



INDEPENDENT SCHOOLS INSPECTORATE

INTEGRATED INSPECTION

GIGGLESWICK SCHOOL

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Giggleswick School

The junior school was inspected at the same time and a separate report published. The school's provision for junior age boarders is included in this report.

Full Name of School	Giggleswick School
DfE Number	815/6011
Registered Charity Number	1109826
Address	Giggleswick School Giggleswick Settle North Yorkshire BD24 0DE
Telephone Number	01729 893000
Fax Number	01729 893150
Email Address	office@giggleswick.org.uk
Headmaster	Mr Mark Turnbull
Chairman of Governors	Mrs Heather Hancock
Age Range	11 to 18
Total Number of Pupils	369
Gender of Pupils	Mixed (204 boys; 165 girls)
Number of Day Pupils	Total: 149
Number of Boarders	Total: 220 Full: 220 Weekly: 0
Inspection Dates	13 Oct 2015 to 16 Oct 2015

PREFACE

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

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

The previous ISI boarding intermediate inspection was in September 2013 and the previous ISI integrated inspection was in November 2009.

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.

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

Inspectors

Mr Stephen Cole	Reporting Inspector
Mr Stephen Fox	Team Inspector (Deputy Head, HMC school)
Miss Adrienne Richmond	Team Inspector (Deputy Head, GSA school)
Mr Andrew Waddington	Team Inspector (Former Head of Department, HMC/IAPS school)
Mr Karl Wilding	Team Inspector (Deputy Head, HMC school)
Mrs Eileen Grimes	Co-ordinating Inspector for Boarding
Mr Simon Leyshon	Team Inspector for Boarding (Headmaster, ISA school)

CONTENTS

	Page
1 THE CHARACTERISTICS OF THE SCHOOL	1
2 THE SUCCESS OF THE SCHOOL	2
(a) Main findings	2
(b) Action points	3
(i) Compliance with regulatory requirements	3
(ii) Recommendations for further improvement	3
3 THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS	4
(a) The quality of the pupils' achievements and learning	4
(b) The contribution of curricular and extra-curricular provision (including community links of benefit to pupils)	5
(c) The contribution of teaching	6
4 THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT	8
(a) The spiritual, moral, social and cultural development of the pupils	8
(b) The contribution of arrangements for pastoral care	9
(c) The contribution of arrangements for welfare, health and safety	10
(d) The quality of boarding	10
5 THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT	13
(a) The quality of governance	13
(b) The quality of leadership and management, including links with parents, carers and guardians	13

