



INDEPENDENT SCHOOLS INSPECTORATE

INTEGRATED INSPECTION

THE ROYAL WOLVERHAMPTON SCHOOL

INDEPENDENT SCHOOLS INSPECTORATE

The Royal Wolverhampton School

Full Name of School	The Royal Wolverhampton School
DfE Number	336/6000
EYFS Number	EY303467
Registered Charity Number	1092221
Address	The Royal Wolverhampton School Penn Road Wolverhampton West Midlands WV3 0EG England
Telephone Number	01902 341230
Fax Number	01902 344496
Email Address	mh@royal.wolverhampton.sch.uk
Head	Mr Mark Heywood
Chair of Governors	Mr Peter Hill
Age Range	1 to 18
Total Number of Pupils	711
Gender of Pupils	Mixed (352 boys; 359 girls)
Numbers by Age	0-1 (EYFS): 13 5-11: 275 2-5 (EYFS): 137 11-18: 286
Number of Day Pupils	Total: 621
Number of Boarders	Total: 90 Full: 80 Weekly: 10
Head of EYFS Setting	Mrs Susan Lawrence
EYFS Gender	Boys and Girls
Inspection Dates	26 to 29 Jan 2016

PREFACE

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

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

The previous ISI boarding welfare intermediate and EYFS intermediate inspections were in January 2013 and the previous ISI standard inspection was in May 2011.

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. **For EYFS registered provision (for children aged under two), 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, with parents and with the governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited boarding houses and the facilities for sick or injured pupils. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

Inspectors

Dr Christopher Ray	Reporting Inspector
Mr Jonathan Atkin	Team Inspector (Deputy Head, IAPS school)
Mr Stephen Holroyd	Team Inspector (Head of Department, HMC school)
Mrs Fiona Thomas	Team Inspector (Headmistress, IAPS school)
Mr Jonathan Ullmer	Team Inspector (Principal, ISA school)
Mrs Jane Willis	Team Inspector (Head of Pre-prep, IAPS school)
Mrs Flora Bean	Co-ordinating Inspector for Boarding
Mrs Claire Grant	Team Inspector for Boarding (Director of Studies, IAPS school)
Mr Christopher Manville	Co-ordinating Inspector for Early Years

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 The Royal Wolverhampton School is a co-educational day and boarding school for pupils from age 1 to 18 situated on the outskirts of the city. John Lees, a Victorian merchant, founded it as an orphanage in 1850. In 1944 the name was changed to The Royal Wolverhampton School by order of King George VI. The school is a registered charity; its governors, acting as trustees, have corporate responsibility for the school.
- 1.2 The school aims to enable its pupils to exceed their expectations within a nurturing and inclusive global community and to challenge and inspire them to become happy and successful with a lifelong love of learning. The school is committed to an holistic educational approach to develop the potential of every pupil, encourage leadership, resilience, responsibility and character, and to achieve high academic aspirations for all, enabling them to lead independent, purposeful and fulfilled adult lives in a rapidly changing, multi-lingual world.
- 1.3 The school is in transition to change its nature significantly in September 2016. Since the previous inspection and with this transition in mind, the governance, leadership and management of the school has been restructured and the staff numbers have been significantly increased. In addition, there has been significant investment both in information and communication technology (ICT) infrastructure and provision for pupils and in the extensive refurbishment of drama, music and the junior part of the school. A woodland area has been adapted to create an outdoor learning environment.
- 1.4 At the time of the inspection there were 711 pupils in the school, with approximately equal numbers of boys as girls. There are 150 children in the Early Years Foundation Stage (EYFS), 64 boys and 86 girls. Thirteen children are under the age of two. There are 96 pupils in the sixth form. Day pupils come from local professional families and from a wide range of ethnic backgrounds. The 90 boarding pupils come from the local and wider midlands community and also from a wide range of overseas countries. The ability profile of pupils fluctuates widely from year group to year group. Most usually, across the school, it is similar to the national average.
- 1.5 The school has identified 46 pupils with special educational needs and/or disabilities (SEND), of whom 26 require specialist support from the school; one pupil has a statement of special educational needs. There are 66 pupils who speak English as an additional language (EAL) and 53 of these require specialist support.
- 1.6 National Curriculum nomenclature is used throughout this report to refer to year groups in the school. Apart from the EYFS, other sections of the school are known as infant (for Years 1 and 2); junior (for Years 3 to 6) and senior (for Years 7 to 13). The sixth form is for Years 12 and 13.

