



INDEPENDENT SCHOOLS INSPECTORATE

REGULATORY COMPLIANCE INSPECTION

STONAR SCHOOL

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Stonar School

Full Name of School	Stonar School
DfE Number	865/6001
Address	Stonar School Cottles Park Atworth Melksham Wiltshires SN12 8NT
Telephone Number	01225 701740
Email Address	j.vincent@stonarschool.com
Head	Dr Sally Divall
Chair of Directors	Mr Andrew McEwen
Age Range	2 to 19
Total Number of Pupils	303 (259 girls; 44 boys)
Gender of Pupils	Girls aged 2 to 19; boys aged 2 to 11
Number of Day Pupils	Total: 202
Number of Boarders	Total: 101 Full: 96 Flexi: 5
Number of EYFS Children	33
Ownership and Governance	Stonar is owned and run by NACE UK Ltd, a member of the Spanish education group NACE Centros Educativos Es. A board of directors drawn from the parent company is responsible for the governance. They are supported by a local advisory body.
School Structure	The school consists of a senior school for girls from the age of 11 to 19 and a preparatory (prep) school, for both girls and boys from the age of 2 to 11.
Inspection Dates	13 Oct 2015 to 14 Oct 2015

ABOUT THE INSPECTION

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. Accordingly, this inspection records whether the school complies with each of these Regulations, which are arranged in eight Parts, each of which is divided into separate paragraphs. Compliance is judged both by written formulation and by implementation. The Regulations represent minimum requirements and are given as either 'met' or 'not met'.

Additionally, inspections consider the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment introduced by the Education (Abolition of Corporal Punishment) (Independent Schools) Regulations 1989.

This inspection also 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 it judges the extent to which the school currently meets the boarding Standards. It identifies any Standards which the school does not meet and requires action to meet them. Findings are distributed across sections relating to the eight Parts of the Regulations.

ISI is also approved to inspect the Early Years Foundation Stage (EYFS), which was introduced in September 2008 and applies to all children in England from birth to 31 August following their fifth birthday. For children aged from two to five, this report evaluates the extent to which the setting fulfils the requirements of the Independent School Standards Regulations and related aspects of the EYFS Statutory Framework.

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) the school's aims, detailed coverage of the quality of educational provision or pupils' achievement;
- (ii) an exhaustive health and safety audit;
- (iii) an in-depth examination of the structural condition of the school, its services or other physical features;
- (iv) an investigation of the financial viability of the school or its accounting procedures;
- (v) an 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 mentioned specifically in the published report but will have been considered by the team in reaching its judgements.

The report reflects the evidence used in deciding whether the school's provision meets or does not meet the various requirements. Grades are not provided for the quality of the school as a whole or for each aspect inspected.

If the school has EYFS registered provision (for children under the age of two), reports use the same evaluative terminology ('outstanding', 'good', 'requires improvement' and 'inadequate') as Ofsted reports.

National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

INSPECTION EVIDENCE

The inspectors observed a small sample of lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with teachers, senior members of staff and with the chairman of the directors. They observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions, tutor group meetings and house assemblies. Inspectors visited all the boarding houses, the health and well-being centre and the equestrian centre. 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 Rodney Fox	Reporting Inspector
Mrs Louise Erratt	Compliance Team Inspector (Bursar, IAPS school)
Mr Christian Kendall-Daw	Team Inspector for Boarding (Deputy head, GSA school)

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Stonar School is an independent day and boarding school for girls from the age of two to nineteen, and for boys up to eleven. Founded in Kent in 1895, the school moved to its present site near Melksham in Wiltshire in 1939. The main school building is a Georgian mansion house set in 80 acres of parkland. The school buildings incorporate the prep school, including the Early Years Foundation Stage (EYFS) setting, in their own building on the same site. Boarders are housed in one of four houses, one of which accommodates prep school boarders as well as senior school boarders in Years 7 to 11, two are exclusively for girls in Years 7 to 11, and one is for girls in Year 12 or 13. Each house has its own premises close to the centre of the school, with their own staff and ethos. The school includes an equestrian centre, which enables many of the pupils to either loan or keep a horse at school.
- 1.2 In 2013, Stonar became part of an international group of schools, NACE Centros Educativos Es., with its head office in Madrid, which is currently responsible for 20 schools across Europe and India. The school is now governed by a board of directors appointed by the owners, NACE (UK) Ltd. They are supported by an advisory body, which includes former governors and provides additional local knowledge and expertise to the directors. The head took up her appointment in April 2015, having previously been the academic deputy head. The school intends to admit boys into the senior school from September 2016 with the aim of becoming fully coeducational.
- 1.3 Of the 303 pupils in the school at the time of the inspection, 123 were in the prep school (including 33 in the EYFS), 79 girls and 44 boys. Day pupils come from the Bath and Wiltshire area and are mainly of white English ethnicity and from professional, business or farming backgrounds. Boarders come from many different countries and backgrounds around the world. Other than British, no one nationality is dominant.