1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Giggleswick is a co-educational day and boarding school founded in 1512. It is designated as a school with a Church of England character but welcomes pupils of all faiths or none. Situated in the Yorkshire dales near the market town of Settle, the school was granted a royal charter by King Edward VI in 1553. It has been co-educational since 1976. The school is a charity and is overseen by governors, who are the charity's trustees.
- 1.2 The school aims to provide a supportive and stimulating independent education that prepares confident young people for the challenges of the adult world by promoting core values of participation, respect and excellence.
- 1.3 At the time of the inspection, the school roll totalled 369 pupils, 204 boys and 165 girls, of whom 220 were full boarders. There were 126 pupils in the sixth form. Day pupils live in the local rural area. The majority of boarders are from the United Kingdom. Groups of 18 pupils from the People's Republic of China, 14 from Germany and 13 from Hong Kong form the highest proportions of boarders from overseas.
- 1.4 Pupils may enrol as boarders from the age of nine, and currently six pupils from the junior school are boarders; four full boarders and two who board on a flexible basis. Boarders belong to one of seven boarding houses, each led by a housemaster or housemistress, supported by resident and visiting tutors and a matron. There is one house for pupils in the junior school and Years 7 and 8; four for senior boys and two for senior girls. Day pupils are integrated into age-appropriate boarding houses.
- 1.5 The ability profile of the senior school on entry into Year 7 is above the national average for maintained schools. Around two-thirds of pupils have ability that is at least above average. This changes by Year 10, where the ability profile is slightly above the national average and around a half of pupils have ability that is at least above average. The ability profile of the sixth form is in line with the national average for pupils in sixth-form education, with a spread of abilities broadly similar to the national distribution. There are 63 pupils who speak English as an additional language (EAL), of whom 30 receive support from the school. Of the 45 pupils who have special educational needs and/or disabilities (SEND), 29 receive support from the school. None has an education, health and care (EHC) plan.
- 1.6 Since the previous boarding welfare inspection a new headmaster has been appointed and the daily routine adjusted.
- 1.7 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 The school successfully achieves its aims of providing a supportive and stimulating education that promotes the core values of participation, respect and excellence. Pupils' academic achievement is good and they make progress in line with pupils of similar ability in other schools. They gain success in a range of pursuits, especially in drama and cross-country running. They are fully engaged in lessons and make good progress. The needs of pupils with SEND or EAL are well supported and consequently they make progress at least in line with other pupils. The contribution of the curriculum and extra-curricular activities is excellent. Pupils enjoy many opportunities to participate in sport, outdoor activity and the performing arts. The contribution of teaching is good. In response to a recommendation from the previous inspection, expertise in information and communication technology (ICT) has been introduced but it has yet to be fully integrated into teaching and learning. Marking is thorough, and the dialogue between teacher and pupil in written work strongly supports pupils' understanding. Most teaching matches the abilities of the pupils. However, some lessons lack the pace and challenge that are needed to stimulate more able pupils.
- 2.2 The personal development of the pupils is excellent. They have a clear sense of right and wrong, and they argue with conviction. Pupils integrate well, both within and across year groups. They show self-knowledge, self-esteem and self-confidence, and are open and self-assured. They appreciate non-material aspects of life and respond positively to experience of other cultures. The contribution of the school's pastoral care to pupils' development is excellent. Pupils have access to a wide range of advice and support both in school and in boarding houses, and communication amongst adults is streamlined. The views of pupils are actively sought. A new system based on objective criteria ensures that rewards are fairly awarded, and sanctions are appropriate. The school does not tolerate any form of bullying, and any issues are effectively addressed. The provision for boarders is good. In response to the pre-inspection questionnaire almost all boarders felt well cared for, but a majority expressed dissatisfaction with the food provided, in particular the quantity available at lunch and in the boarding houses. The inspection team found that the quality of the food is good, but the distribution and quantity of snacks and the response to requests for second helpings at mealtimes are inconsistent. Welfare, health and safety arrangements, including those for safeguarding, are excellent.
- 2.3 The quality of leadership and management is excellent. The school has a clear strategic priority to further increase academic achievement. The success of its implementation is evident through the coherent approaches of teaching and the attitudes to learning of pupils. Areas for development have been identified and improvements resourced. The quality of governance is excellent. Governors have a clear vision based on detailed knowledge of the school. They discharge their statutory responsibilities with care, including a comprehensive annual review of safeguarding arrangements.

2.(b) Action points

(i) Compliance with regulatory requirements

- 2.4 The school meets all the requirements of the Education (Independent School Standards) Regulations 2014.
- 2.5 The school meets all the National Minimum Standards for Boarding Schools 2015.

(ii) Recommendations for further improvement

- 2.6 The school is advised to make the following improvements.
1. Ensure that all teaching is matched in style, content and pace to the needs of all pupils, including the more able.
 2. Ensure that the quantity of food, including snacks, provided in the dining hall and boarding houses is appropriate to the age and needs of all boarders.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