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 The pupils' achievements and learning throughout the school are good. From the EYFS onwards, all pupils are successful in their learning, enabling the school to meet its aims to produce happy and successful pupils with a love of learning. Pupils in all parts of the school, including boarders and those with SEND and EAL, and the more able pupils, make good progress and are confident and articulate learners. Good curricular provision provides many opportunities for pupils to flourish within the classroom. The extra-curricular provision is especially well developed, including in the junior part of the school and for boarders, with a wide range of opportunities available. Teaching has improved recently and is excellent. It makes extremely good use of the systems for monitoring and tracking pupil performance. Since the previous inspection, teachers' marking has improved and greater emphasis has been placed upon the needs of the more able pupils and of those with SEND or EAL. Pupils show consistently positive attitudes towards their learning.
- 2.2 The quality of pupils' spiritual, moral, social and cultural development is excellent. The school wholeheartedly fulfils its aim effectively to promote personal development. Pupils in all parts of the school, day and boarding alike, have strong spiritual awareness and well-developed self-esteem, welcoming into their midst peers from a wide range of faiths and international backgrounds. Pupils have a strong sense of responsibilities for others both within the school and in the wider community. The contribution of the arrangements for pastoral care is excellent. High standards of pupil behaviour are evident in all years and in all boarding houses. The overall quality of boarding is good. The school has a most effective strategy to discourage bullying and deals firmly with the few instances which arise. The contribution of arrangements for welfare, health and safety including for boarders are sound. The school has a clear and suitable approach to the risks related to fire and other hazards and first aid. The provision for sick and injured pupils has been improved since the previous inspection. The policies, record keeping and practices related to safeguarding were improved during the inspection and now fully meet requirements.
- 2.3 The governance of the school is sound; its leadership and management are good. The governing body and senior leadership have a clear and ambitious strategic vision for the future of the entire school, encapsulated within the school improvement plan. It has implemented the recommendations of previous inspections. Links across subjects between the junior and senior parts of the school are not fully developed. Pupils are kept safe but the scrutiny and oversight of safeguarding has been uneven. Parents are strongly supportive of the school.

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 2015.

(ii) Recommendations for further improvement

- 2.6 The school is advised to make the following improvements.
1. Strengthen the subject links between the junior and senior parts of the school to improve outcomes for pupils in transition between these parts of the school.
 2. Ensure rigorous mechanisms for the effective scrutiny of policies, record keeping and practice related to safeguarding, including within the EYFS.
 3. Develop the outdoor provision for children within the EYFS to provide additional opportunities for exploration and activities children choose for themselves.

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 good.
- 3.2 The school fulfils its aim to enable pupils to lead independent, purposeful and fulfilled adult lives. Most pupils in their pre-inspection questionnaire responses expressed satisfaction about the progress they are making. The speaking, listening, reading and writing skills of pupils are good relative to their ages. They demonstrate, throughout the school, competency and confidence in logical thought, scientific reasoning, mathematical applications and the use of information and communication technology. More able pupils have been successful in achieving gold awards in the UK primary and senior Maths Challenges and a silver award in the Physics Olympiad.
- 3.3 Pupils in the infant and junior years of the school demonstrate a good level of understanding and knowledge across a wide range of subjects. For example, infant pupils were observed confidently discussing the function of various parts of plants. In a sixth-form session, more able pupils analysed physical events observed in the CERN (European Organisation for Nuclear Research) particle accelerator. The aesthetic and creative skills of pupils throughout the school are particularly well developed with many examples of outstanding art and design work on display.
- 3.4 Extra-curricular achievement is generally excellent. Exceptional achievement in swimming is shown by a swimming squad that has been city champions for successive years. Many of the school's elite squad swim at an international level, achieving individual European and Commonwealth success. There is also excellent achievement in regional and national competitions for basketball, netball, athletics, gymnastics and football. Several pupils in the junior part of the school achieved distinctions in externally accredited speech and drama examinations.
- 3.5 The following analysis uses the national data for the years 2012 to 2014. These are the most recent three years for which comparative statistics are currently available. The level of attainment in national curriculum assessments at age seven has been well above the national average for maintained primary schools. The level of attainment in national curriculum tests at age eleven has been above the national average for maintained primary schools. In the senior part of the school, the levels of attainment at GCSE level have been usually above the national average for maintained schools. Attainment in IGCSE was similar to worldwide norms. Attainment at A Level was similar to the national average for maintained schools. The results in 2015 maintained these levels of attainment. Most pupils go on to study at universities in the UK.
- 3.6 The levels of attainment in national tests indicate that pupils in the junior years make progress that is at least good in relation to the national average for pupils of similar abilities. The level of attainment at GCSE and A Level indicates that pupils in the senior school make progress that is at least appropriate in relation to the average for pupils of similar abilities. Even so, standardised measures of progress show a decline in progress from 2013 to 2015. From their individual starting points, that vary widely, progress and achievement are good, throughout the school.

- 3.7 Throughout the school, pupils identified as having SEND or EAL make at least good progress. Pupils with EAL achieve at least as well as their peers at A Level. The more able pupils make rapid progress and reach high levels of attainment.
- 3.8 The pupils' achievements are strongly supported by their extremely positive attitudes to learning and by their exemplary behaviour within and beyond the classroom. Pupils approach their work with enthusiasm and commitment, working together or independently with equal relish.

