



**INDEPENDENT SCHOOLS INSPECTORATE**

**INTEGRATED INSPECTION  
KING EDWARD'S SCHOOL**

# INDEPENDENT SCHOOLS INSPECTORATE

## King Edward's School Witley

Full Name of School	<b>King Edward's School Witley</b>		
DfE Number	<b>936/6103</b>		
Registered Charity Number	<b>311997</b>		
Address	<b>King Edward's School Witley Petworth Road Witley Godalming Surrey GU8 5SG England</b>		
Telephone Number	<b>01428 686700</b>		
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Email Address	<b>hm@kesw.org</b>		
Head	<b>Mr John Attwater</b>		
Chair of Governors	<b>Mr Alderman P K Estlin BSc FCA</b>		
Age Range	<b>11 to 19</b>		
Total Number of Pupils	<b>391</b>		
Gender of Pupils	<b>Mixed (249 boys; 142 girls)</b>		
Numbers by Age	11-16:	<b>246</b>	
	17-19:	<b>145</b>	
Number of Day Pupils	Total:	<b>110</b>	
Number of Boarders	Total:	<b>281</b>	
	Full:	<b>271</b>	Weekly: <b>10</b>
Inspection Dates	<b>20 Oct 2015 to 23 Oct 2015</b>		

## 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](http://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 intermediate inspection was in November 2013 and the previous ISI standard inspection was in October 2010.

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

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 and with the chair of governors, observed a sample of the co-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited boarding houses and the facilities for sick or injured pupils. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

### Inspectors

Mrs Pamela Leech	Reporting Inspector
Dr Philippa Davies	Team Inspector (Senior Teacher, HMC school)
Mr Nigel Lashbrook	Team Inspector (Headmaster, HMC school)
Mr Nicholas James McKie	Team Inspector (Vice Principal, ISA school)
Mrs Katherine Walters	Team Inspector (Head of Middle School, SENCO, HMC school)
Mrs Jean Gray	Co-ordinating Inspector for Boarding
Miss Margaret Connell	Team Inspector for Boarding (Former Principal, GSA school)

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## 1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 King Edward's School Witley, founded in 1553 in the City of London as 'a house to lodge Christ in' where boys and girls could receive an education, is an independent, co-educational boarding and day school for pupils between the ages of eleven and nineteen. The school moved to a larger campus in Witley, Surrey, in 1865, in order to cater for those who have a social need for a boarding education. King Edward's became co-educational in the 1950s and introduced day pupils in the 1970s. The school aims to provide the best possible preparation for adult life through an holistic educational experience supported by its traditional Christian ethos.
- 1.2 The trustee body for King Edward's School Witley is known as The Court of Bridewell, acknowledging the historic foundation of the school as Bridewell Royal Hospital. The school retains strong links with the City of London, reflected by the continued support of the school by the City of London Corporation and some livery companies. A recent merger with a local preparatory school has resulted in a change in the composition of the governing body to include representation from this school. King Edward's School continues to uphold its aims to fulfil its mission to provide an education for those pupils whose personal circumstances are such that a boarding style of education is required, as well as welcoming those who choose the school for its Christian and educational ethos, or for other strengths. Many of the pupils receive help with funding in fulfilment of the original purpose of the foundation.
- 1.3 Since the previous inspection, a programme of boarding house refurbishment has been completed which has included the creation of a co-educational Lower School house for younger day and boarding pupils. Refurbishment of classrooms and facilities has taken place which include hard courts and a fitness suite, a new business and finance centre and a café. Internet access has been extended throughout the school.
- 1.4 At the time of the inspection 391 pupils were on roll, 249 boys and 142 girls, including 145 pupils in the sixth form. There were 271 full boarders with a small number of pupils boarding on a flexi and weekly basis. Day pupils live in the surrounding area and the school's population represents a range of ethnicities; boarders come from Britain and from more than 40 countries across the world. Parents are predominantly professional or self-employed.
- 1.5 The ability profile of the pupils is above the national average. The school has identified 47 pupils as having special educational needs and/or disabilities (SEND), all of whom receive learning support at appropriate levels according to their need. A total of 135 pupils have English as an additional language (EAL) and one pupil has a statement of special educational needs.