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

- 3.1 The quality of the pupils' achievements and learning is good.
- 3.2 Pupils are well educated in accordance with the aims of the school. They display good levels of subject knowledge and understanding in relation to their ability. They speak confidently, expressing their opinions with conviction, but listen carefully to and respect the ideas of others. Reading and writing skills are well developed. Those pupils with EAL have an excellent knowledge of technical subject-specific vocabulary. Pupils' numerical skills are good. Pupils of all ages develop excellent physical skills through organised sport, cross-country running or outward-bound activities. They use ICT with confidence. Pupils show good levels of logical thought and analytical thinking, but do not commonly ask particularly higher order questions. Their good creative skills are evident in both the excellent quality of ceramic and two-dimensional art produced and their work in product design.
- 3.3 Pupils perform at a good level in activities outside lessons. They have achieved success in a UK mathematics challenge and individuals have gained places in national music ensembles. Nearly three-quarters of music examinations are passed with distinctions or merits, including at high grades. School casts have won awards in national drama competitions and at the Edinburgh Festival Fringe. In the last three years, high proportions of pupils have achieved gold or silver level in The Duke of Edinburgh's Award (DofE) scheme. Each year over 50 pupils complete the Three Peaks challenge, and school teams have won national schools fell-running championships. Several pupils have achieved national representation in rugby, hockey and cross-country.
- 3.4 The following analysis uses the national and international data for the years 2012 to 2104. These are the most recent years for which comparative data is available. The results at GCSE have been above the national average for maintained schools. Girls' results in 2012 were similar to the national average for girls in maintained selective schools. Results in the International GCSE in 2014 were higher than worldwide averages. A-level results have been similar to the national average for maintained schools. Girls' results have shown improvement since 2012, and in 2014 were similar to the national average for girls in maintained selective schools. Boys' results show a decline since 2012, where they were similar to the national average for boys in maintained selective schools. The GCSE and A-level results in 2015 show significant improvement on these results.
- 3.5 The level of attainment at GCSE, and standardised measures of progress that are available, indicate that pupils make progress that is good in relation to the average for pupils of similar abilities. The level of attainment at A level indicates that overall pupils make progress that is good in relation to the average for pupils of similar abilities. Analysis of results shows that the progress of pupils with EAL is in line with other pupils at A level and greater than other pupils at GCSE. The progress of pupils with SEND is in line with other pupils at GCSE and A level. More able pupils make progress in line with other pupils at GCSE and A level but their progress is limited by opportunities in lessons. The analysis of progress mirrors the progress observed during lessons and from year to year in written work, including in the sixth form. Leavers secure places at a range of competitive universities, art colleges and drama schools.

- 3.6 All pupils are academically well motivated. They are resilient if the work is difficult, and collaborate in helping others to understand. Pupils concentrate with focus in class and take great care over the presentation of work. They respond articulately to questions in class, and are unafraid to contest an accepted view. They are keen to progress academically, in response to the school's initiatives. More able pupils enjoy the deeper challenges of the school's Inspire and Aspire programmes, and all pupils enthusiastically involve themselves in the school's extra-curricular activities.

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

- 3.7 The contribution of curricular and extra-curricular provision is excellent.
- 3.8 The curriculum effectively covers all of the requisite areas of learning. It ensures a balanced presentation of opposing views in the coverage of political issues. A flexible choice offers suitable experiences for all ages, individual needs and abilities, in line with the school's aims of providing a supportive and stimulating education. In response to the pre-inspection questionnaire the vast majority of parents were happy with the range of subjects offered. The personal, health and social education programme has been replaced by a Curriculum for Life programme, using enquiry-based learning as preparation for life beyond school. Pupils comment favourably on the content and its applicability to teenage issues of mental health, cyber-bullying and online safety.
- 3.9 A substantial proportion of time studying core subjects in Years 7 to 9 reinforces the key approaches on which later success is founded. Pupils are encouraged to learn at least one modern foreign language at GCSE and have the opportunity to study three separate sciences. Lesson plans, including vocabulary lists, help to support pupils with EAL. Learning and management profiles are created for pupils with SEND to guide approaches to teaching these pupils. Consequently, both groups make progress at least in line with others of the same age and ability. The very able are invited to join the Years 7 to 8 Inspire and Years 9 to 11 Aspire programmes to develop their intellectual curiosity. However, curriculum plans do not always reflect the need to challenge the same pupils in lessons.
- 3.10 Pupils in the sixth form can study courses in, for example, photography and textiles in addition to the wide range of timetabled A-level subjects. Pupils with EAL are given support for their examinations in English. Vocational options in business and sport have been very recently introduced for pupils whose approaches are more matched to vocational courses. Combined Cadet Force (CCF) cadets can take an examination in teamwork and personal development, and other pupils are exploring online courses to reinforce their A-level studies. The elite sports programme supports pupils with particular sporting talents, and the timetable is adjusted so that gifted musicians can attend a conservatoire.
- 3.11 In response to the questionnaires, the overwhelming majority of pupils and parents praised the range of extra-curricular activities. The Years 7 to 9 outdoor pursuits programme uses the surrounding countryside to develop adventure skills, and consequently the DofE and CCF for older pupils are popular. Members of the CCF have visited Canada and Africa, and a regular Alpine climbing tour is well supported. Opportunities to play sport are extensive: in addition to more usual games, shooting, girls' cricket and fell running are amongst a wide variety of options. The school also has its own mountain bike trail.

