

INDEPENDENT SCHOOLS INSPECTORATE

INSPECTION REPORT ON

Giggleswick School

The junior school was inspected at the same time and a separate report published.

Full Name of the School	Giggleswick School
DCSF Number	815/6011
Registered Charity Number	1109826
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Headmaster	Mr Geoffrey Boulton
Chair of Governors	Mr Martin O'Connell
Age Range	11 to 18
Gender	Mixed
Inspection Dates	16th to 19th November 2009

This inspection report follows the framework laid down by the Independent Schools Inspectorate (ISI). The inspection was carried out under the arrangements of the Independent Schools Council (ISC) Associations for the maintenance and improvement of the quality of their membership. It was also carried out under Section 162A(1)(b) of the Education Act 2002 as amended by the Education Act 2005, under the provisions of which the Secretary of State for Education and Skills accredited ISI as the body approved for the purpose of inspecting schools belonging to ISC Associations and reporting on compliance with the Education (Independent School Standards) (England) Regulations 2003 as amended with effect from January 2005, May 2007 and February 2009.

The inspection was carried out in conjunction with Ofsted, Children's Directorate. The Ofsted report is available separately at www.ofsted.gov.uk under Inspection reports/Boarding schools.

The inspection does not examine the financial viability of the school or investigate its accounting procedures. The inspectors check the school's health and safety procedures and comment on any significant hazards they encounter: they do not carry out an exhaustive health and safety examination. Their inspection of the premises is from an educational perspective and does not include in-depth examination of the structural condition of the school, its services or other physical features.

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1. INTRODUCTION

Characteristics of the School

- 1.1 Giggleswick is a boarding school for boys and girls, set in the North Yorkshire countryside. It was founded by a chantry priest in 1512 as a grammar school for boys. It has maintained its Christian and Church of England character ever since and it continues to have a full-time Anglican chaplain who conducts the regular school services. It receives pupils of other faiths and all denominations, or none. The school was granted a royal charter by King Edward VI in 1553. It has been coeducational since 1976.
- 1.2 The school aims ‘to enrich the life of each and every pupil.’ It seeks to provide ‘a co-educational environment that nurtures outward-looking, confident young people; ... a stimulating boarding community; ... inspiring learning inside and outside the classroom; ... personalised education with tailored support to enable maximum individual achievement; ... and encouragement to explore the many avenues open to each girl and boy.’
- 1.3 Since the last inspection in November 2003, the senior school has amalgamated with its former preparatory school, Catterall Hall, with which it already shared the same site. Pupils now pass from the junior school to the senior school at the age of eleven rather than thirteen. The size of the senior school has consequently risen. It currently has 366 pupils between the ages of eleven and eighteen, 227 boys and 139 girls. Of these 207 are boarders, 138 boys and 69 girls, a slight decrease since the time of the last inspection. The sixth form years are the largest in the school, with 130 pupils overall, 75 boys and 55 girls. Pupils come from across England and Scotland, although the majority have their home in Yorkshire. About a quarter of boarders come from overseas. Approximately one-half of the pupils receive some form of fee support, either from the school or from the Ministry of Defence as a boarding allowance.
- 1.4 Admission to the senior school is by interview and assessment tests in English, mathematics and verbal reasoning. Standardised assessment shows that the ability range of the pupils is wide and that the average ability is above the national average of pupils in all maintained secondary schools. If pupils achieve in line with their abilities, their results in examinations for the General Certificate of Secondary Education (GCSE) will be above the national average of all maintained schools. Some pupils leave the school after GCSE and others join. Standardised tests indicate that the average ability of the sixth form is broadly in line with the national average of pupils embarking on Advanced Level (A level) studies in England. If pupils achieve in line with their abilities, their results at A level will be broadly in line with the national average of all maintained schools. Almost all pupils who leave the school after A level proceed to university or other institutions of further education.
- 1.5 No pupil in the school has a statement of special educational need (SEN), but the school identifies 50 pupils as having a learning difficulty or disability (LDD), mainly associated with dyslexia. Of these, 47 receive support from within the school. For 61 pupils English is an additional language (EAL) to that normally spoken at home. For 24 of these pupils the school provides specialist support, including withdrawal from regular lessons. Since the last inspection the school has begun to identify pupils who are particularly gifted or talented and to provide an extension programme for them.
- 1.6 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