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

- 3.9 The contribution of curricular and extra-curricular provision is good.
- 3.10 The curriculum is effective in enabling the school to fulfil its aim to develop the potential of every pupil. The broad and balanced curriculum is suitable for all needs and abilities. It includes a suitable provision for not undermining all the elements that make up Britishness. In their pre-inspection questionnaire responses most parents agreed that their children are offered an appropriate range of activities and educational experiences. During interviews pupil said that they welcomed the range of curricular and extra-curricular opportunities available to them.
- 3.11 In the junior part of the school the curriculum provides good opportunities for pupils to develop and make progress across a wide range of subjects including all areas of mathematics and English. Class teachers, specialist teachers, sports coaches and teaching assistants provide a good range of activities for pupils of all needs and abilities. Focused cross-curricular links foster literacy skills. There is provision for a modern foreign language from the EYFS onwards.
- 3.12 In the senior school, pupils may take an appropriate range of subjects including all three sciences to GCSE either within a dual award programme or as separate subjects. Sixth-form pupils enjoy a choice from a good range of A-level options which includes accountancy and psychology. Modern foreign language options are limited to French and German.
- 3.13 The curriculum meets the needs of pupils with EAL and SEND within both specialist support and normal lessons. The curriculum meets the requirements set out in the statement of special education needs. More able pupils throughout the school are effectively motivated and challenged by extension tasks. Suitable careers guidance is provided for senior pupils.
- 3.14 The pupils' personal, social, health and economic education (PSHE) includes suitable programmes focusing upon e-safety, anti-bullying, healthy lifestyles and personal finance management. PSHE is provided through dedicated lessons and assemblies and by visiting speakers.
- 3.15 An excellent range of extra-curricular activities extends throughout both the junior and senior schools. In the junior school clubs and other activities provide many and varied opportunities for pupils including modern dance, string ensemble and sporting activities. The children are given opportunities to perform in public through the class assembly programme attended by parents and school musical and dramatic productions. For older pupils there is a compulsory 'activities hour' each day with options including the combined cadet force and the Duke of Edinburgh's Award scheme. The elite swimming programme provides excellent opportunities for sixty pupils from all parts of the school. Leadership skills and roles of responsibility are

developed in all year groups with opportunities provided for playground buddies, prefects and house and sport captains.

- 3.16 A variety of visits enrich pupils' experiences and forge good links with the local and wider community. For example Year 6 pupils visit the Black Country Museum and older pupils may travel to New York to extend their business studies experiences.

3.(c) The contribution of teaching

- 3.17 The quality of teaching is excellent.
- 3.18 The teaching meets the aims of the school to challenge and inspire pupils to become happy and successful with a lifelong love for learning. A check of pupils' workbooks and school records indicate that teaching has improved significantly recently, as a result of new techniques and ways of working. These have not yet had their full positive impact on pupils' achievement in examinations, but are clearly evident in current work throughout the school. In their pre-inspection questionnaire responses, most pupils said that their teachers help them to learn and that they are encouraged to work independently.
- 3.19 Teachers are well qualified, with effervescent enthusiasm and excellent subject knowledge. The teaching supports tolerance and respect and any political issues are discussed in a balanced, non-partisan manner. Success is celebrated at every opportunity. The teaching promotes high standards of behaviour by the pupils. Relationships both in and out of the classroom are excellent and positive pupil teacher relationships exist throughout the school. Pupils are well focused and application of subject knowledge, understanding and skills is fostered by the quality of teaching.
- 3.20 Throughout the school lessons are well planned with, in the junior school, a particular focus on development of literacy and numeracy skills. Planning includes a range of stimulating and interactive activities with appropriate cross-curricular links between subjects. A range of highly effective teaching strategies is used across the school. The most successful teaching includes skilful questioning, expert time management and a brisk pace. The best teaching also employs ICT and the library resources available in all parts of the school to excellent effect.
- 3.21 Since the previous inspection and in response to its recommendations, marking is in general constructive and consistent, and tasks meet individual needs more precisely. In many cases marking is detailed and productively focused with feedback indicating areas of success as well as areas for improvement and questions to ponder. Pupils are given time to respond to teachers' comments and these are well acknowledged. Many lessons incorporate assessment by peers and self-assessment most effectively. A very small minority of parents said that they did not believe that very able pupils receive appropriate support. Most teaching incorporates suitable extension activities to challenge the more able and they are encouraged to contribute their insights to lessons. This was observed to excellent effect for example in a junior geography and a swimming class, and a sixth-form sociology lesson on theoretical perspectives.
- 3.22 A system of regular work scrutiny, lesson observation and pupil data analysis has resulted in a series of positive impacts on teaching. Teaching standards are monitored extremely well and are supported by an effective programme of continuous professional development.