- 3.12 Many pupils take part in school drama productions during their time at the school. Over 100 pupils have volunteered for the school's Young Musician of the Year contest, and every member of the school contributes to the house singing and speaking competition. Links to the local community are strong. Pupils help at local primary schools and at an elderly people's home. The sixth-form lecture series enables pupils to learn alongside local residents.

3.(c) The contribution of teaching

- 3.13 The contribution of teaching is good.
- 3.14 Teaching is successful in promoting pupils' progress and supports the aims of the school. The previous inspection recommendation to continue to extend the best practice through regular and mutual lesson observation has been met and has a positive impact on the quality of teaching. The recommendation to use ICT more effectively to promote independent study is yet to be met, although a director of digital strategy has recently been appointed.
- 3.15 The most effective teaching is well planned and creative, and uses a variety of approaches. Questioning is skilfully employed to challenge pupils' knowledge and understanding. The pace and content match the ability of the pupils and result in rapid progress. In lessons where pupils' understanding is not regularly assessed, the pace is inappropriate and progress is constrained. Where a range of resources are used imaginatively to stimulate pupils' curiosity and independent learning, they respond with great enthusiasm and enjoyment, learning quickly from opportunities to discover things for themselves. Pupils respond positively to teaching that displays strong knowledge and enthusiasm for the subject: for example, in drama, this leads to an exceptional standard of self-expression and achievement.
- 3.16 Relationships between pupils and teachers are positive, relaxed and good humoured, and founded on mutual respect. Teaching effectively promotes tolerance and understanding in a non-partisan manner. In this environment, pupils are prepared to take risks and consequently make rapid progress as they grow in confidence and ambition. Planning which offers them the opportunity to experience the challenges of debate which they clearly enjoy has a positive impact on their progress. Where lessons are more teacher-centred and opportunities for participation are limited, pupils' progress is inhibited and they develop higher order thinking less effectively. Very occasionally, unfocused behaviour can ensue. At times, pupils do not have the time for reflection that they value.
- 3.17 Teaching takes account of and caters for the individual needs of pupils with SEND or EAL, and it enables them to make progress in line with others. Teachers adjust approaches for those who need extra support with language. Trained EAL and SEND staff support pupils when possible. Teaching is less effective in challenging the more able in class. Extension work is widely included in lesson planning, but it often consists of additional tasks of a similar nature to those given to all pupils, rather than providing extra challenge.
- 3.18 Work is marked frequently, accurately and thoroughly. Teachers' advice for improvement is constructive and thoughtful. Targets are attainable but challenging, and pupils acknowledge that they make progress through aiming for these. The dialogue between teacher and pupil after each piece of marked work is a strength of assessment. Pupils are encouraged to reply to feedback and often ask for specific guidance or extra resources. Homework tasks are varied, relevant and supportive of

learning. Most teachers clearly enjoy sharing their interest, enthusiasm and knowledge with pupils. In questionnaire responses, almost all pupils said that their teachers help them to learn and give extra help when needed. Extra subject clinics are provided for pupils who need reinforcement, and the extension programmes widen the experience of the more able outside class.