- 1.6 National Curriculum (NC) nomenclature is used throughout this report to refer to year groups in the school. The year group nomenclature used by the school and its NC equivalence are shown in the following table.

<b>School</b>	<b>NC name</b>
First Form	Year 7
Second Form	Year 8
Third Form	Year 9
Fourth Form	Year 10
Fifth Form	Year 11
Lower Sixth	Year 12
Upper Sixth	Year 13

## **2. THE SUCCESS OF THE SCHOOL**

### **2.(a) Main findings**

- 2.1 King Edward's School Witley is highly successful in educating its pupils in line with its overall aim to provide an educational experience which supersedes the purely academic and becomes a foundation for life. Throughout the school, pupils develop positive academic habits. From Years 7 to 8 in the lower school, through the upper school, Years 9 to 11, and into the sixth form, pupils develop a mature approach to their learning, apply their knowledge confidently and achieve well academically. Supported by excellent teaching, pupils relish opportunities to work co-operatively and independently. The excellent curriculum and broad co-curriculum programme enhance pupils' learning opportunities. Assessment procedures enable teachers to plan effectively in order to meet the needs of their pupils. Expectations within lessons are generally high and pupils with SEND and EAL are extremely well supported. A variety of activities outside the classroom promote challenge for the more able pupils. However, within lessons, there is an inconsistency of challenging tasks provided for the more able pupils. Pupils take pleasure in their learning and present their work with pride. They value the opportunities the school offers for them to develop their links with the community.
- 2.2 The quality of pupils' personal development is excellent, supported by the high quality of pastoral care they receive. They learn to live together with tolerance and respect and achieve an excellent standard of personal development. They enjoy undertaking positions of responsibility and behave with courtesy and kindness towards each other. Pupils are confident that staff will guide and help them, and value the generous spirit with which the staff support them. The quality of boarding is excellent. Boarders appreciate the warm, welcoming environment created for them by the boarding staff and feel safe in their houses. The school implements excellent measures to ensure their welfare, health and safety.
- 2.3 Governance of the school is excellent. Governors are fully supportive of the ethos of the school and maintain highly effective oversight of all aspects of school life. They thoroughly understand their legal responsibilities and undertake these duties with meticulous care. Leadership and management are excellent. Clear lines of communication with distinct lines of responsibility are well established, fully meeting the recommendation of the previous inspection. Progress has been made since the previous inspection with systems to monitor teaching and learning which are now fully implemented. The single-hearted sense of purpose ensures excellent oversight of the day-to-day running of the school and inspires the vision for future development. Links with parents are excellent.



## **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) Recommendation for further improvement**

2.6 The school is advised to make the following improvements.

1. Within lessons, increase the level of challenge for the most able.

### **3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS**

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

- 3.1 The quality of the pupils' achievements and learning is excellent.
- 3.2 Pupils are extremely well educated and their achievement and learning are closely aligned with the school's aims to keep the pastoral care of pupils at the heart of everything they do. Pupils of all abilities throughout the school, including those with SEND, EAL and the highly able, demonstrate excellent subject knowledge and understanding. In almost all lessons and because of their enthusiastic participation in the extensive activities on offer, pupils develop a breadth of skills, enabling them to work independently and think logically as required. Pupils are highly confident speakers as observed in a knowledgeable, lively discussion around sources of energy, undertaken in French. Pupils listen carefully to the views of others. They apply their mathematical and reasoning skills effectively across a range of subjects. Pupils are able to apply their scientific knowledge and use information and communication technology (ICT) appropriately to further their learning and understanding. Given the wide range of starting points on entry, pupils attain high standards of literacy and numeracy. Excellent achievement in the creative and practical subjects is evident all around the school, for example, in the ambitiously large wooden garden furniture on display in the design and technology department and the abundance of artwork and sculptures exhibited.
- 3.3 Pupils achieve highly across a wide range of co-curricular activities. Pupils are extremely successful at county and national level in a range of sports. Many pupils achieve success in external music and drama examinations and in local competitions. Recent successes have also been notable in the Duke of Edinburgh's Award (DofE) programme with pupils achieving bronze, silver and gold levels. Pupils participate with high levels of success in national competitions in mathematics and science.
- 3.4 The following analysis uses the national data for the years 2012 to 2014. These are the most recent years for which comparative statistics are currently available. Results in GCSE have been above the national average for maintained schools, with results in IGCSE subjects higher overall than worldwide averages. Performance in the International Baccalaureate (IB) has shown some variation, with results in 2014 above the worldwide average and similar to the national average. Performance in 2013 was similar to the worldwide average.
- 3.5 The level of attainment, together with available standardized measures of progress, indicates that pupils make progress that is high in relation to those with similar abilities. Of particular note is the excellent achievement of pupils with SEND and EAL. Progress for the most able pupils is always good, but the lack of challenge in some lessons leads to inconsistency in their levels of progress. The level of attainment for pupils in the sixth form cannot be measured in relation to average performance in standardized tests, but based on the evidence available from discussions with pupils, from scrutiny of their work and performance in lessons and in examinations, pupils are judged to make good progress in relation to pupils with similar abilities. Pupils achieve a high rate of success in entrance to universities with demanding entry requirements. Responding to the pre-inspection questionnaire, an overwhelming majority of parents and most pupils expressed satisfaction with the progress they make.