2. THE QUALITY OF EDUCATION

The Educational Experience Provided

- 2.1 The educational experience provided throughout the school is outstanding. It is entirely consistent with, and it fulfils extremely well, the school's declared aims and philosophy. It enriches the life of all pupils, across the full range of ability, within a co-educational environment that stimulates confidence and secures personal development. The range of opportunities, within the classroom and outside it, is wide and challenging. The Christian and Anglican character of the school is clear and valued by the pupils. The social and physical facilities of the boarding houses provide a secure and trusting environment for all members. The school seeks and achieves for all its members ample opportunities to be themselves, to develop confidence and to respect their fellows. The school has improved on the already high standard recognised by the last inspection.
- 2.2 The curriculum is carefully planned and well managed. It provides for pupils of all abilities and interests a high quality of experience in the linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative fields. From Year 7 all pupils engage in practical work in the sciences and they explore a wide variety of European languages. The range of subject options open from Year 10 to Year 13 is wide. Gifted and talented pupils are well provided for, following separate science subjects, embarking on Advanced Level courses in Year 11, and undertaking university correspondence modules in the sixth form. Religious Studies (RS) is taught to all pupils from Year 7 to Year 11, establishing a culture of understanding and tolerance for people of all faiths or none. An academic enrichment programme further promotes interests such as music technology and photography. Provision for physical challenge and experience is outstanding. The school takes full advantage of its excellent resources, as well as the local environment, to offer a wide range of activities, each to the highest level. Provision for aesthetic and creative growth is also well supported, for example by a ceramicist-in-residence who works closely with pupils of all ages and abilities. The school encourages dramatic and choral performance through a wide variety of formal productions, many open to the public.
- 2.3 The provision of personal, social, health and citizenship education (PSHCE) is comprehensive and extensive from Years 7 to 11. It reinforces strongly the school's pursuit of personal responsibility and shared tolerance. The school fosters well the development of communication skills, the growth of healthy eating, awareness of the responsibilities of citizens and the reality of social divisions within the United Kingdom. It links local and national needs, for example by combining discussion of bullying within the school with the dangers of cyber abuse beyond it. Visiting speakers assist readily, and the sixth form receives frequent guests who address them on specific topics. Opportunities exist beyond the classroom for much musical, choral and dramatic performance, as well as engagement to the highest national standards in Outdoor Pursuits and Adventure Activities, the Duke of Edinburgh award scheme and the Combined Cadet Force. Trips beyond the school are numerous: to national art galleries, the Lake District and to Europe. Links with the neighbouring community are extensive; so too is concern for the wider world and its needs.
- 2.4 The school prepares pupils well for the next stage of their education. Careers advice is precise and it includes aptitude testing and guidance by outside experts. Discussion with parents is thorough and support with university applications is skilful. Many pupils secure places at their institutions of first preference.
- 2.5 The curriculum is carefully planned for the full range of pupils, including those with learning difficulties or disabilities (LDD) or English as an additional language (EAL) and those who are gifted and talented, and it is set out in clear detail. It is well supported by good facilities,

including a fine and central library, a new sports hall and significantly improved and attractive art facilities. Work has begun on building a new theatre for public performance. The chapel too provides a strong focus for the school in its public worship and in its outreach to the community. The school makes excellent provision for all its pupils.

- 2.6 The school meets the regulatory requirements for the curriculum [Standard 1].