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 Pupils have a strong spiritual awareness. The Christian ethos permeates the school. Pupils show great awareness, mutual respect and tolerance of pupils of other faiths and of none. The pupils appreciate non-material aspects of life. They sit in unenforced silence in chapel and report that they value the time for spiritual reflection. Others develop spiritual awareness through the beauty of the school's surroundings. Boarders attend chapel or their own faith services at weekends and other services are well supported.
- 4.3 Pupils' moral awareness is excellent. In discussion they show a clear sense of right from wrong and respect for the civil and criminal law of England. Pupils accept responsibility for their behaviour and develop the skill of self-discipline through self-reflection and mature conversations with adults or older pupils. Pupils show respect for others and sensitivity to people who have protected characteristics, including disabilities. The pupils' care and awareness of those less fortunate are demonstrated by the initiatives they take in the locality and wider society, for example through a programme in which they volunteer locally or contribute gifts to a regional women's refuge. Pupils reflect rationally about ethical issues. In a discussion about the siting of an aluminium factory and the issues facing companies, planners and residents, younger pupils showed good awareness of ethical, environmental and economic implications, particularly in relation to pollution on the coastline of north west England.
- 4.4 Pupils' social development is excellent. They integrate well, both within and across year groups. Pupils of all ages show self-knowledge, self-esteem and self-confidence, and are open and confident. They respond in a mature way to adults and engage well in conversation. The senior prefects discuss school issues and are excellent role models for younger pupils around the school.
- 4.5 Pupils' cultural awareness is excellent. The presence of boarders from overseas enables pupils to develop tolerance and harmony between different cultures. International evenings are held where pupils from other countries serve traditional food and relate their own practices and beliefs to others. Pupils enjoy exploring other cultures in lessons, for example younger pupils' architectural design of Egyptian pyramids and North American tepees.
- 4.6 The ethos of the school actively promotes the central place of democracy, the rule of law, individual liberty and mutual respect for different faiths. These fundamental British values are underpinned by the Curriculum for Life programme, which reinforces pupils' positive attitudes. Pupils demonstrate a broad knowledge of and respect for public institutions. Younger pupils clearly explained that their understanding of the British democratic process had been sharpened by visits from parliamentary candidates. Pupils are made aware of the potential for radicalisation and the risks of extreme views.
- 4.7 Pupils' personal development by the time they leave the school is excellent. The ethos set and education provided throughout the school inculcate in pupils high standards of values and principles. The school fulfils its aims well and prepares confident, tolerant, compassionate and tenacious young people for the challenges of

the adult world. Its core values of participation, respect and excellence permeate throughout.

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

- 4.8 The contribution of arrangements for pastoral care is excellent.
- 4.9 The school's pastoral care meets its aims of creating an environment in which pupils' well-being and happiness flow from positive development in an open and trusting community. Pupils feel they are treated with respect and as an individual. Questionnaire responses indicate that the vast majority of pupils feel teachers show concern for each of them as a person and that the pupils have somebody to turn to. The vast majority of parents feel that their children are happy and well looked after.
- 4.10 House and tutoring systems mesh effectively and engender a strong sense of belonging. These systems are complemented by house matrons, senior pupils, the chaplaincy and the medical centre, which includes counselling and psychologist services. Communication is good and new systems ensure that emerging trends and patterns in behaviour and needs can be reflected in pastoral management and planning. The excellent relationships between staff and pupils and amongst pupils themselves are a strength of the community. The school's values support pupils, who are happy, confident and comfortable in each other's company. Pupils from overseas feel well assimilated into the community.
- 4.11 Pupils are encouraged to develop healthy eating habits through the Curriculum for Life programme and home economics course. The extensive range of sporting activities for specialists and non-specialists enables further promotion of healthy exercise.
- 4.12 High standards of behaviour are sustained, in line with the school's expectations. A small minority of pupils in pre-inspection questionnaire responses described the use of sanctions and rewards as unfair. This was not reflected in pupil interviews. Records show that use of sanctions is appropriate and proportional. The recent introduction of a new criteria-based reward system is both valued and appreciated by pupils.
- 4.13 The school has a strong anti-bullying culture, which covers cyber-bullying. On the rare occasions bullying occurs incidents are dealt with sensitively, and pupils concur with this view. The majority of parents feel that the school deals well with any bullying. A minority of pupils in response to the questionnaire said that the school does not listen or respond to their views. Inspection evidence does not support this view. The school shows awareness of this perception, and has introduced a wide range of opportunities for pupils to express their opinions, responding where possible. For example, a suggestion from a pupil survey led to a change in the structure of the school day.
- 4.14 A suitable three-year disability access plan is in place which ensures all pupils have access to the curriculum and buildings, as well as the support appropriate to their needs.