- 3.6 Pupils throughout the school demonstrate positive attitudes towards their learning. They are receptive learners, capable of working well, independently and with each other. Pupils take care with the presentation of their work, taking pride in its execution. Behaviour in lessons is excellent and pupils value their supportive relationship with their teachers.

### **3.(b) The contribution of curricular and co-curricular provision**

- 3.7 The contribution of curricular and co-curricular provision is excellent.
- 3.8 The curriculum allows the school to amply fulfil its aims to provide the best preparation for adult life through a comprehensive programme of academic study fully supported by an extensive co-curricular provision. The well-planned curriculum is highly effective in its coverage of different areas of learning and is suitable for all ages, abilities and needs, including for those with SEND, EAL and the more able.
- 3.9 Since the previous inspection, the timetable has been restructured with fewer lessons of longer duration scheduled in the school day. Timetabled curriculum lessons on a Saturday morning have been replaced by a programme of co-curricular activities, informal academic sessions and private study time, a change welcomed by both staff and pupils. The introduction of the new linear A levels alongside the existing IB course in the sixth form, has added further diversity to the curriculum. Responding to the pre-inspection questionnaire, the overwhelming majority of parents expressed themselves as highly satisfied with the range of subjects and areas of experience offered to their children.
- 3.10 Year 7 pupils are offered a wide and balanced programme of core subjects with the addition of German and Latin. In addition to personal, social and health education (PSHE), a *Pursuit of Excellence* course is undertaken. This is specifically designed to help equip younger pupils gain the skills necessary to access all aspects of the curriculum and to develop greater social skills. Classical civilisation is introduced as an option in Year 8 and Spanish in Year 9.
- 3.11 A wide range of GCSE and IGCSE courses are offered, with programmes of study individually tailored to meet pupils' needs. For example, English may be studied as a GCSE subject or examined within the International English Language Testing System (IELTS). The number of modern foreign languages studied may be increased or reduced, and religious education studied either as a long or short course. A pre-sixth-form course for overseas pupils joining the school in Year 11 is highly effective in preparing them for the sixth form.
- 3.12 An exceptionally wide range of options is available for pupils in the sixth form with both IB and A level subjects catered for within the flexible curriculum. Pupils may choose either the IB or the A level programme. Ten subjects are offered at A level with an additional five subjects to be timetabled from September 2016. Within the A level programme, pupils can opt to study the IB Theory of Knowledge course and an additional choice of a language or drama.
- 3.13 A well-planned programme is designed to provide focused guidance on all aspects of sixth-form life through a series of weekly meetings and lectures. This includes an induction to the sixth form, guidance on study skills, PSHE issues and interview practice. Suitable careers guidance is provided for all pupils, with an additional focus in the sixth form on further education advice and individual university guidance.