2. COMPLIANCE WITH REGULATORY STANDARDS

Part 1 Quality of education provided

Curriculum

- 2.1 The school meets the Regulations.
- 2.2 The written curriculum policy and its supporting schemes of work provide for a broad and balanced programme which is used flexibly at all stages of the school to meet the needs of all ages, aptitudes and needs, including those with EHC plans or statements of special educational need. It is effective at all stages of the school in not undermining respect for democracy, the rule of law, individual liberty and tolerance of those with different faiths and beliefs. Children in the EYFS, for example, are learning about democracy through sharing and taking turns as well as by making decisions together. [Paragraph 2(1)]
- 2.3 The curriculum enables pupils to experience all the required areas of knowledge and to acquire speaking, listening, literacy and numeracy skills appropriate to their ages. The personal, social, health and economic (PSHE) programme reflects the school's aim and ethos and emphasises respect for other people: in the prep school, for example, it is based on the school's 'attitudes'. Pupils at each stage of the school are appropriately prepared for the next stages: pupils in the senior school spoke in interviews appreciatively of the help that they receive with planning options, careers and further education. [Paragraph 2(2)(a)(b)(d) and (e)]
- 2.4 In the EYFS, children are offered challenging and enjoyable experiences that are carefully matched to their individual needs, interests and stages of development and which cover all the required areas of learning and development. The programme for pupils in Years 12 and 13 includes equestrian, cooking, computer and study skills courses. All pupils have the opportunity to learn and make progress. They are prepared for adult life in British society. The curriculum is augmented with a varied extra-curricular programme, which includes sport, music and drama, The Duke of Edinburgh's Award scheme and a suitable range of trips and expeditions. [Paragraph 2(2)(f) to (i)]

Teaching

- 2.5 The school meets the Regulations.
- 2.6 Throughout the school, well-planned teaching enables pupils to acquire new knowledge and skills appropriate to their abilities. Teaching fosters independence, for example, in the EYFS by encouraging children to work out for themselves how to put their coats on or in a Year 12 mathematics lesson by provoking the pupils to think for themselves rather than being told how to solve a problem. Teachers at all stages of the school, including in the EYFS, know the pupils and their needs well and are able to match lessons and tasks effectively to those needs. Teaching is knowledgeable, makes effective use of a suitable range of resources and reveals insight gained from regular assessment of pupils' understanding and ability to apply their knowledge. Marking in the junior and senior schools is generally thorough and provides helpful advice to pupils on how to improve. [Paragraphs 3(a) to (g)]

- 2.7 Lessons throughout the school are purposeful and conducted so as to promote good behaviour and relationships. British values of tolerance and respect for other people are not undermined. Teachers treat pupils fairly, without favouritism or discrimination. Almost all pupils responding to the pre-inspection questionnaire reported finding their lessons interesting and inspectors found that pupils are consistently engaged in lessons. [Paragraphs 3(h) to (j)]
- 2.8 Pupils' progress and attainment are carefully assessed and monitored at all stages of the school, starting in the EYFS where the progress of children under three is appropriately monitored in accordance with requirements and reported to parents. By the time that each child reaches the age of five, an EYFS profile is completed and externally moderated by the local authority. A very large majority of parents responding to the pre-inspection questionnaire is satisfied with the information that they receive about their child's progress. [Paragraph 4]

How well do pupils achieve?