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

- 4.15 The contribution of arrangements for welfare, health and safety is excellent.
- 4.16 Measures to safeguard pupils have regard to official guidance and are given a high priority. Safer recruitment procedures are rigorously followed, and apart from minor clerical errors the single central register is accurately maintained. Staff receive training in child protection, including awareness of the signs of radicalisation and female genital mutilation. Staff are clear in their understanding of school policies and procedures, and alert to signs of abuse or need in young people in a boarding community. All senior pupils receive child protection training. There is wide-ranging provision for pupils to approach members of staff or outside professionals for guidance or advice. The school's designated leads have a mutually co-operative relationship with local safeguarding authorities, and records are meticulously organised.
- 4.17 Appropriate actions have been taken to reduce risk on the school premises, including improving pedestrian safety and external lighting. Evacuation procedures from the school building and boarding houses are practised at key times and are recorded. Suitable health and safety procedures are in place, including daily checks of the school's private water supply. Accident records are regularly monitored for trends. Risk assessments show a good understanding of factors relating to young people on the school's many outdoor activities. Almost all staff are first-aid trained and many are qualified to lead outward-bound trips. Medical cover includes a full-time trained nurse. Paramedical staff attend all home sports fixtures.
- 4.18 There is appropriate provision for pupils with particular medical needs. The school's attendance and admission registers are correctly kept. The checking of pupil attendance and procedures for following up absence are effective.

4.(d) The quality of boarding

- 4.19 The quality of boarding is good.
- 4.20 The outcomes for boarders are excellent. The boarders mix well with one another and welcome the day boarders into the boarding house. All enjoy the family atmosphere of the boarding houses. Boarders are loyal to their house as well as the school. There is a sense of cohesion and empathy for others. Boarders' behaviour towards others is mature. Boarders have excellent relationships with the staff, based on mutual trust and co-operation, and they feel able to turn to them when they need advice and guidance. All boarders are aware of whom to contact both within school and externally, such as the independent listener, if they have any concerns. Senior boarders have a significant role in the smooth running of the houses, providing a link between staff and fellow boarders. All boarders are encouraged to keep fit and healthy. The boarders are articulate, confident, courteous and tolerant. They are guided by clear pastoral principles which support the aims of the school, although the coverage of these principles in the house handbooks is variable, leading to some confusion amongst pupils.
- 4.21 The quality of boarding provision and care is good. The boarding houses are welcoming, clean and comfortable. A refurbishment programme is addressing the unevenness of the quality of decoration and furnishing. Many boarders personalise their own space with posters and family photographs. Personal possessions and the boarders' own space are respected. All houses have sufficient toilets, showers and

baths, with a plentiful supply of hot water. Laundry arrangements are suitable. All boarders have access to lockable storage. The boarders are well cared for. Boarding provision is effective in supporting individual needs and the small number of boarders from the junior school. Some boarders express the need for a quiet space and time for reflection in the boarding house. The provision of recreational facilities is being developed across all the boarding houses to meet this need. Boarders can also pursue a range of activities within the houses.