- 3.14 The consistent use of ICT resources effectively enhances pupils' learning across the curriculum, with pupils using individual devices to good effect, complying with the school's ICT policy and guidance on cyber safety. The coherent and comprehensive PSHE programme covers all topics relevant to pupils' ages. Where this and other subjects cover political matters, they do so in a balanced way.
- 3.15 Provision for pupils with SEND or EAL, and those who are gifted and talented including the more able, is excellent. There are effective systems for early identification of pupils who require support, or for those who would benefit from additional challenge. SEND and EAL pupils' progress is carefully monitored through detailed individual plans, which are regularly reviewed to ensure pupils receive appropriate support within lessons. Schemes of work include opportunities to challenge the more able pupils, but these are inconsistently applied within lessons. A calendar of gifted and talented events is published termly, promoting talks and activities such as the popular café scientifique meetings or the music scholars' concert.
- 3.16 The curriculum is fully supported by an excellent co-curricular programme of enrichment activities encompassing sports, creative pursuits and service. In their responses to the pre-inspection questionnaire, a very large majority of pupils said there is an extremely wide selection on offer at the school. Numerous competitive sporting options are available, with a wealth of opportunities for pupils to participate in drama and music, as well as many more unusual activities such as bee keeping or car building. Academic clubs such as computer programming, student investors or Model United Nations, are incorporated within the well-structured programme. Efforts are made to tailor the programme to accommodate specific individual requests whenever possible. The programme includes the DofE award scheme.
- 3.17 Pupils have numerous opportunities through the school's outreach work to undertake voluntary service within the local community which includes assisting in local primary and specialist schools, and helping to run a club specifically for autistic children. The curriculum is further enhanced by a range of relevant day trips, and through residential trips within the UK and overseas, such as the work experience trip to Germany.

### **3.(c) The contribution of teaching**

- 3.18 The contribution of teaching is excellent.
- 3.19 Teaching is highly effective in supporting the aims of the school to give pupils the opportunity to make the most of their abilities and to take significant responsibility for their own academic direction. Teaching promotes values of tolerance and respect and is non-partisan in the coverage of political issues. Through careful monitoring, the quality of teaching has improved since the previous inspection. Most pupils responding to the pre-inspection questionnaire said that their teachers helped them learn and are happy with the progress they are making. Parents were overwhelmingly satisfied with the progress their children are making and inspection evidence fully supports these views.
- 3.20 Teachers demonstrate excellent understanding of the needs of their pupils, and lessons throughout the school are extremely well planned and resourced. As a result, lessons engage and inspire pupils, helping them to make rapid progress. Teachers have excellent subject knowledge and are encouraging and supportive in their attitudes towards pupils. The informal but respectful atmosphere in lessons

fosters a confident approach to learning and pupils freely ask questions and engage in topics with enthusiasm. Pupils respond enthusiastically when offered opportunities to work co-operatively, taking pride in concentrating on the task and completing it together. Equally, pupils thrive when working independently, employing research skills and self-discipline in their methodology. In most lessons, high expectations, brisk pace and a variety of tasks promote pupils' learning. In these lessons pupils are challenged to think and learn for themselves. Pupils make less progress in the very small minority of lessons where expectations are lower, the pace is less brisk and pupils become more passive learners. Pupils use ICT competently across the school.

- 3.21 Teachers understand the needs of their pupils well. Excellent support is offered for pupils with SEND and EAL through small tutorial-style classes and specialist support staff, and pupils make rapid progress. Enrichment opportunities outside the classroom enable the more able pupils to extend their learning and understanding. In lessons, the provision of individually designed tasks to challenge the most able was inconsistently applied with the result that pupils did not make rapid progress in all lessons.
- 3.22 A small minority of pupils who responded to the questionnaire, felt that their homework did not help them learn and that the amount of work completed for homework was too demanding. The school implements clear systems to monitor the quality of marking. In discussions with inspectors, pupils spoke appreciatively of the targets set and oral feedback received from their teachers, and felt that their homework helped them to make progress with their learning. Through scrutiny of their work, inspection evidence found that homework demands are appropriate and marking is prompt and helpful. Assessment information is used effectively throughout the school to set targets, monitor pupils' progress and inform lesson planning.