- 3.23 The teaching also shows an in-depth understanding of pupils' needs. A range of baseline data and school tests and target grades are used to track and monitor pupil progress across the whole school. Teaching for those pupils with SEND and EAL who require a more focused approach is particularly effective. Teaching assistants provide excellent support during lessons. The teaching meets the requirements set out in the statement of special education needs.

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 By the time they leave school the pupils reach an excellent standard of personal development, in accordance with the aim of the school that they are well prepared to lead independent, purposeful and fulfilled adult lives.
- 4.3 Throughout the school, pupils' spiritual and awareness is very strongly developed. Pupils of all faiths are welcomed warmly thereby enhancing their self-esteem. Pupils meet together regularly in the school's chapel with time given to prayer and music helping to develop their spiritual awareness. A prayer room is available for all faiths. Pupils' self-awareness is promoted through tutorial times and house assemblies when the focus on themes for the week also develops self-confidence and the ability to be self-critical. They have a strong appreciation of the non-material aspects of life and for the needs of others. Displays of pupil artwork around the school further instil a sense of aesthetic awareness and enhance their appreciation of the work of others. In a sixth-form religious studies lesson pupils showed a high level of philosophical understanding as they discussed religious and secular theorists.
- 4.4 The moral awareness of the pupils is excellent. The school has a strong moral ethos supported by the example set by staff. A sense of fair play and a well-developed sense of equality, together with a clear sense of right and wrong, are evident amongst the pupils throughout the junior and senior parts of the school. Pupils are acutely aware of the needs of those less fortunate than themselves and they raise money enthusiastically for many charities. In accordance with the school's founding ethos – 'I was a stranger and you took me in' – and strongly supported by the pupils and their parents, the school currently welcomes refugees to provide a home for them and to support their education. In PSHE lessons pupils learn to respect civil and criminal law in England. In an EAL lesson observed pupils developed their moral understanding further by looking at issues facing the elderly, crime and current affairs.
- 4.5 The social development of pupils is excellent. Politeness and good behaviour are exemplary in and around the school. Pupils are self-reliant, confident and articulate. Pupils throughout the school show increasing levels of maturity. They understand how they can contribute positively to the lives of others both within and beyond the school. They show initiative in helping others. For example, older pupils support younger pupils with work and organisational skills, developing a strong sense of community and encouraging positive relationships cross year groups and different parts of the school. This is further enhanced by school council meetings where pupils discuss, for example, fund-raising opportunities for charity and healthy eating. A playground leaders scheme helps junior pupils to be accepting and inclusive of others.
- 4.6 The cultural awareness of pupils is excellent. They are highly tolerant of different cultural traditions and through friendships in school and beyond, they acquire a clear appreciation and respect of their own and other cultures. Overseas pupils report that they feel at home and accepted. Pupils in all parts of the school are aware of the importance of English public institutions in their lives. They learn about the values of law and democracy through lessons in PSHE and assemblies. Elections to the school council provide a practical opportunity to demonstrate these values

enthusiastically in action. Cultural horizons are broadened by a variety of visits, for example to Chester, Warwick Castle, France and Germany.

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

- 4.7 The quality of pastoral care is excellent.
- 4.8 The school has established a highly positive ethos meeting its aim to provide a nurturing and inclusive community in which the educational needs and personal development of pupils in all parts of the schools is fully supported. Teachers and tutors know their pupils extremely well. All members of staff work well together to ensure that any identified pastoral needs are quickly met.
- 4.9 Relationships between staff and pupils and amongst the pupils are excellent. Members of staff provide effective support and guidance for pupils both between junior and seniors parts of the school and in preparation for the next stage of their education. The more able and those with SEND and EAL receive strong support for their academic and personal development.
- 4.10 Effective policies and well established procedures guide staff in their work to ensure good behaviour and guarding against bullying. A few parents said in their pre-inspection questionnaires that the school does not set high standards of behaviour and does not deal with bullying well. Pupils understand that high standards of behaviour are expected at all times and inspectors throughout the inspection observed exemplary pupil behaviour. Anti-bullying strategies including measures to counter cyber-bullying are promoted most effectively in assemblies, through project work and during PSHE lessons. Incidents of bullying were said by pupils to be rare but are dealt with quickly and effectively when they arise: this is confirmed by the examination of the records for the few instances of bullying.
- 4.11 In the questionnaire responses a minority of pupils said that teachers are not always fair in the way sanctions are imposed and that the school does not always listen to their views. The disciplinary records examined indicate that sanctions are applied consistently. During interviews pupils maintained that they have a clear and effective voice through the junior and senior school councils. The school has been persuaded by these councils to adopt many of their suggestions. These include the introduction of additional play equipment for the junior playground and provision of lunch passes for senior pupils.
- 4.12 Pupils have an excellent understanding of the importance both of healthy eating and of the need for regular exercise. This is encouraged through the school's PSHE programme, science and PE lessons, and the curricular and extra-curricular games provision. The food committee has suggested various healthy options for menus.
- 4.13 The school has a suitable plan to improve educational and physical access for pupils with SEND.