Pupils' Learning and Achievements

- 2.7 The quality of pupils' learning and the standard of their achievements are good throughout the school, and in many aspects they are outstanding. The school meets its aim to 'inspire learning' well and it has succeeded in improving on the high standard at the time of the last inspection.
- 2.8 The school is highly successful in challenging pupils of all abilities to develop their skills and maximise their individual potential. Pupils develop a wide range of knowledge, understanding and talents which they use confidently and successfully. Their achievement is generally strong, and all are well motivated and skilful learners. They focus on their work and sustain concentration well. Some, however, are not yet wholly able to think independently and are not confident enough to challenge received understanding. In response to the pre-inspection questionnaire, parents were overwhelmingly positive about the help and guidance given to their children.
- 2.9 Pupils have a broad and secure knowledge of the subjects they study. They think and act critically and creatively. They listen carefully and speak both openly and confidently. Many classroom discussions demonstrate a high level of thoughtfulness and an excellent use of a sophisticated vocabulary, for example in a discussion in an English lesson of the effects of Asperger's syndrome. Pupils write extensively, for example in physics on the topic of wind turbines and energy supply. They are mathematically able, carry out calculations skilfully, tackle problems systematically and interpret results correctly. Information and communications technology (ICT) is often used well. For example, in a history lesson pupils used publishing software to create a leaflet from material downloaded from the internet, and in a biology lesson they produced a pamphlet on intensive farming. Yet effective use of ICT beyond word-processing is often limited, and sometimes too close an adherence to the requirements of examination specifications limits pupils' opportunities for independent and creative thinking. Pupils take advantage of additional clinics within teaching departments to improve their understanding and to enhance their learning.
- 2.10 Pupils of all ages and abilities, of all social and ethnic backgrounds and genders, achieve well. Designated teachers support those with LDD or EAL successfully and keep subject teachers well informed of need and possible routes to further success. Information between teachers is exchanged rapidly and effectively so that progress is prompt and secure. Pupils with EAL and LDD use advanced vocabulary and understanding and they participate well in discussions, for example in an examination of the police action in South Africa during the apartheid era, and in modern foreign language lessons. Those identified by the school as gifted or talented receive and benefit from a programme of challenging lectures, visits and activities.
- 2.11 Standardised measures indicate that throughout the school pupils make good progress, above the national norms for pupils of similar ability. Attainment in public examinations is good in relation to abilities. During the last three years for which national comparisons are available, pupils' results at GCSE are well above the average for all maintained secondary schools. Progress in the sixth form continues to be good, so that at A level pupils' results are above the average for all maintained schools, and in line with those of pupils in maintained

selective schools. Both GCSE results and those at A level are higher than at the time of the last inspection in 2003. In particular, value-added scores at A level have significantly improved.

- 2.12 Pupils are proud of their school and of their shared achievements. They rehearse enthusiastically for plays and concerts. They work hard at improving their sporting successes. They achieve outstanding results in a wide range of academic and extra-curricular areas, for example mathematics and physics Olympiads, drama and music examinations, foreign language study awards and in a distance-learning exercise for the gifted and talented. Sporting successes include a wide variety of both team and individual achievement at both regional and national levels.
- 2.13 Pupils organise their work carefully and they take a pride in its presentation. They make notes well and are keen to show initiative. Whilst photocopied sheets support the less able, they also reduce opportunities for the independent-minded and articulate to express themselves fully. Similarly, the school's ICT suites and library are popular and used frequently as private study areas, but they do not yet fulfil their roles as places for high-quality independent research.
- 2.14 Pupils work very well together, in small groups and in whole classes. They contribute effectively to each other's learning. Practical science experiments, drama lessons and music rehearsals demonstrate this to a high degree. The pupils have confidence in their teachers and in each other, and they work very well together.
- 2.15 All classes enjoy a strong and disciplined atmosphere. The introduction since the last inspection of a five-minute break between lessons to provide for movement between rooms has allowed a prompt start to lessons. This is reinforced by the immediate electronic reporting of pupil tardiness. The pupils enjoy their work. They apply themselves well; they respond positively to their teachers; they are well motivated and they are keen to succeed.