## **4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT**

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

- 4.1 The spiritual, moral, social and cultural development of the pupils is excellent.
- 4.2 The personal development of the pupils is an outstanding strength of the school. As school leavers, pupils embody the school's aims to create happy and confident learners with a global awareness, personal humility and a strong sense of duty.
- 4.3 Pupils demonstrate strong spiritual awareness. They examine their own beliefs and develop understanding and tolerance for those of others through classroom discussions and extended project work. As reflective participants, they develop a sense of spiritual identity through time spent in chapel where pupils lead the singing and engage in readings. Pupils spoke warmly of the guidance and support they receive from the chaplaincy, demonstrating empathy with others and a desire to include all, regardless of differences in belief or tradition. Pupils without a specific faith value the acceptance of the school community, extending their own spiritual development through an appreciation of tolerance. Those with a specific faith value the opportunity to express their faith as for example, in the special weekly arrangements to attend locally run Friday prayer sessions.
- 4.4 The moral development of pupils is excellent. Through their care and consideration of each other, pupils display a mature sense of right and wrong. They have a clear understanding of the civil and criminal law of England. Across all ages, pupils are proud of their school and their houses. Pupils acknowledge and value the examples set by the staff and by pupils undertaking leadership and mentor roles. They show a maturity of understanding when reflecting on the moral issues surrounding privacy, information technology and the media.
- 4.5 The social awareness of pupils is extremely well developed. They are sensitive and empathetic to the needs of others, respecting differences without discrimination and eagerly supporting each other, regardless of age and background. Prefects and mentors take great pride in their roles, demonstrating a highly developed sense of responsibility in the way they undertake their duties. Older pupils are thoughtful mentors when aiding younger pupils in their studies and many older pupils make the effort to attend sports fixtures to support younger teams. Pupils develop leadership skills through undertaking a variety of roles in committees, as well as leading house initiatives, for example, in competitive music and drama events. Pupils develop their understanding of social responsibility through community service in the local area, taking part in outreach projects and displaying a spirit of generosity raising money for various charities. Pupils are genuinely compassionate. Written responses to the geography 'stairs of thought' where pictures and articles on current events are displayed on the walls of the geography staircase, illustrate their genuine desire to engage in real social issues, in this instance, the migrant crisis across Europe.
- 4.6 Pupils display a strong cultural sense, exploring other traditions through art and music. Through trips abroad, pupils gain an understanding of other cultures. They demonstrate their appreciation of fundamental British values by their commitment to tolerance and inclusivity within their community. Pupils understand the nature of British institutions and individual liberty, exploring this through visits to the Houses of Parliament, local law courts and through listening to visiting speakers. They exhibit a well-developed understanding of democracy through the elective nature of the school council and the prefect elections.

- 4.7 Pupils achieve an excellent standard of personal development by the time they leave school. They are confident, tolerant, respectful of each other and self-aware. In discussions with inspectors, older pupils said, 'You can open up and be yourself at school. We feel we are ready to go and live independently.'

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

- 4.8 The contribution of arrangements for pastoral care is excellent.
- 4.9 The quality of pastoral care is excellent, successfully meeting the aim of the school to place the care for pupils at the heart of every element of school life and so prepare them for adult life. Comprehensive systems are highly effective in enabling staff to provide effective support and guidance for pupils. The tutor system provides continuity for pupils as they progress through the school. Regular staff meetings and an environment of open communication between staff ensure that information is appropriately shared and recorded. The house system plays a significant role in the lives of day and boarding pupils by fostering a sense of inclusivity and belonging. Staff know and understand their pupils well, and in the pre-inspection questionnaire, every parent indicated that their children are treated as individuals. Most pupils, in their responses, said they liked being at the school.
- 4.10 Relationships between staff and pupils are respectful, open and trusting. In discussions with inspectors, pupils were highly confident of receiving support and guidance from their teachers should any problems arise. A well-planned programme provides excellent training and support for pupils undertaking leadership roles. The caring ethos is clearly reflected in the attitudes of more senior pupils who are generous in their support and commitment to younger pupils.
- 4.11 The school is highly successful in its arrangements to guard against bullying and cyber-bullying and to promote good behaviour. Appropriate and detailed policies are thoroughly implemented. A few pupils responding to the pre-inspection questionnaire, indicated that school did not always deal well with any instances of bullying. Through scrutiny of records and in discussions with pupils and staff, inspectors found that any instances of bullying are dealt with swiftly and effectively. In their questionnaire responses, a minority of pupils indicated that rewards and sanctions are not always fairly applied. The school has a clear system of rewards and sanctions. Examination of records demonstrates fair and consistent application of rewards and sanctions, and pupils confirmed inspectors' findings in discussions. Elected councils, catering committees and an international committee provide excellent forums for pupils to express their opinions. Pupils value the additional opportunities to voice their opinions through the prefects and confidently described instances of change in response to their requests.
- 4.12 The school encourages pupils to be healthy. Healthy eating is a focus of the school with regular demonstrations in the dining hall to encourage pupils to develop their palate. A majority of pupils responding to the questionnaire expressed their dissatisfaction with the quality of food. However, well-balanced menus offer pupils an excellent choice of nutritious, homemade meals with vegetarian options, salads and fruit. In discussions with inspectors, pupils were almost unanimous in their appreciation of the food. An extensive programme of sports and activities ensures that pupils have many opportunities to take exercise within the school week and pupils are encouraged to use the properly supervised grounds and sports facilities in their leisure time.