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

- 4.14 The contribution of arrangements for welfare, health and safety is sound.
- 4.15 By the end of the inspection, the school had taken suitable steps to ensure that policies, records and practice all meet the latest guidance, including those for safeguarding children and matters relating to the central register of appointments.
- 4.16 All members of staff, governors and volunteers receive suitable child protection training and this is now fully up-to-date. An appropriate safeguarding governor is identified. Records relating to any concerns about pupils' welfare are stored carefully. Designated senior members of staff maintain close and appropriate contact with local agencies. Appropriate steps are taken in all parts of the school to prevent radicalisation or extremism.
- 4.17 The necessary measures to reduce the risk from fire and other hazards are in place. Fire risk assessments are up-to-date. Monitoring of these procedures has recently been improved. Fire drills are held regularly at different times of the day and evacuation procedures are clear, well known and understood by pupils and staff. Risk assessments are thorough and detailed. Younger pupils are supervised carefully as they move around the school. Maintenance of the buildings and sites is very well managed. The health and safety committee meets regularly and its recommendations support pupils' welfare, health and safety.
- 4.18 The first-aid policy provides very clear guidance for the care and welfare of pupils. There is a dedicated medical facility located in the senior part of the school which has excellent provision for ill and injured pupils including for those with SEND. There is no similar facility in the junior part of the school, but nursing staff are in attendance there at specified times every day. A high proportion of staff is trained in first aid. Accidents, illnesses and provision of medication are recorded carefully.
- 4.19 The attendance registers are properly maintained and correctly stored. Unexplained absences are followed up quickly and effectively. The admission register has been corrected to deal with omissions identified during the inspection and is now properly maintained and correctly stored.

4.(d) The quality of boarding

- 4.20 The quality of boarding is good.
- 4.21 Outcomes for boarders are excellent. Boarders have a high standard of personal development. They are polite, courteous and demonstrate a sense of care and appreciation for others as they go about their daily lives in school and in the boarding houses. They are increasingly confident, self-reliant and show integrity in their attitudes. They have positive relationships with one another and with the boarding staff within an international but close-knit community. From their many different social and cultural backgrounds they learn to be at ease with each other and enjoy life in the house, supporting each other and regarding it as their term-time home. Parents who responded to the pre-inspection questionnaire were generally positive in their views.
- 4.22 Boarders have high standards of behaviour, are inclusive and show a positive interest in others and in embracing different cultural traditions. Those with emotional or social difficulties have learnt to adapt well to community life under the watchful eye of house staff. Boarders have a choice of staff to turn to for support. Boarders

participate in the smooth running of their house and take responsibility seriously. They express their views and share ideas to develop their community to enhance the social experience for all, for example the older pupils organise regular social evenings for the sixth form. Boarders have their own council through which they are able to express their views, which are listened to and if appropriate are acted upon. They also play an active part in the local community.

- 4.23 The quality of boarding provision and care is good. Boarders are confident that their possessions are secure. They are able to contact parents and friends from outside boarding through telephone or electronic means. Members of the boarding staff make a concerted effort to get to know boarders' academic and social needs and liaise well with academic staff, and with boarders' parents, when any concerns arise. Facilities for extra-curricular activities are good and access to school facilities is good. For example, at weekends boarders have the opportunity to use the school's swimming pool. Any care plans are well thought out and implemented. Arrangements to promote health and fitness are effective, with good opportunities for exercise. Older boarders in one house have access to a small gym; and the school has provided table tennis tables which are frequently in use. The food is plentiful, wholesome and varied and individual diets are well provided for. In pre-inspection questionnaires a majority of boarders reported that they were not satisfied with the food. During interviews and discussions boarders maintained that, with a new catering operation in place, the food is now improving.
- 4.24 Excellent arrangements and facilities are available for boarders who are sick or injured. A member of the medical team is on call at all times. Since the previous intermediate boarding welfare inspection and in response to its recommendation the school has improved the décor and comfort of the bedrooms in the medical centre. Boarding accommodation is of a good standard. It is well maintained, with pleasant common rooms, washing facilities and provision for study. Refurbishment is planned. Shortcomings in provision are minor and not such as to militate against good personal development.
- 4.25 The effectiveness of arrangements for welfare and safeguarding boarders is sound. The safeguarding policy now includes the necessary requirements and guidelines for members of staff involved in boarding. They are trained so that they know how to respond to any safeguarding concerns. Safe recruitment procedures have been carried out and are now accurately recorded. Boarders report that they feel safe in boarding and know that there are staff available to them should they need to report any concerns. Members of the boarding staff know the procedures for contact with local children's services. Boarders are well supported by members of staff to develop and establish good behaviour patterns which ensure that the houses run smoothly. In discussion boarders confirmed that newly established house rules have established a fairer approach to rewards and sanctions. Behaviour is typically excellent. The school's anti-bullying policy is clear and correctly implemented within the boarding houses. In discussion boarders in all houses confirm that bullying is rare and should there be any incident, staff are swift to respond. Physical restraint is rarely used and only in strict accordance with the latest guidelines and with proper recording.
- 4.26 The effectiveness of the leadership and management of boarding is good. This is apparent in the smooth running of the boarding houses and in the good standard of personal development acquired by the boarders. The aims for boarding are clear, priorities and procedures are firmly established and carefully monitored by members of the boarding staff. Regular house visits by the head of boarding ensure members