Spiritual, Moral, Social and Cultural Development of Pupils

- 2.16 Pupils' spiritual, moral, social and cultural development is outstanding. It meets well the school's clear aim to 'be a Christian school where the chapel and a spiritual dimension are at the heart of the school's educational philosophy,' and it matches also the high quality recognised in the last inspection as 'a real strength'.
- 2.17 The school uses its chapel for full assemblies, Sunday services and for pupil confirmations, as well as for family ceremonies such as weddings, funerals and baptisms. Thereby it fosters clearly an awareness of religious faith. A comprehensive behaviour policy stresses the value of each pupil and how to 'make a positive contribution to the community.' Pupils respect each other well and they recognise clearly each member's role within the community of the school and beyond it.
- 2.18 Pupils' spiritual awareness and spiritual development are excellent. They each have a clear sense of identity and self-worth, and they respect these qualities in each other. The school explores spiritual values and beliefs in RS lessons, assemblies and in pupils' social encounters with each other. An informal chaplaincy group meets each week and encourages further spiritual reflection and study. Pupils acknowledge the needs of those less fortunate than themselves, their responsibility to protect the environment and the world's resources, and to treat each person of whatever station with consideration and respect. In RS lessons they explore each of the major faiths and they recognise well both the force of religion and the conflicts that emerge. Discussion within curricular subjects frequently raises issues of religious interest and is conducted with courtesy and sincere concern.

- 2.19 The pupils develop well morally and have a clear understanding of appropriate behaviour. They demonstrate care and courtesy to each other and to visitors. They understand clearly that bullying in all its forms is always wrong and contrary to responsible behaviour. Regular PSHCE lessons and school assemblies emphasise considerate conduct, as well as exploring issues such as personal emotions, mutual respect, social prejudice, racism and discrimination. The pupils accept a clear code for their own behaviour and concern themselves keenly with the wider world, issues of pollution and the harnessing of limited resources.
- 2.20 Pupils show a good understanding of the demands and the advantages of living together. They respect the school's arrangements and feel part of the process of deciding these. They work in harmony with their teachers and house-staff. They engage strongly in the school council and on the food committee, and they participate keenly in house events. Friendships and understanding between boys and girls are managed well. Through the PSHCE programme, as well as their own experience, pupils develop a strong awareness of public institutions and their role in English society. They are generally well informed about national and international issues and developments.
- 2.21 The school's cultural awareness is extensive and pupils' cultural development is strong. Pupils use the school's extensive facilities well. Since the last inspection the school has improved its art, music and drama facilities, as well as raised a new sports hall. Music concerts and drama presentations are regular and frequent. The pupils engage actively with the school's support of the Mombasa Children's Charity and they discuss cultural issues sensitively and well in history and geography lessons as well as modern foreign languages, art and music. Pupils arriving from abroad are welcomed and treated with respect. The school develops highly positive attitudes among its pupils to the full diversity found within its community.
- 2.22 The school meets the regulatory requirements for the spiritual, moral, social and cultural development of pupils [Standard 2].

The Quality of Teaching (Including Assessment)

- 2.23 The overall quality of teaching throughout the school is good. Much is outstanding. It enables all pupils, including those with LDD and EAL, to acquire new knowledge, to make good progress and to increase their understanding and develop their skills. The school has built on the high standard at the time of the last inspection. It achieves its aim to 'inspire learning ... inside and outside the classroom'.
- 2.24 Teaching fosters in all pupils the application of intellectual, physical and creative effort. Some work is teacher-led and of a routine nature, but much encourages pupils to think for themselves and to prompt their own learning. Teaching throughout the school encourages all pupils to behave responsibly and considerately and to enjoy their learning. They participate in group discussions in an orderly and considerate manner, with appropriate respect for differing views.
- 2.25 Teaching is well planned and supported by effective and varied teaching methods, with suitable activities for pupils and a careful management of time. For example prepared slides led Year 9 pupils into a chemistry lesson which required answers on worksheets, followed by a related practical exercise. Throughout the school pupils engage well in their lessons and they seek positively to learn from them. Enthusiasm is often evident.
- 2.26 Teachers have a good understanding of pupils' aptitudes, prior attainment and needs. It is facilitated by the centralised monthly assessment of each pupil's work and by the school setting new targets for each pupil. This is well understood by the pupils, and it provides

teachers with a guide to marking, target-setting and further progress. Teachers are very well qualified; they know their subjects well and the requirements for effective learning.