- 4.22 A majority of the boarders who responded to the questionnaire felt that the quantity and quality of food are not good. They commented that portions are not large enough. A minority of boarders also expressed in response to the questionnaire dissatisfaction with the provision of snacks outside mealtimes. The inspection team found that the quality of the food is good, but the distribution and quantity of snacks and the response to requests for second helpings at mealtimes are inconsistent. All houses have individual kitchens that are well equipped and boarders are able to cook their own food. The boarders can make purchases from the local shop. There is an excellent extra-curricular timetable with over 60 activities and boarders may opt for self-directed study time by negotiation with the house staff. The boarders feel safe and secure in their accommodation. They are able to maintain regular contact with their families although reliable internet access is difficult to secure in some areas of the listed buildings. The school communicates regularly and effectively with boarders' parents, carers and guardians.
- 4.23 The arrangements for the boarders' welfare and safety are excellent. The procedures for ensuring that boarders are kept safe are detailed and thorough. Recruitment of staff is rigorous and robust. All staff records are maintained to a high standard, and the single central register of appointments for staff and anyone who has potential access to boarding houses is carefully maintained. All staff within the boarding community have an excellent knowledge and understanding of safeguarding and are supported by a suitable range of detailed policies and procedures. Risk assessments and safety procedures ensure that boarders move around the site safely whilst also developing an awareness of responsibility for their own safety. Security in all boarding houses is rigorous. Boarders report that instances of bullying are rare, and that any issues are dealt with promptly, sensitively and professionally. Boarders commented that the school does not tolerate bullying of any type. They have 24-hour access to a qualified nurse, in addition to a range of medical services that support their physical and emotional well-being.
- 4.24 The leadership and management of the boarding provision are good. A boarding development plan incorporating the views of staff, boarders and parents is yet to impact on outcomes for boarders. Boarding promotes the school's core values of participation, excellence and respect. Detailed policies and procedures are in place. Records are thorough and shared with relevant staff. The leadership and management team is developing a strategy to oversee the consistency of boarding within the school, which is not yet evident. In some houses, information displayed on notice boards is poorly organised, whilst in others it is easily readable, and there are uneven arrangements for providing private areas for boarders to contact home. Resident house staff live in separate accommodation and are supported in their roles by matrons, and resident and non-resident tutors. House routines are well managed and ensure that boarders are well looked after, but poor systems for the management of snacks result in some boarders missing them. All boarding staff have comprehensive job descriptions and through the line management system have the opportunity for regular meetings and appraisals. Most staff access professional training and personal development opportunities, most recently on

dealing with bereavement in young people. A previous inspection recommendation related to the organisation of the school day to provide a balance between boarders' free time and their academic studies. This has been successfully addressed and boarders discuss with house staff the organisation of their time.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is excellent.
- 5.2 The governing body provides effective oversight, in line with the aims of the school. Governors discharge with care their responsibilities for educational standards, financial planning and investment in staff. Their attention to the quality of accommodation and resources has resulted in the refurbishment of parts of the main school buildings, the plans to improve boarding accommodation and the well-maintained environment.
- 5.3 Governors visit the school regularly and challenge academic performance through an annual review with all academic departments, which supports the focus on raising pupils' academic achievement. Governors are well informed about every area of school life, including the need to improve the outcomes for boarders. They have clearly analysed the school's strengths and have agreed with the leadership the priorities for improvement. Their insight is reflected in the detail of the school strategic plan, which sets a clear vision for the future and provides the stimulus for growth.
- 5.4 The governors effectively discharge their statutory responsibilities. Governors are selected for their specific expertise and links with the school. Induction is thorough, and many attend courses run by professional bodies in, for example, safeguarding, trusteeship and charity law. They take special interest in areas that match their professional experience, such as in estates, marketing and digital technology. The governor nominated for safeguarding liaises closely with the designated senior lead. The annual review by all governors of the effectiveness of safeguarding arrangements is comprehensive and includes a scrutiny of the school's safer recruitment, welfare, and health and safety procedures.