Pupils' Ability	Standardised tests indicate that the average ability of pupils in the prep school and in the senior school up to the end of Year 11 is slightly above the national average, but that both the average and the spread of ability vary from year to year. In Years 12 and 13, the average ability is below the national average for pupils in sixth-form education.
Pupils' Needs	The school has identified 62 pupils as having special educational needs and/or disabilities (SEND), mostly mild dyslexia, for which they receive additional specialist support. A very small number of pupils have an education, health and care (EHC) plan or a statement of special educational need (SEN). In addition 61 pupils have English as an additional language (EAL), of whom 56 receive additional specialist tuition in English. The school has identified 44 pupils as having high academic ability and 40 as being particularly talented in sport, art, drama or music.
Pupils' Achievements	In the prep school, the school uses its own assessment system which includes the use of commercial tests. The school's GCSE results over the three years 2012 to 2014 have been above the national average for girls in maintained schools. The A-level results over the same three years have been similar to the national average for girls in maintained schools.

Part 2 Spiritual, moral, social and cultural development of pupils

- 2.9 The school meets the Regulations and Standards.
- 2.10 The school ethos fosters a sense of mutual respect and tolerance of different cultures, faiths and belief. It is common for pupils to describe the experience of belonging to a family. The principles of democracy, individual liberty, consideration and respect for other people are embedded in the daily life of the school and actively promoted. [Paragraph 5(a)]
- 2.11 Pupils throughout the school are articulate, confident and encouraged to discern and value the gifts they possess. Children in the EYFS are able to engage in a conversation and display appropriate self-confidence and emotional maturity. At all stages, pupils demonstrate a clear sense of right and wrong and respect both the rules of the school and the laws of England. They make a significant contribution to wider society through fundraising for a variety of charities, some of them chosen by the pupils themselves. A team of pupils is currently fundraising for a visit to Romania in 2017 to build accommodation for impoverished families. Pupils are encouraged to see themselves as citizens of the world, with responsibilities that extend beyond their immediate community. [Paragraphs 5(b)(i) to (iii)]
- 2.12 Pupils develop an appropriate knowledge of public institutions and services through presentations, talks by outside speakers and displays throughout the school. Current affairs are discussed within houses and in form time. Maps which show the home countries of boarders and regular international cooking demonstrates the level of appreciation and contribution that different cultures make to the life of the school. The international population of the school is seen as something to celebrate. Pupils gain an appreciation of different faiths through lessons in religious education and the mix of faiths and cultures in the boarding community. They understand and concur with the principle that everyone should be respected and treated equally. They participate in the democratic processes that are part of school life, for example in representing their fellow pupils' views to the school council or the food or riding committees, and they understand how respect for democracy is the basis of government in England. Prefects understand that that their role is one of public service for the benefit of the community. They are responsible representatives of the school's values and ethos. [Paragraphs 5b (iv) to (vii); NMS 16]
- 2.13 Speakers visiting the school are carefully chosen, and coverage of political views throughout the school presents a balanced view. Trips and expeditions outside the school are authorised as being suitable by a senior member of staff. [Paragraphs 5(c) and (d)]
- 2.14 Boarders have a variety of different committees through which their opinions can be expressed and acknowledged. They can quote examples of where their views about the running of the school have led to changes being made. [NMS 17]
- 2.15 The school offers a number of different ways in which pupils at different stages of the school can express their leadership skills. Older pupils make a significant contribution to the lives of boarding houses, including assisting with the induction process for new boarders. They are given appropriate training and monitoring in their roles. [NMS 19]

What are pupils' views of the school?

Pupils are asked to respond as 'agree' or 'disagree', with the option to specify 'no view' or not to answer individual questions. Sixty pupils responded to part, or all, of the questionnaire. The table below shows the proportions of pupils who responded 'agree' or 'disagree' in relation to each question, and the number who didn't offer a view.

	% Agree	% Disagree	Number offering no view
School questions			
1. I enjoy school	91	9	6
2. I find my lessons interesting and engaging	98	2	11
3. The school gives me the support I need to learn	95	5	5
4. I can get help if I need it	96	4	3
5. The school encourages me to do my best	98	2	9
6. I feel safe and happy at school	94	6	11
7. My views and ideas are listened to in class and in school	92	8	10
8. Behaviour is good in the school	93	7	6
9. Teachers are fair in the way they give rewards	90	10	9
10. Teachers are fair in the way they give sanctions	79	21	12
11. The school deals with bullying	85	15	20
12. There is a member of staff or senior pupil I can turn to if I have a problem	89	11	7
Boarding questions			
1. I enjoy boarding	88	12	1
2. Boarders get on well together in the house	89	11	8
3. I am well looked after if I fall ill or am injured	79	21	5
4. I am able to contact my family and friends if I need to	91	9	0
5. I like the food in boarding	70	30	6
6. I feel safe in my boarding house	98	2	1
7. I am able to have snacks and drinking water outside main mealtimes	85	15	2
8. I am able to keep my belongings safe	80	20	3
9. Boarding staff treat me fairly	100	0	1
10. I am happy with the balance of free time and activities in the evenings and at weekends	73	27	3