- 2.27 Teaching is supported by a wide range of excellent facilities and resources. These include a modern sports hall, an impressively bright art school, well-equipped laboratories with excellent technical support, and a fine library at the heart of the school.
- 2.28 Teachers regularly assess their pupils' work and progress is monitored monthly by the director of studies. The overall quality of marking is good. Some is routine, but the best practice contains precise and helpful comment on routes to improvement. Homework is set regularly, marked promptly and accompanied by feedback on means of improvement. Individual support is frequent and precise.
- 2.29 The school meets the regulatory requirements for teaching [Standard 1].

3. THE QUALITY OF CARE AND RELATIONSHIPS

The Quality of Pastoral Care, and the Welfare, Health and Safety of Pupils

- 3.1 The quality of pastoral care and welfare throughout the school is outstanding, building on the high standard at the time of the last inspection. At the heart of the school's pastoral care is the aim to produce happy, safe, successful pupils in a caring community.
- 3.2 Excellent pastoral care reflects the persistently high level of concern for each pupil. Teachers care consistently for all their pupils, for their well-being and for their development, and they are supported by a thoroughly comprehensive management structure. This structure rests on a strong house system, which mixes day boarders with full boarders and treats each equally. Senior house staff monitor each pupil's academic and pastoral welfare closely. They are supported by house tutors drawn from the teaching staff and by house matrons committed to pupils' domestic care. Together these constitute robust support teams across the school. Senior pupils readily accept responsibility within the house for younger and new pupils. In this work they receive particular training and continued guidance.
- 3.3 Each pupil's personal development is further enriched by the tutorial system, with younger pupils given a form tutor who guides them through the adoption of good study habits and wise subject choices. More senior pupils choose a member of staff as a tutor to assist them through their public examination years. This opportunity is greatly valued by pupils and is based on mutual trust and support. The school's PSHCE programme guides the growth of each pupil's social and personal awareness and of their responsibility within the wider world.
- 3.4 The staff promote values of tolerance and respect, by their example and evident concern, in assemblies and lessons and by an effective system of sanctions and rewards. The ethos of the school is 'to enrich the life of each and every pupil' and this it does extremely well. Pupils are well known to the staff, and their personal strengths and weaknesses are clearly understood. The recording of pupils' learning and activities is careful, efficient and sympathetic. Clear advice is given on whom to approach as soon as things go wrong and where to seek trained guidance. Teachers are highly approachable so that pupils feel they have outstanding support as well as being valued for themselves. A full-time chaplain provides additional recourse and advice. An independent listener and a trained counsellor are on call, and Childline and Ofsted help-lines are well-advertised.
- 3.5 A strong bond of mutual trust exists between staff and pupils, and relationships amongst pupils are also caring and supportive. Pupils accept each other's strengths and weaknesses, cultural differences and levels of achievement, and they celebrate these together. The school fosters a communal sense of pride. Its procedures to promote good discipline and behaviour are comprehensive and accepted as fair. Unacceptable behaviour is rare, and its treatment is considered just. Pupils respect the voice they have on the elected school council, the food committee and house committees. They feel a share in the 'ownership' of the school and a voice in its decision-making.
- 3.6 The school's concern for the welfare, health and safety of all its pupils is outstanding. The governors accept responsibility for and give oversight to this area. A deputy head is the school's child protection officer. She receives regular training and is in frequent contact with outside agencies to ensure the highest quality of care. She keeps a detailed record of all incidents and of measures taken to avoid recurrence. Child protection policies and procedures are complete and followed thoroughly. Risk assessments are detailed and comprehensive, including those associated with trips and visits beyond the school. All staff are kept aware of their responsibilities and share fully in this, for example acting as fire

marshals on public occasions. The school has taken all necessary measures to reduce risk from fire and other hazards. Fire drills are regular and thorough, and inspection by the fire service authority is arranged.

- 3.7 Admission and attendance registers are carefully completed and properly maintained. They are reinforced by a register of pupils' punctuality to every lesson. Lapses in attendance or punctuality are investigated promptly and addressed appropriately. Measures to promote good discipline and behaviour are in place and effective. The school teaches openly against all forms of bullying, and its occurrence is rare but promptly dealt with. The health of all pupils is carefully promoted. School meals are healthy, varied and enjoyed by the full range of the school. They are almost leisurely and social occasions, enjoyed by all. A trained nurse is available throughout the day and night; a doctor and trained counsellor visit regularly. The school meets all requirements in its provision for special needs and disabilities.
- 3.8 The school meets the regulatory requirements for the welfare, health and safety of pupils [Standard 3].

