral code, and demonstrate a clear sense of right and wrong. They know that the school's expectation is that they will be treated, and will treat others, with respect and courtesy. They appreciate the need for a simple set of rules and know that there are consequences when behaviour is inappropriate. In the wider context, they understand the over-arching character of the civil and criminal law of England. Within the house system and in the tutor groups, they care for one another and engage in an extensive range of charity work, demonstrating their concern for identifying and combating issues such as discrimination, poverty and racism. The promotion of a culture of inclusivity includes respecting others for their differences, and is evident in the successful integration of the small number of boarders who say that they are welcomed. Pupils feel proud of their school.
- 4.5 The pupils' social awareness is well-developed. Good opportunities to take on positions of responsibility, such as class representatives in the school council, are firmly embedded so that pupils feel involved in the successful functioning of the school. Pupils show a genuine sense of service to others, raising funds for a large number of worthwhile causes. For example, a total of 56 pupils have received the Diana Award, 3 recently, which recognises individual's contribution to their community. During their time at the school, pupils gain an appropriate knowledge of the public institutions and services of England.

- 4.6 Pupils' cultural development is excellent. Pupils broaden their experiences through an extensive programme of trips to galleries, theatres and museums. They explore a range of different religions and cultures through a well-planned programme of PSHE, which also prepares them well to be British citizens. Whilst welcoming diversity, they are encouraged to be proud of their British heritage and of its values. For example, pupils in the sixth form demonstrated that they understand the necessity of upholding the laws of their country whilst respecting individual liberty because they were able to debate the advantages of social welfare support and of freedom of expression for the media. Pupils demonstrate democracy in action through participation in the election of pupils to leadership roles.

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

- 4.7 The contribution of the arrangements for pastoral care is excellent.
- 4.8 Staff provide excellent support and guidance for pupils of all ages, guided by comprehensive policies. The provision for children's well-being in Reception is outstanding. Staff are warm and friendly, so that children thrive in a happy and caring community. In JGS and BPS, teachers know their pupils well. Relationships are warm and supportive, so that pupils thrive. In the Senior School, high expectations of behaviour result in pupils emerging as confident, happy members of the community. In their responses to the questionnaire, a small minority of pupils stated that the teachers did not show concern for the individual. Evidence from both formal and informal meetings with pupils did not confirm this. In conversation with pupils from the sixth form, they expressed appreciation of the high quality of pastoral care, making particular mention of support offered by staff when examinations are imminent.
- 4.9 Policies are effectively implemented to promote good behaviour and guard against bullying. Pupils are invariably polite, friendly and co-operative. Their behaviour in class is almost always exemplary. In the playground, younger pupils play harmoniously. Pupils in the BPS play energetically but observation confirmed that any incidents were quickly resolved, either by the pupils themselves or through discussions about sharing and fairness with the teacher on duty. Pupils in JGS and BPS report that bullying is rare and swiftly curtailed. Most senior pupils stated that appropriate intervention was effective. A minority of older pupils reported a sense of unfairness in the application of rewards and sanctions by their teachers. Most agreed that the new policy details suitable consequences for any inappropriate behaviour. Scrutiny by the inspection team found that careful records take due account of any related difficulties or disabilities and demonstrate no inconsistencies in implementation by individual staff.
- 4.10 Pupils of all ages are encouraged to lead healthy lifestyles. The variety of food is good. Younger pupils are helped to make healthy choices. Senior pupils are offered excellent choice and quality of food, but there is an inconsistent approach by serving staff to pupils' requests for additional portions.
- 4.11 The school implements a suitable policy for improving educational access for pupils with SEND, and the needs of pupils with a statement are appropriately met.
- 4.12 Younger pupils confirmed their belief that the school listened to any concerns and responded positively where appropriate. A small minority of senior pupils felt that the school did not take their views into consideration, or respond to them. The inspection found that the school council works well as a forum for raising concerns

but that feedback from meetings is not always effectively communicated so that pupils are not always aware of its outcomes.

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

- 4.13 The contribution of the arrangements for welfare, health and safety are excellent.
- 4.14 The school's safeguarding procedures are thorough and all staff receive training in child protection. A comprehensive policy meticulously details actions to be taken in the event of a safeguarding concern and useful links are maintained with local agencies.
- 4.15 Efficient arrangements for the whole school ensure that pupils are safe and cared for in a warm and welcoming environment. Highly detailed policies support the welfare, health and safety of pupils and meet regulatory requirements. Systems and procedures are reviewed regularly by senior managers and their effectiveness monitored by the local governing body, which reports to the trust. All necessary measures are taken to reduce risk from fire and other hazards. Regular testing of alarms and fire evacuation drills are undertaken; outcomes are effectively recorded and reported to all concerned to identify and improve future practice.
- 4.16 All school grounds and buildings are secure and generally well maintained. Facilities on the boys site are adequate, and appropriately maintained, but do not match the excellent standard of accommodation and resources found in all other areas of the school. The school understands this and has well advanced plans to refurbish a newly purchased building to provide additional space.
- 4.17 Thorough risk assessments are carried out for activities within school and for trips and visits. The health & safety committee includes members from all areas of the school. They meet termly and provide a highly effective oversight of the school's activities.
- 4.18 Excellent care is taken of pupils who are ill or injured. A well-equipped medical centre has suitably trained staff and supports the needs of all pupils within the school. A rigorous scrutiny of how accidents are recorded confirms that policies are implemented appropriately by staff. The health & safety committee and the governing body monitor systems and practice carefully. Excellent arrangements are in place to ensure easy access to buildings for any pupil with a disability.
- 4.19 Admission and attendance registers are suitably maintained and stored.