of staff are well supported so that boarders benefit from a high standard of care for their individual needs. The leadership ensures that members of staff are well trained and experienced and supervision of boarders is efficient. Members of the house staff are well up-to-date with good boarding practice and legislative requirements. Records are properly kept and information is judiciously shared for the benefit of the boarders. Boarding staff are proud of their part in the development of the boarders through their interactions with them and the opportunities they provide to support their academic and personal development.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is sound.
- 5.2 The governing body has fulfilled the aims of the school to create an environment in which its pupils may become happy and successful learners. Since the previous inspection, the governance of the school has been restructured. It includes parents and former parents. It collectively possesses a wide range of skills and experience including financial, business, and educational. This ensures effective discharge of its responsibilities for financial planning, investment in staff and resources, and educational standards. Building upon the strengths and the success of the school, the governors, together with the senior leadership of the school, have developed a clear and ambitious vision for the future. It has an excellent insight into the school, attending many school events and functions.
- 5.3 Governors meet regularly with the senior leadership and with other members of the school community. They provide focused support for senior leadership, including through annual appraisal of the head. Several committees monitor the administrative and educational work of the school and members of staff both within and beyond the senior leadership contribute to their meetings and report on a range of educational developments. The standards committee has been particularly successful in providing effective challenge on educational matters for the leadership as the school seeks to improve standards further.
- 5.4 Governance is aware of its legal responsibilities to the school. School buildings are maintained effectively and any issues relating to health and safety are dealt with promptly. The governing body receives and discusses an annual safeguarding report on the safeguarding policy and procedures and their implementation. Governors are appropriately trained. However, their oversight of policies, record keeping and practice related to safeguarding and pupil welfare have been insufficient to ensure that the school meets the necessary requirements at all times and in all relevant areas.

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 good.
- 5.6 The leadership and management is successful in achieving the aims to develop the potential of every pupil, encouraging high academic standards and developing the qualities of leadership, resilience, responsibility and character. In the pre-inspection questionnaire, most parents said the school is well led and managed and that they would recommend the school to others.
- 5.7 The leadership and management of the school provides a clear strategic vision for the educational needs and ambitions of the school, encapsulated within the school's development plan. It has paid particular attention to school improvement. Since the previous inspection, the senior leadership has been restructured allowing it to tackle its planned future more effectively. The school has responded fully to the recommendations in the previous inspection. The leadership has implemented a

coherent and consistent approach to marking and has adjusted the strategies for supporting pupils with SEND and EAL and those who are more able.

- 5.8 The leadership has implemented frequent assessment cycles to ensure that the academic progress of pupils throughout the school is carefully monitored and tracked through time. Those with responsibilities for SEND and EAL work throughout the senior and junior school most effectively supporting the leadership to provide for pupils of all needs. The leadership is very supportive of the process of continual professional development. Members of staff monitor and evaluate their progress towards their own professional goals within an annual appraisal process. The senior leadership uses appraisal, together with regular lesson observation and work scrutiny, to further its ambitions to improve teaching and learning. Members of staff feel well supported in their work by the senior leadership and in the senior part of the school also by the middle management. However, links between subjects across the senior and junior sections of the school remain undeveloped in many subject areas, so that liaison is not fully cohesive.
- 5.9 The oversight of all aspects of the welfare, health and safety of pupils has been uneven, with safeguarding policies and their implementation not always sufficiently well monitored. The senior leadership has now effectively rectified shortcomings identified prior to the inspection. Consequently, the procedures to check the suitability of staff and volunteers to work with pupils now meet requirements and appropriate records are complete. All members of staff, volunteers and governors are trained in safeguarding procedures. Members of the senior leadership are also trained in the safer recruitment of staff.
- 5.10 In their responses to the pre-inspection questionnaires, most parents expressed a high level of satisfaction with the school. A very large majority of parents who responded to the questionnaire felt the required information about the school and its policies is readily available. However, a very small minority of parents expressed dissatisfaction with the information given to them about their child's progress. Inspectors judged the information to be good. The reports examined by inspectors were personalised and informative, identifying clear targets for the pupils. The reports are supported by regular meetings with parents for the purpose of discussing their child's progress.
- 5.11 Communication between the school and parents is good. Most parents said in the questionnaire responses that they are encouraged to be actively involved in the life of the school. Parents regularly attend school events such as junior assemblies, plays, concerts, and sports days. There is an active parents' association which supports the school by organising a range of functions and events such as the Bollywood Ball. Information meetings for parents with members of the senior leadership in attendance are held every half term in both the junior and the senior parts of the school.
- 5.12 The school has a suitable procedure that sets out appropriate arrangements for dealing with complaints. A small minority of parents said that their concerns are not always handled well. The school's records show that concerns and complaints are dealt with satisfactorily.