The Quality of Links with Parents and the Community

- 3.9 The quality of links with parents and the community is outstanding. The school recognises itself as an important member of the local community, so that it shares many school facilities generously. It also recognises its character as a boarding school with many pupils resident away from home, so that it promotes close and frequent communication with parents. It has built well on its strong achievement at the last inspection, in pursuit of its aim to build secure partnerships.
- 3.10 Parents are hugely supportive of the school. Almost all parents who responded to the confidential pre-inspection questionnaire expressed themselves satisfied with the information provided to them by the school, and with the opportunities afforded to discuss their children's education and progress. They were pleased with the range of subjects offered and with the support given to their children to progress and succeed. They recognised the school's promotion of high standards of behaviour and its provision of a good range of extra-curricular activities. They felt encouraged to engage in the school's life and work, and they believed that their concerns were considered appropriately and dealt with well. No issues of particular concern were raised by any significant number of parents. Those with children with LDD or EAL praised highly the school's provision and care.
- 3.11 Parents support strongly the school's activities. Dramatic and choral concerts are heavily subscribed, consultation meetings are well attended, and parents provide from within their number guest speakers, support with educational visits and assistance in work experience. For its part, the school provides parents with regular and detailed information, including monthly assessment of progress by the internet and three written reports in each year. The school also produces a weekly general electronic newsletter.
- 3.12 Information about the school is comprehensive and it is attractively presented. The school's website and its e-portal are frequently used sources of up-to-date information. Parental concerns are dealt with informally and promptly. Serious complaints are few. They are recorded carefully and addressed appropriately, according to the formal and published policy.
- 3.13 The school actively and positively promotes links with the wider community. Its practice is outstanding. Local primary and junior schools have ready access to the school's sporting facilities and use these regularly by arrangement. So too do nearby football and rugby clubs. The Yorkshire Dales Millennium Trust has helped to coordinate and resource the planting of

a sustainable wood at the school. Local church members participate in a school bible group, and neighbours engage in, as well as attend, choral and orchestral performances. The school is resolute to be part of the local community and it achieves this extremely well.

- 3.14 The school enjoys too a strong relationship with its former pupils. Annual reunions are held across the country and abroad. Support for a good number of causes, within the school and without, is unstinting. The Mombasa Children's Charity is a particular beneficiary and recently benefited from part of a gap year spent there by a past pupil assisting in the orphanage.
- 3.15 The school meets the regulatory requirements for the provision of information and the manner in which complaints are to be handled [Standards 6 and 7].

The Quality of Boarding Education

- 3.16 The quality of boarding education is outstanding. It meets the school's aim to develop 'a stimulating boarding community' well. The majority of pupils are boarders and the school is organised as a boarding school. Lessons, as well as activities, extend into the early evening and weekends, and the school library is open during the evening and at weekends. Day boarders as well as full boarders take excellent advantage of these extended facilities. Moreover the house structure is strong; it forms the centre for social life within the school, for activities and for inter-house competitions. Pupils' loyalty and affection are to their house as well as to their school.
- 3.17 Relationships between the boarders and between boarders and day-boarders are excellent. Pupils mix freely within the school, the boarding houses and dining hall, and they share fully in the wide range of activities and social opportunities provided. Relationships with the boarding staff too are open and trusting. Boarders are friendly with boarding staff as well as trusting of them. Activities in the evenings and at weekends are good and cater for a full variety of sporting and cultural interests. Art and music are well provided for and sporting pursuits include cross-country running and kayaking to the highest standards, as well as teams in a wide range of sports. Service roles, such as the Combined Cadet Force and Duke of Edinburgh Award scheme, are well established. Informal groups, such as a chaplaincy discussion group, are equally secure. Girls and boys are catered for equally well.
- 3.18 The quality of accommodation is good. It is well dispersed in houses across the school site, with a sense in each house of comfortable use more than simple provision. The school has an ongoing programme of improvement and upkeep, and plans to build a further girls' house. Teaching staff are fully engaged in boarding responsibilities. The appointment of part-time matrons to each house has extended the level of care and increased successfully formal and informal contacts with the pupils. Qualified medical care is always available; as is confidential access to a trained counsellor. Staff ensure that pupils eat regularly and well, with all meals shared with resident and teaching staff. Pupils have ready access to the extensive open countryside around the school. They use and respect these facilities well.