4.(d) The quality of boarding

- 4.20 The quality of boarding is excellent.
- 4.21 The quality of outcomes for boarders is excellent. The small number of international and weekly boarders creates a close knit, caring community where boarders are respectful of each other and appreciative of their boarding experience.
- 4.22 Boarders are polite, courteous and pleased to be part of the house and school. They demonstrate mature and positive relationships with one another and with members of the boarding house team. They spend valuable time together sharing cultural experiences and enjoy lively discussion on both local and international events, which supports their personal development well. They are confident, independent and demonstrate high levels of integrity and tolerance.

- 4.23 The positive relationships they enjoy with house parents ensure that boarders have excellent opportunities to contribute their views towards the running of the house. They participate in small tasks showing responsibility and a willingness to help each other. In addition, the boarding house representative for the school council ensures that boarders have a clear voice within the school to express their views on boarding and life in school. They are well prepared for the next stage of their education.
- 4.24 The quality of boarding provision and care is excellent. House parents ensure that boarders settle well into the house and are provided with clear guidance on all health and safety procedures. There is always an adult on duty in the house. If boarders have any concerns there is always someone to whom they can turn. In addition, details of the independent listener and Children's Rights Commissioner are prominently displayed on the house noticeboard.
- 4.25 The arrangements and facilities for sick or injured boarders are excellent. Well qualified and experienced personnel provide supportive care in the health centre during the school day. A member of the boarding team is available at all other times, including overnight and at weekends. Any care plans are well formulated and their implementation is closely followed by the medical centre and house staff.
- 4.26 Boarders have excellent access to a range of extra-curricular activities after school and at weekends. They have sufficient free time in the evenings and at weekends and opportunities for time alone if they so wish. Access to information about events in the world is readily available to boarders and they are aware of current issues in the UK and in the world at large.
- 4.27 Boarding accommodation is well maintained and comfortable with pleasant common rooms, a well-equipped kitchen and suitable facilities. Boarders personalise their rooms and have access to the suitably well-stocked kitchen for snacks and drinks. House staff prepare the evening meal which is a convivial occasion, supporting strong personal development.
- 4.28 Since the previous inspection the outdoor garden area has been well developed for boarders use. They also have access to school tennis courts on site. A rolling programme of refurbishment ensures high quality provision throughout the house.
- 4.29 Boarders respect one another's privacy and have plenty of space in the house to work quietly. They confirm that their belongings are safe. Boarders are able to contact family and friends with ease. House staff maintain regular contact with parents through email and telephone.
- 4.30 The arrangements for safeguarding and welfare are excellent. Staff receive regular safeguarding training and safe recruitment procedures are followed stringently. There is no unauthorised entry to the boarding house and any person visiting is accompanied at all times. There are currently no additional adults or children over the age of 16 living in boarding accommodation. Fire drills in boarding time take place on a termly basis at different times or when new boarders arrive.
- 4.31 Policies and procedures to promote good behaviour and counter bullying are clear and effective. They are understood well by boarders who report that there is no bullying in this small close knit community where they look after each other well. Staffs register boarders' attendance regularly and know the whereabouts of boarders at all times. The school has a clear policy and procedures in the unlikely event of a missing boarder.

- 4.32 The effectiveness of the leadership and management of boarding is excellent. There is a clear statement of boarding which supports the aims and ethos of the school well. Oversight of boarding is well managed by the senior member of staff in charge of boarding. House staff work well together and excellent liaison with academic staff ensures boarders are well supported in their personal and academic development. All records are carefully updated regarding boarders' progress and well-being. The small boarding house operates within a family-like atmosphere, running smoothly and efficiently so that boarders enjoy their experience.
- 4.33 All parents who responded to the questionnaire were extremely satisfied with the boarding provision and care, raising no concerns.