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

6. THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION STAGE

6.(a) Overall effectiveness: the quality and standards of the early years provision

- 6.1 The overall effectiveness of the early years provision is good. As a result of effective teaching and early identification and support for those with SEND and/or EAL, all children, including those under the age of two, and the more able children, make good progress in relation to their individual starting points and capabilities. They are well prepared for the next stage of their education.
- 6.2 Children are very happy within this caring, welcoming setting. Key people develop very close relationships with children and their families. The quality of care and education ensures the needs of all the individual children in the setting are met in a sensitive manner that reflects their individual needs and interests. As a result, their personal and emotional development is excellent.
- 6.3 Provision for welfare health and safety are adequate with all necessary measures in place to reduce the risk from fire and other hazards. Procedures have been recently introduced for the effective monitoring of identified risks. Members of staff are now appropriately trained in safeguarding. Systems for ensuring that the setting keeps up-to-date with current requirements regarding safeguarding policies now ensure that these meet the latest guidance. All the procedures for vetting staff prior to appointment meet requirements.
- 6.4 There is a shared vision for continued development. In response to the previous inspection, improvements have been made to the consistency of planning and systems for monitoring and evaluating the quality of the provision to set priorities for the future.

6.(b) Effectiveness of leadership and management

- 6.5 The effectiveness of leadership and management in the EYFS is good. Governors and leadership and management of the EYFS understand their responsibilities in relation to the EYFS, but have not always been rigorous in ensuring regulatory standards for safeguarding and welfare are maintained. All policies are now implemented properly and arrangements for the safeguarding of children are effective. There is no discrimination. Appropriate steps are taken to prevent radicalisation and extremism.
- 6.6 Managers monitor the quality of teaching through regular observations and supervision meetings that provide a secure forum for staff to discuss issues affecting their performance, and seek support and guidance. As a result, training needs and areas for development are quickly identified and addressed. Valuable insights into the overall quality of the provision have been achieved through self-evaluation. This takes account of parents' views, and includes participation in an external quality assurance scheme and scrutiny of planning and assessment documentation. As a result, ambitious plans for further development have been identified so that provision is continuously improved. The setting uses detailed analysis of EYFS profile scores to provide valuable information on the progress of different groups of children including those with SEND and/or EAL. As a result, areas for development are readily identified and steps taken to narrow any gaps in outcomes.

- 6.7 Classrooms are imaginatively resourced, with space used creatively to provide a rich array of adult-led and child-initiated activities across all areas of the early years curriculum. All children have daily access to outdoor activities, although resources in these areas are less extensive, and the structure of the timetable results in some 'time-filling' as children wait for other groups to finish their allotted time. Additional activities, provided by specialist teachers and a varied programme of after school clubs, contribute to a broad and balanced curriculum. The setting actively promotes the values that constitute Britishness through celebrating every child's individuality, providing opportunities for children to make choices, and age appropriate behaviour codes.
- 6.8 In their response to the pre-inspection questionnaire parents indicated high levels of satisfaction with all aspects of the provision. They commented particularly on the open and honest relationship between school and home, ensuring any concerns are dealt with promptly and sympathetically. A few parents were dissatisfied with the provision of information relating to children's progress. Inspectors found that systems for reporting feedback have recently been extended and, in conversation with parents stated that they were impressed with the level of assessment and how well the staff know the children. In response to the previous inspection, improvements have been made to the consistency of planning and systems for monitoring and evaluating the quality of the provision to set priorities for the future

6.(c) Quality of teaching, learning and assessment

- 6.9 The quality of teaching learning and assessment in the EYFS is good. Staff have high expectations for children's learning, as can be seen through the displays that celebrate children's work and stimulate further learning. Staff are well qualified and have a secure knowledge understanding of the age group they are working with. In the best lessons, teachers create a positive 'can do' attitude, motivating children through 'cheeky challenges' and carefully graded activities. Fun, lively lessons, clearly enjoyed by the children encourage thinking skills and language development as practitioners engage children in conversation about their play. For example, in a session for children under two, a mirror was used to great effect to encourage self-awareness. During an outdoor activity, two year olds were encouraged to describe shapes made on the ground as they poured water from a watering can, and in a session for older children, staff helped children to use imaginative language to describe the characters in a story. In less successful teaching practitioners use questions which illicit only 'yes', 'no' or short answers, and provide fewer opportunities for children to build on and develop their skills and understanding. Play is mainly purposeful but occasionally a lack of variety in activities and input from teachers results in children becoming disengaged and slows progress.
- 6.10 Careful recording of children's activities allows staff to accurately monitor children's learning and development and plan meaningful next steps for each child. As a result, all children make good progress. Parents have many opportunities to share their own insights into their children's development. An effective intervention programme, involving input from staff, other professionals and outside agencies, and close liaison with parents provides targeted support for those with additional needs in most lessons. For example, members of staff promote children's communication and language development through the use of Makaton to support children with speech and language delay. Children's views are also considered as part of the planning process, with projects and activities often developing from children's own interests.