4.13 The school has a suitable plan to improve educational access for pupils with SEND.

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

4.14 The contribution of arrangements for welfare, health and safety is excellent.

4.15 The school has excellent arrangements to promote the welfare, health and safety of all its pupils. An extensive audit of maintenance, health and safety is completed annually with additional regular checks made by an external agency. The effective implementation of the school's detailed health and safety policy is ensured through termly reports to the governing body. Comprehensive risk assessments for buildings and grounds are reviewed annually and accidents and incidents are suitably recorded. Every effort is made to minimize the risk of fire, through regular fire drills, equipment testing and staff training, with appropriate records maintained. Electrical equipment is regularly tested and records are properly kept. Due care is taken to ensure the welfare, health and safety of those on school trips and those with special physical or learning needs.

4.16 Safeguarding policies and procedures are thorough and are monitored by a designated governor. All staff receive annual training in child protection matters from appropriately trained designated staff, supported by the local safeguarding children's board and further training every third year by an external professional. The school maintains close links with local welfare agencies. A suitable number of senior managers are trained in safe recruitment.

4.17 Admission and attendance registers are well maintained and stored and staff know what to do if a pupil were to go missing. An appropriate number of staff receive first aid training. The school has excellent facilities for the care of sick pupils and pupils who are unwell are properly cared for until they are collected by parents.

#### **4.(d) The quality of boarding**

4.18 The quality of boarding is excellent.

4.19 Outcomes for boarders are excellent. The school fully succeeds in its aim to create an environment of tolerance, openness and trust where all boarders are treated and respected as individuals and feel safe. Different cultures and traditions are respected and celebrated in the boarding ethos of harmony and trust. As they move from the highly structured and nurturing environment of the lower school boarding house into the senior houses, boarders develop greater self-confidence and self-reliance. They are proud of their houses and deeply loyal. New pupils benefit from a comprehensive induction programme and soon feel at home. Overseas pupils are quickly welcomed, and, with the day pupils who share the house, are well integrated within the house community. Pupils with SEND and EAL are well supported.

4.20 Through house meetings, councils and the catering committee, boarders are able to influence life in their houses. They are able to vote on the spending of discretionary funds and make material decisions. Suitable methods to inform boarders of decisions made in the committees and forums are well established, thus fulfilling a recommendation in the previous intermediate boarding inspection.

4.21 Boarders enjoy many opportunities to undertake roles of responsibilities and gain leadership skills supported by a thorough programme of training. They may volunteer to become buddies for new boarders, represent their year group or stand for election as prefects. Some Year 12 boys have chosen to become academic



mentors for younger pupils, generously giving their time to provide some much valued support.