Part 3 Welfare, health and safety of pupils

2.16 The school meets the Regulations and Standards.

2.17 A comprehensive safeguarding policy which covers the whole school, including the EYFS, meets requirements. It is provided to parents and prospective parents on the school website. The directors review the policy and its implementation annually, and more frequently if changes in legislation require it. The designated safeguarding lead (DSL) is supported by a team of suitably trained deputies from all stages of the school. A close link has been established with the statutory safeguarding agencies, enabling advice to be sought on training or when issues arise. Safeguarding records are kept accurately. Duties arising under the recently introduced counter-radicalisation programme have already been undertaken and suitable measures implemented. All staff, including temporary staff, have received recent training in safeguarding, and supply staff and volunteers are made aware of the school's policies and procedures for the protection of children. The school has rigorous policies and procedures to ensure the safe recruitment of staff and other adults who

will have access to children, and senior members of staff are suitably trained to undertake safe recruitment. New members of staff, including temporary staff, undergo a thorough induction process that includes safeguarding, including from the dangers of extremism, and the school's code of conduct. Staff working in the EYFS are made aware that mobile phones and cameras are prohibited in the setting, and are required to declare that they are not disqualified from childcare by association with others. [Paragraphs 7(a) and (b), and 8 (a) and (b); NMS 11]

- 2.18 Policies to promote good behaviour meet requirements. Pupils understand the rewards and sanctions used and, although a small minority in their pre-inspection responses felt that sanctions are unfairly applied, this was not supported in interviews with pupils, and scrutiny of the school's records showed no evidence of unfairness. The school has an appropriate policy to counter bullying, including cyber-bullying. A very small minority of pupils expressed concern over bullying in their questionnaire responses. In discussion, pupils said that they had very rarely encountered bullying. Scrutiny of the school's records showed that bullying is infrequent but that when it does occur, it is managed in line with the school's policy. The school has appropriate policies in the event that it is necessary to search a pupil's possessions or to use physical restraint. [Paragraphs 9 and 10; NMS 12]
- 2.19 Appropriate policy and procedures safeguard the welfare, health and safety of pupils and others using the school site. Records are maintained of risk assessments for the school buildings and grounds, and of servicing and maintenance checks. Outside consultants are used when appropriate, and suitable arrangements are made for staff training in health and safety, including the use of online training. Fire risk assessments are completed; fire safety equipment is maintained and checked. Regular fire evacuation practices are held, with additional practices in each of the boarding houses at least once a term in 'boarding time' and whenever a new boarder joins a house. The school has a suitable risk assessment policy that sets out when and how assessments need to be done, including when planning trips and expeditions. It is implemented effectively. [Paragraphs 11, 12 and 16; NMS 6 and 7]
- 2.20 Throughout the school, staff are deployed so as to ensure that pupils are properly supervised. In the EYFS, the staff-pupil ratio reflects requirements. Attendance and admission registers are correctly maintained and stored for the required period. [Paragraphs 14 and 15]
- 2.21 New boarders are inducted so as to ensure that they settle quickly into the school. Boarders are confident that they have a suitable range of people to whom they can go for personal advice if they need it. This includes an independent listener and other help agencies, whose contact details are provided on notice boards in all the houses. [NMS 2]
- 2.22 A suitable first aid policy, appropriate provision of first aid boxes and equipment around the school and detailed lists of those trained in first aid contribute to the safety of pupils. Almost all the staff in the EYFS are trained in paediatric first aid. The health and well-being centre provides appropriate care for boarders and others who are unwell or injured. Appropriate medical protocols govern the storage and administration of medicines and home remedies. Boarders needing to see a doctor or other specialist are able to do so. Medical confidentiality is appropriately respected. [Paragraph 13; NMS 3]