- 6.11 Regular written and verbal feedback, including a well presented progress check for two year olds and a very detailed report at the end of the EYFS, keeps parents very well informed about children's progress and the effective learning habits they are developing. Reports indicate targets for children's development in literacy and mathematics, and provide a useful guide to supporting children's learning at home. Teaching throughout the EYFS provides equal opportunity for all children to grow and develop within a supportive environment that recognises and celebrates the individuality of every child. As a result of the good range of readily available imaginative resources and the very effective balance of adult-initiated and self-directed activities, children achieve well and are well prepared for the next stage in their learning.

6.(d) Personal development, behaviour and welfare

- 6.12 Provision for children's personal development, behaviour and welfare is good. Displays throughout the EYFS celebrate children's achievement, creating a positive attitude to learning. The supportive, welcoming environment and caring, attentive staff provide a sense of security for every child. Sensitive adjustments to care and provision are made in the baby room, in response to the infants' changing needs. As a result, the children become self-confident from a very young age, making full use of the opportunities available to them. Children clearly enjoy their learning. Interesting sensory experiences, indoors and outside, attract the youngest children, encouraging them to explore with increasing confidence and imagination. Older children are highly motivated, independent learners who approach activities with enthusiasm.
- 6.13 Well-developed self-help skills are evident as children put on and take off role play outfits, or cut fruit and pour drinks at snack time. Children take great pride in taking responsibility and helping others, eagerly participating in tidying up before break, or showing another child how to operate the computer. Throughout the EYFS, the positive supportive atmosphere promotes a 'can do' attitude and prepares children extremely well for the transition to the next stage of their learning.
- 6.14 Staff take effective steps to promote attendance. The register is accurately maintained and any unexpected absence checked promptly. Good behaviour, encouraged through recognizing positive behaviour and effort is a feature of the EYFS setting where the unofficial motto is 'sharing is caring'. Relationships between adults and children, and between the children themselves are extremely strong. Key people develop close bonds with the children and their families. Children are highly supportive of each other, as was seen when they acknowledged the achievement of one of their friends by clapping when he blended a word for the first time.
- 6.15 Provision for welfare, health and safety are adequate with all necessary measures in place to reduce the risk from fire and other hazards, including safety when using the internet. Procedures have been recently introduced for the effective monitoring of identified risks. Due regard is paid to helping children understand the importance of personal hygiene, through consistent reminders to wash hands before eating and involving children in wiping down the tables after snack. The benefits of exercise are regularly discussed at the end of physical activities, and children learn about healthy eating from the nutritious lunches. Individual dietary needs are carefully catered for, and members of staff liaise closely with parents to ensure the youngest children are fed in line with their home routines. Children are helped to understand right and wrong from a young age. Key aspects of Britishness such as democracy and

individual liberty are actively promoted through age appropriate activities, such as voting for which fruit to have at snack time.

6.(e) Outcomes for children

- 6.16 Outcomes for children in the EYFS are good. Throughout the early years, children achieve well due to the carefully graded activities and supportive teaching. At all stages children make consistent progress relative to their starting points and capabilities, reaching important milestones typical for their age. By the age of two, children, including those with SEND and/or EAL becoming confident communicators, and begin to explore independently.
- 6.17 Two year olds enjoy experimenting and exploring outside, for example using a hand water pump in the mud-kitchen and pipe runs, drawing patterns and shapes on the ground with chalk, or propelling ride on toys with control and co-ordination. Older Nursery children recognise numerals from 1-9 and sometimes match these to quantities. Their social skills develop rapidly as they become immersed in role-play, using their imaginations to create individual and shared play scenarios.
- 6.18 In Reception children continue to make good progress, with almost all children reaching, and a minority exceeding, the early learning goals by the end of the foundation stage. They enjoy retelling familiar stories using imaginative props, and begin to form letters, simple words and occasionally short sentences with increasing accuracy in independent writing activities. Mathematical development is strong with most children able to recognize numerals up to 100 and use mathematical language to describe size and shape. The most able recognize mathematical symbols such as '+' and '=', and solve addition problems using a number line to 'count on'. As a result of their good progress and attainment, children are very well prepared for the transition to the next stage of their learning. In response to the pre-inspection questionnaire, every parent reported that they are pleased with their child's progress.

Compliance with statutory requirements for children under two

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

Section 2 includes any identified action the Early Years Foundation Stage is recommended to take in order to improve its provision.