4. THE EFFECTIVENESS OF GOVERNANCE AND MANAGEMENT

The Quality of Governance

- 4.1 The quality of governance is outstanding. The governors have defined the school's aims ambitiously and confidently, and they pursue these strongly. Members bring to the school a wide range of expertise and experience and they put this generously to the service of the school.
- 4.2 The board's structures are clear. Regular business is entrusted to an executive committee which meets at least eight times a year, mainly once each month in term. Further committees deal with educational developments and needs, nominations and remuneration, investment, and boarding issues. The boarding and education committees have been created since the time of the last inspection to enhance further the direct engagement of the governors in their school. For example, governors have become active in evaluating value-added data in subject and pupil performance. Together they provide regular and highly effective oversight of the full range of school activity. They also plan judiciously for the future.
- 4.3 The governors are wholly aware of their responsibilities and duties and they discharge these efficiently and successfully. They are very well informed. The headmaster attends all meetings by invitation, and the director of studies presents an annual report. Heads of department, as well as the director of marketing and the foundation director, also report on their areas of responsibility and future needs. Governors spend study days in school which include lesson observation and curriculum discussion. The governors have introduced and overseen much change since the last inspection, including the amalgamation of the junior and senior schools and the revision of the transfer age from 13 to 11.
- 4.4 The governors have undergone appropriate and formal training. They have reviewed all statutory policies and secured their compliance. They monitor financial management carefully and they appraise the performance of the headmaster every three years. They are active in monitoring health and safety matters, in child protection issues, including the nomination of a designated governor for child protection, and in enhancing disability access throughout the school. Members of the board are very well known to teaching and non-teaching staff so that communication is informal as well as formal and the best interests of the school constantly promoted.

The Quality of Leadership and Management

- 4.5 The quality of leadership and management in the school is outstanding. It is clear in its structure, in its sense of purpose and its determination for the sustained development of the school. It is also safe and secure in its policies and procedures to protect all pupils and to ensure their welfare and safety. It has built well and widely on the high standard recognised at the last inspection.
- 4.6 School leadership oversees the direction and the operation of the school with skill, care and consideration. The headmaster consults widely and leads purposefully. Together with the governors and senior managers he determines a clear strategic plan for the school, currently to 2012, and leads an annual review. Much has been achieved since the time of the last inspection, in new building and the improvement of existing facilities, in raising the quality of achievement among the pupils, and in the extended outreach of the school to the wider community, close at hand and afar.