- 4.22 Dedicated staff work hard to create an environment of openness and trust within the houses. They make every effort to promote harmonious relationships between boarders, and between boarders and the staff who look after them. As a result, the behaviour of boarders is exemplary and the atmosphere is warm and friendly. Boarders are confident in the adults they can approach for help should they have a concern. Noticeboards display a variety of external helplines, including that for an independent listener.
- 4.23 The quality of the boarding provision and care is excellent. Boarding houses are paired co-educationally, offering boarders the opportunity to mix socially in their free time. Boarding houses are well maintained, clean and warm. They are furnished to a high standard with many indoor areas where boarders may socialise together, play games such as table tennis or undertake some quiet reading. The extensive grounds provide a further opportunity for boarders to enjoy their leisure time. Suitably sited digital screens offer boarders reminders of school activities as well as providing a continuous update on world news. Bedrooms may be individual rooms or shared between two or four boarders. All are well furnished and provide a suitable study area with opportunities to personalise individual spaces. Some bedrooms have washbasins. Throughout the houses, there is a good provision of toilets and showers where boarders have appropriate privacy. In the pre-inspection questionnaires, a small minority of boarders felt that their belongings were not safe. Inspectors noted that each boarder has at least two lockable spaces and house staff will always take care of personal items on request. The daily laundry service is managed efficiently. The school has improved the internet provision since the previous inspection, and boarders are easily able to contact friends and family and keep abreast of world events.
- 4.24 Boarders enjoy using the cheerful kitchen space in each house. In pupil questionnaire responses, a minority of boarders expressed concern about the food, availability of snacks and drinking water. Evening snacks are delivered daily with ham and cheese toasties a particular mid-week favourite. Bread and milk are always available. Drinking water is freely available at all times throughout the school. During discussions with inspectors, boarders expressed themselves as satisfied with the provision, and after examination of the menu cycle, inspectors found the range and quality of the provision to be of a high standard, healthily balanced and well tailored to meet the needs of an international boarding community. A modern café, situated within the main teaching building, adds further flexibility to the choices available during the day.
- 4.25 Access to local town centres is a valued privilege. All boarders may visit the shop situated within the sports centre for more immediate needs.
- 4.26 Twenty-four hour medical care is provided by a well-qualified team of nurses and care assistants in the conveniently sited medical centre. At least four surgeries are held each week and boarders may consult either a male or female doctor upon request. Visits to a local optician and dentist are arranged as needed. Dedicated rooms allow pupils to receive treatment from a physiotherapist, meet with a counsellor or see the school listener. Medication is correctly stored and rigorous procedures are in place between the medical centre and the houses for the safe dispensing of homely remedies. Records are scrupulously maintained and appropriately stored. Boarders who self-medicate understand the responsibility they

have been given. Confidentiality is scrupulously maintained. Any complaints are handled swiftly and sensitively and in accordance with the published complaints policy.

- 4.27 The effectiveness of arrangements for welfare and safeguarding is excellent. All boarding house staff, including the matrons and domestic staff, have received appropriate training and have a clear awareness of their safeguarding responsibilities. The detailed anti-bullying policy is correctly implemented. Appropriate risk assessments are regularly updated. Fire evacuation drills take place each term in boarding time and are appropriately logged. In boarders' responses to the pre-inspection questionnaire, almost all said they feel safe in their houses. Rigorous systems enable staff to know where boarders should be at all times, and staff know what to do should a boarder be missing.
- 4.28 The school implements meticulous staff recruitment procedures including appropriate measures for any adults not employed by the school and living in boarding residential accommodation. Boarders benefit from the generous number of resident staff who live in appropriately separate accommodation. Boarders always know who is on duty and can easily access staff at night in case of emergency. Visitors to the houses are strictly monitored and code activated locks on all doors, together with appropriate CCTV, increase the level of safety for boarders.
- 4.29 The effectiveness of leadership and management of the boarding provision is excellent. There is a suitable statement of boarding principles and practice. Governors maintain strong oversight of the boarding provision through regular visits to the boarding community and through reports from the governor taking responsibility for the provision of boarding. Boarding staff use the bespoke electronic system to keep house records and share with the senior management team and house tutors boarders' achievements, as well as identify any patterns in behaviour giving cause for concern. Communication between staff is excellent with frequent formal meetings and daily informal contact. Communication is further promoted through house diaries. Newly appointed staff receive suitable induction and training. All staff benefit from the annual appraisal system. The school is highly pro-active in meeting the training needs of staff and encourages appropriate individual professional development.
- 4.30 Responding to the pre-inspection questionnaire, parents indicated their high levels of satisfaction with all aspects of the boarding provision for their children.