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 school is extremely well supported by the UCST, who effectively discharge their legal responsibility for oversight and operation. They are closely involved in the strategic direction of the school, ensuring that its central aim to inspire, encourage and empower young people remains at the core of all decisions on future development. They offer informed guidance, so that the school is provided with sufficient resources to invest in staffing and accommodation, thereby maintaining high educational standards. Further support is provided through United Learning, including group meetings to discuss current educational matters, training opportunities and input from a wide range of professional services, including safeguarding, employment matters and welfare, health and safety.
- 5.3 A local governing body maintains close oversight into the working of the school. They promote a strong vision for future development, based on a clear understanding of the local context. Members are carefully chosen from a range of professional backgrounds, so that their shared expertise supports the development and good management of the school. Each member has a specific area of interest such as the EYFS, child protection, or welfare health and safety. All aspects of the school are kept under review, and a desire for continuous improvement is evident in their work. Reports are sent on school matters to the trust so that all legal obligations are fulfilled.
- 5.4 Governors are well known within the school and have a detailed understanding of the school's operation, including the EYFS. They have excellent insight into the pupils' educational experience through attending lessons and other activities such as plays and concerts. The relationship between governors and senior managers is open and supportive. Governors are well informed through meetings, they regularly hear presentations by school staff, which keeps them up to date with educational and other developments.
- 5.5 A comprehensive induction programme is in place so that roles are well understood. Governors benefit from the training programme offered through UCST, which enables them to meet the local governing bodies from other schools within the group and broaden their experience. With rigorous oversight from UCST, governors are highly effective in discharging their responsibilities to ensure the school complies with statutory requirements. Key regulatory policies are reviewed annually, including matters of implementation, and there are termly reports on safeguarding, complaints, and health and safety.

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

- 5.6 The quality of leadership and management, including links with parents, carers and guardians is excellent.
- 5.7 Leadership and management are highly effective at all levels in ensuring that the school's aim is fully met. The senior leadership team has a unified, clear sense of purpose and direction which is well communicated to staff and pupils. A detailed

range of policies support the translation of their vision into effective practice, and implementation of these is carefully monitored. A strong focus on safeguarding is evident in the effectiveness of the school's arrangements and procedures.

- 5.8 The effective delegation of responsibility is a strong feature of the way the school is managed. Middle managers lead their sectors of the school with confidence and vision. Departmental self-evaluation plans inform the school's strategic priorities ensuring that the aspirations of staff are recognised and that the school's educational objectives are the product of a two way dialogue. Middle managers show a strong degree of initiative and commitment in the discharge of their responsibilities evidenced for example in the establishment of the 'Sport for All' programme and in the undertaking of wider roles in the United Learning community as specialist leaders or subject coordinators.
- 5.9 The team of administrative and support staff are offered equal encouragement to contribute ideas and develop their personal skills, making a significant and committed contribution to the smooth running of the school on a daily basis.
- 5.10 Highly effective mechanisms are in place to identify overall priorities which are drawn both from consultative processes and from the ambition to excel. Regular review of those objectives, for example the development of outstanding learning, enables the school's highly committed leaders to evaluate systematically the extent of progress and achievement and to act upon those findings. A management information system of high quality, developed in-house, is a powerful aid to such analysis.
- 5.11 The school is successful in recruiting and retaining high quality staff. Induction training is comprehensive and usefully extended throughout the initial year of appointment to ensure full understanding of the school's procedures. All staff receive regular training at an appropriate level in safeguarding and in welfare, health and safety. The school has a thorough programme of staff development, addressing the needs of both the school and of individual teachers. The wide range of training opportunities, together with the collaborative approach to the identification of appropriate whole-staff training, ensure that staff are highly motivated.
- 5.12 Links with parents are excellent. Parents' responses to the questionnaire show a high level of support for the school. The overwhelming majority agree that the school is well led and managed. They particularly value the pastoral care, the progress made in a range of subjects and activities and the expectation of high standards of behaviour.
- 5.13 From the point of initial contact with the school, parents receive comprehensive information specific to their child as well as items of more general interest. Information packs and visits allow prospective parents and their children the opportunity to get to know the staff and gain an insight into school life.
- 5.14 Parents of younger pupils are offered the opportunity to attend a new parents' supper and a family club. At the end of each year, parents are offered a meeting with the next class teacher, ensuring a seamless transition between year groups. A large number of volunteers known to the school help in reading support and are appropriately involved in school outings.
- 5.15 In the Senior School, regular sharing of information is encouraged between class tutors and parents so that most are highly satisfied with their communication with the school. There is an expectation that staff will nurture relations with parents but will

keep senior leaders informed about concerns which might require further guidance. Evidence gained from a scrutiny of records shows that this process is used by the school to record, monitor and resolve most issues as they arise. An appropriate formal complaints policy is in place, should this be required.

- 5.16 The school uses a range of digital media to provide real-time updates about school life. Regular newsletters and magazines showcase the school's successes to parents. Permission from parents is obtained so that numerous appropriate video clips are uploaded onto the school's website which demonstrate the significant achievements of pupils.
- 5.17 Parents are welcomed into the school and give their time freely. They help out in productions and recently redecorated a newly-acquired boathouse. Charity events, driven by pupils, are well supported by parents, who are also invited to be guest speakers at networking lunches. Benefit is gained from parents and friends of the school through the provision of numerous opportunities for work experience or internships, as part of the vocational guidance programme.
- 5.18 Parents receive detailed written reports, in addition to regular consultations, provided at appropriate intervals throughout the year. They are of a high standard, providing clear targets for improvement and suggestions for how learning could be further supported at home.

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