- 4.7 The senior management team (SMT) meets with the headmaster each week. Its composition is wide: the head of the junior school, the bursar, the two deputies for the senior school, the director of studies and also the marketing director and the foundation director. This is more than a meeting for routine matters. It plans also for the stability of the school, true to its foundation almost five hundred years ago, and for its growth according to the needs of its current and future pupils. The team is highly regarded within the school for its leadership, its accessibility and for the clarity and security of its forward-planning. Health and safety issues are a fixed item for discussion at every meeting.
- 4.8 The regular operation of the school is managed with precise skill. One deputy head is concerned mainly with the daily programme and its effective implementation, pupil discipline and staff appraisal, including professional development and in-service training. The other arranges induction for new staff, including newly qualified teachers, oversees learning support and the personal tutorial system, and is the school's child protection officer. Together they provide a structure for the school week and a supervision of daily need which serves all members extremely well.
- 4.9 The delivery of the curriculum is managed securely and ambitiously with effective monitoring of all aspects of teaching, learning and assessment, as well as public examination performance and effective reporting. The director of studies holds regular meetings of heads of department and reports to the governors each year on the school's overall academic attainment. Heads of department are engaged in the regular appraisal of teachers within their departments and bear responsibility for the successful delivery of their subject within the school. Together they lead and manage the learning in the school very well.
- 4.10 A strong and well established structure of housemasters and housemistresses provides the daily pastoral care of the pupils. They are the first point of call for most parents. They are supported by teachers and matrons appointed to each house. Pupils and parents indicate in their responses to the confidential pre-inspection questionnaires their clear appreciation of the high quality of care and concern provided within all the houses.
- 4.11 Pupils' responsibility for their school is strongly indicated by a successful school council, which meets regularly with the senior managers of the school, by a respected food committee, charity committee and environment committee. Thereby pupils are engaged actively and effectively in their own school.
- 4.12 The school's administration is directed well by the bursar, who serves also as clerk to the governors. The school estate is managed well; access is controlled sensitively and effectively. Staff recruitment procedures are secure and effective. All checks are applied correctly and the centralised record is maintained. Provision for in-service training is good and it is funded well. Teachers' appraisal is regular and effective.
- 4.13 Medical care is comprehensive, with ready access to counselling and first aid. Technical support throughout the school is excellent. The school grounds are highly attractive and carefully maintained. Secretarial support is excellent. Catering is of a high quality so that meals are healthy as well as attractive. Cleaning too is to a high standard so that the school facilities may be enjoyed by all.
- 4.14 The school meets the regulatory requirements for the suitability of proprietors and staff and for premises and accommodation [Standards 4 and 5].

5. CONCLUSIONS AND NEXT STEPS

Overall Conclusions

- 5.1 Giggleswick meets extremely well its aim to enrich the life of each and every pupil. It does this in a Christian, co-educational and boarding environment that caters for all pupils, whatever their family background or home country. By the outstanding quality of its educational experience, the school provides purposefully and successfully for all its pupils, including those with learning difficulties or disabilities and those who are gifted and talented. It has a wide and academic curriculum, extended by a full and challenging range of extra-curricular activities and by significant and generous contact with outside communities, close to home and abroad. The quality of teaching and of the pupils' learning and achievement is thoroughly good, with many examples of outstanding practice and success. The quality of pastoral care is outstanding, both in the extent of its provision and in its particular care and specific challenge for every pupil. The quality of the boarding experience is outstanding and shared with day-boarders, who also enjoy the extensive facilities of the boarding houses and the wide range of extra-curricular activities. The spiritual, moral, social and cultural development of the pupils is outstanding, centred on the school's character as an Anglican foundation. The quality of governance and of leadership and management is outstanding; it is purposeful, understanding and highly successful. The school's weaknesses are few. They stem from the occasional lapse in teaching and learning from the sparkling and challenging to the routine and general, and from the yet incomplete use of ICT and the library to encourage independent learning and research.
- 5.2 Since the last inspection in October 2003, the senior and junior schools have been brought together, much new and improved building has been completed, the achievement of the pupils has improved and outreach to communities close at hand and abroad has expanded significantly. The school has vitality and a sense of purpose and direction that point to continued success and growth.
- 5.3 The school meets all the regulatory requirements.

Next Steps

- 5.4 The school is clear in its aims and both vigorous and successful in its pursuit of them. To secure these fully, it should:
1. continue to spread its best practice in teaching across all subject areas by regular and mutual lesson observation;
 2. be bold in using ICT and the library as teaching and learning resources to encourage independent study.
- 5.5 No action is required in respect of regulatory requirements.

6. SUMMARY OF INSPECTION EVIDENCE

- 6.1 The inspection was carried out from 16th to 19th November 2009. The inspectors examined samples of pupils' work, observed lessons and conducted formal interviews with pupils. They held discussions with teaching and non-teaching staff and with 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 medical centre. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined a range of documentation made available by the school.
- 6.2 National Minimum Boarding Standards were inspected by a team of three Ofsted inspectors over four days.

List of Inspectors

Dr Anthony Dachs	Reporting Inspector
Mrs Jackie Hales	Senior Teacher, ISA school
Mrs Doris Hugh	Head of Sixth Form, GSA school
Mr Robin Humphreys-Jones	Head of Year, HMC school
Mr Laurence McKell	Headmaster, HMC school
Mr Simon Wilson	Deputy Head, HMC school