## **5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT**

### **5.(a) The quality of governance**

- 5.1 The quality of governance is excellent.
- 5.2 Governance promotes the school's aim to provide an environment which nurtures pupils, encouraging them to achieve success in their own fields as happy, confident and independent learners with a keen sense of global awareness, humility, integrity and a sense of duty.
- 5.3 Through excellent governance and a positive vision for the future, the school is highly successful in providing a strong academic base and maintaining excellent standards of pastoral care and personal development of its pupils. Governors uphold the ambitions of the original foundation to offer an educational experience designed to equip young people with the skills to meet the challenges of society.
- 5.4 Governors have a wide range of relevant expertise and skills and these are used most effectively to provide a thorough oversight of their responsibilities. The well-defined committee structure allows governors to maintain strong oversight of the working of the school. Governors are vigorous in their evaluation of the school's performance through regular staff presentations and close scrutiny of examination results and the success of the co-curricular programme. Arrangements for promoting welfare, health and safety and budgetary control are effectively monitored.
- 5.5 Strategic development planning is strong with clear long-term aims. Governance provides successfully for the development and maintenance of the school's accommodation, facilities and resources, and ensures the recruitment of high-quality staff.
- 5.6 Governors fully understand their legal responsibilities and maintain strong oversight of policies and procedures. A safeguarding governor monitors the effectiveness and efficiency of safeguarding matters including procedures for child protection and safe recruitment. The full governing body undertakes a rigorous annual review of the safeguarding policy and any deficiencies of implementation are identified and quickly remedied. Governors undertake appropriate training for their roles including a suitable induction programme for new governors, and all have received child protection training.
- 5.7 The governors are highly conscientious in the time they devote to the school. In their responses to the pre-inspection questionnaire, an overwhelming majority of parents expressed high levels of satisfaction in all aspects of the education provided for their children, and would recommend the school to another parent.

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

- 5.8 The quality of leadership and management is excellent.
- 5.9 Through a shared vision for the future, the leadership and management are highly effective in enabling the school to meet its aim to provide an education which is a foundation for life. As a result, pupils feel valued as individuals and become confident achievers. They flourish in the caring, supportive atmosphere and develop excellent personal qualities. Individual pupils' educational needs are clearly identified with appropriate management support structures, resulting in excellent provision for pupils with SEND and those with EAL and good provision overall for the more able.
- 5.10 Through a rigorous process of evaluation, senior managers make a positive contribution to the strategic development planning of the school. Senior managers maintain highly effective oversight of the day-to-day operation of the school through frequent communication with managers at all levels. The clearly defined management structure and allocation of responsibilities are fully understood by staff and pupils, fulfilling a recommendation from the previous inspection.
- 5.11 The school has responded positively to the recommendation of the previous inspection. Systems to monitor teaching and learning are now well established, with managers undertaking lesson observations, scrutiny of work and using learning walks to identify targets to improve the provision. Departments are individually monitored and the sharing of good practice has become a key feature of the regular whole staff professional development sessions. Assessment of ability and progress in the lower and senior schools is well established, with a new initiative underway to provide greater consistency in the assessment of pupils' progress in the sixth form.
- 5.12 Subject planning is based on a thorough understanding of the needs of pupils, and schemes of work are detailed and comprehensive, providing a variety of learning opportunities for pupils. Teaching staff benefit from regular appraisal and continuing opportunities for professional development. New staff receive thorough induction training and suitable guidance. Newly qualified staff are well supported through an appropriate programme.
- 5.13 Appropriate systems to ensure the recruitment of suitable staff are meticulously applied, with all required checks completed before staff begin work at school and correctly recorded in the school's single central register. The school's policy of self-disclosure for all staff is rigorously implemented. Staff undertake regular training in their roles in safeguarding, welfare, health and safety. Policies and procedures are reviewed at suitable intervals, and are properly implemented with close reference to the governing body. The vast majority of parents who responded to the pre-inspection questionnaire, indicated their high level of satisfaction with the way in which the school is led and managed.
- 5.14 Links between the school and parents are excellent and strongly support the academic and personal development of the pupils. In their responses to the pre-inspection questionnaire, parents were overwhelmingly supportive of the school and highly satisfied with the care their children receive.
- 5.15 Relationships with parents throughout the school are characterised by open and easy communication based on the school's care for the pupils and their families.

The school has an effective complaints policy and in the event of a complaint, all procedures are rigorously followed.

- 5.16 Comprehensive information is readily available for current parents and for parents of prospective pupils, through the school's website, weekly newsletters, and a variety of information packs. Parents' consultation evenings enable parents to discuss their children's progress with staff. Regular reports are sent to parents and are accessible through the parents' portal. These are evaluative and helpful, and include suitable targets to enable pupils to extend their learning and understanding. Staff are easily contactable by parents. The involvement of parents through the active parents' association, and through sporting, music and drama events, strengthens the sense of community within the school. Clear published information is available for all current and prospective parents.

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