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

- 5.5 The quality of leadership and management, including links with parents, carers and guardians, is excellent.
- 5.6 A transparent strategic vision, instituted by recently appointed leaders, has galvanised the school community by raising aspirations and setting challenging goals. This vision has secured very clearly defined roles and responsibilities within the leadership and management team and this is supporting the effective implementation of the school's renewed aims. School procedures are up to date and reviewed regularly. Leaders inspire confidence in parents and staff, and pupils speak warmly of the more recent changes that are benefiting their educational experiences. Leaders and managers at all levels are highly effective in discharging their responsibilities. As a consequence, there is a constant striving to improve by all concerned. This has begun to demonstrate success, for example in recent improvements in examination results.
- 5.7 Senior leaders set a clear educational direction for the school. This is based on accurate self-evaluation, wide consultation, and effective systems to monitor, evaluate and review the work of the academic and pastoral teams. Systems for staff

review provide leaders with the resources to promote well-targeted professional development and greater accountability. Changes in senior leader responsibilities and a renewed focus on assessment and tracking pupils' progress, as well as digital technology, have ensured that school priorities have begun to significantly enrich the pupils' experiences. Departments produce annual reviews that reflect on their successes, building a coherent and highly stimulating educational experience for all the pupils. Administrative and non-teaching staff are also given opportunities to develop their skills and make a strong contribution to the school community. They are integral to the school community, and for example help to ensure that arrangements for the selection and recruitment of staff are secure.

- 5.8 The restructured leadership and management team has enabled greater focus on pastoral management and the pupils' engagement in extra-curricular activities. The quality of teaching and learning is central to the school's training and appraisal programme for teaching staff. The introduction of lesson observation days, where each member of staff observes one colleague and is observed by another, has been coupled with a robust quality assurance programme, consisting of departmental work scrutinies and observations. This has helped the school to focus more tightly on the impact of teaching on pupils' progress. New staff receive focused professional development and induction that enable them to understand the culture of the school.
- 5.9 The leadership has been successful in recruiting, retaining and developing high quality staff. All staff demonstrate strong understanding of the importance of safeguarding, where to seek advice and further information, particularly about new requirements such as the Government's Prevent strategy to counter extremism, and how best to meet the pastoral needs of the pupils. New staff value the support they are given by senior leaders and other colleagues. All staff are regularly trained in safeguarding, welfare, health and safety requirements. This ensures that the school's pastoral aims are consistently promoted. The leadership of boarding is effective although consistency is not yet fully achieved between houses. Communication is good between house staff, senior leaders and subject staff. As a result pupils' participation in school life, their pursuit of excellence in all they do and their respect for others are successful. Pupils are actively prepared for life in modern Britain and in the world beyond. The school's values encompass respect and democracy, and are reflected in the strong positive relationships amongst all members of the school community.
- 5.10 The school maintains excellent relationships with parents. The overwhelming majority of parents who completed the questionnaire were satisfied with the education provided and the availability of information, and felt that their children are looked after well.
- 5.11 The school has a suitable procedure for handling complaints which is available to parents. There have been no formal complaints during the last three years. Early concerns are handled well and follow procedures, confirmed by the great majority of parents in questionnaire responses.
- 5.12 Parents are actively involved in the life of the school, a view expressed by the overwhelming majority of parents who responded to the questionnaire. Parents are welcomed into the school at any time. For parents of boarders, individual meetings are arranged to suit parents either at school or in their country of residence when staff are abroad. The parents' association actively supports the school through fund-raising activities, and in building links and relationships between parents and the

school. Parents are very supportive of school events and offer their expertise to support the careers programme.

- 5.13 Communications are well maintained by the school. All the required information is provided to parents on the website. The parents of new pupils are provided with a comprehensive parents' handbook. The school uses social media extremely well to communicate with parents in order to keep them informed of what has happened each day in school. A mobile telephone application provides parents with a variety of up-to-date information and the uptake has been extensive. There is also a dedicated parents' website and a parent portal that gives parents online access to academic information about their children. A newsletter is emailed to parents every Friday outlining future events.
- 5.14 Reporting to parents is regular and frequent. Pupil progress reports are produced each half-term. These are comprehensive and detailed, and include a written comment for each subject which gives parents objective information and indicates to pupils areas on which to improve. Various grades are reported in each subject, including, for example, for engagement in lessons, response to feedback and quality of homework. A current working grade is also reported, as is an end-of-year target grade. There is also an annual parents' conference for each year group at which parents can meet with subject staff.

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