- 2.23 Very large majorities of both boarders and their parents responding to the pre-inspection questionnaires said that they are satisfied with the ease with which they are able to communicate with each other. [NMS 4]
- 2.24 Boarders are provided with suitably varied and nutritious food. Special menus are prepared for pupils with particular dietary needs. The school kitchen is appropriately resourced and has recently been refurbished. Although a small minority of boarders in their questionnaire responses said that they are dissatisfied with the food, at interview boarders reported that they enjoyed the food, and inspection evidence was that the food is suitably appetising. Boarders do have the opportunity, through the food committee, to communicate their views about the food directly to the caterer. Boarders are able to make themselves snacks and drinks in the well-equipped house kitchens. [NMS 8]
- 2.25 Laundry is efficiently managed on site and boarders also have access to their own washing and drying facilities in the houses. A small minority of boarders in their questionnaire responses disagreed that they can keep their belongings safe, but inspectors found that boarders' rooms contain lockable cupboards for personal possessions. Each house runs a small tuck shop which stocks a limited range of toiletry and stationery items. The school policy on searching pupils' possessions sets out strict conditions about by whom, and under what circumstances, pupils' possessions may be searched. [NMS 9]
- 2.26 The pupils enjoy a suitable variety of activities. The school has an equestrian centre and many of the pupils have their own pony whilst at school. At weekends, younger boarders have a programme of activities organised for them. Shopping trips to Bath are arranged at fortnightly intervals. Although a small minority of boarders in their questionnaire responses were not satisfied with the balance of organised and free time at weekends, inspectors found that staff try very hard to find the right balance for the different ages in their care. [NMS 10]
- 2.27 Appropriate checks are made on adults living in the same premises as boarders who are over 16 and not employed by the school. Such residents are required to enter into a written agreement with the school and accept the conditions and guidelines that govern their own conduct and that of any visitors whom they may bring on site. Visitors to boarding accommodation are not able to gain access without being admitted and kept under staff supervision. [NMS 14]
- 2.28 Staff working with boarders are given a job description and suitably inducted into their role. Their practice is reviewed regularly and they are encouraged to undergo further training for their role. Any role of spouses or partners living within boarding houses is made clear. Boarders know who is on duty at all times. A signing out system enables staff to know the whereabouts of the boarders in their charge at all times. If a boarder goes missing, there is a well-understood procedure to follow. Houses always have at least one member of staff sleeping in the house overnight and boarders are able to contact that person during the night should they need to. Staff accommodation is suitably separated from boarders' accommodation and the staff code of conduct sets out clearly when and under what circumstances boarders may enter staff accommodation. [NMS 15]
- 2.29 The school meets the requirements for equality, cultural and religious tolerance without discrimination. Boarding care is sensitive to the particular needs of individuals. [NMS 16]
- 2.30 The school does not arrange lodgings for pupils. [NMS 20]

Other legislation

- 2.31 The use of corporal punishment is specifically banned in the school's policies. [The Education (Abolition of Corporal Punishment) (Independent schools) 1989; EYFS 3.52 to 3.53]
- 2.32 The school has a suitable 3-year plan to improve accessibility to its facilities and curriculum. Other policies, including the admissions policy and the equal opportunities policy, underline the school's commitment to pursuing equality in the way in which it operates. [Equality Act 2010]

Part 4 Suitability of staff, supply staff and proprietors

- 2.33 The school meets the Regulations and Standards
- 2.34 There are suitable procedures for the safer recruitment of staff to work in all areas of the school, including in the EYFS and in boarding. They are carefully implemented, and all the required checks are recorded in the single central register before staff start working with children. Similarly, checks are conducted on the directors and on any temporary staff (such as graduate teaching assistants) or supply staff before they take up their roles. This successfully meets the action point made in the report following the previous inspection. [Paragraphs 18 to 21; NMS 14]

Part 5 Premises and accommodation

- 2.35 The school meets the Regulations and Standards.
- 2.36 Suitable toilet and washing facilities are available throughout the school, including showers for pupils who receive physical education. Drinking water is available at various places throughout the school and taps are appropriately labelled. The health and well-being centre provides appropriate accommodation for the medical examination, treatment and care of sick and injured pupils. [Paragraphs 23, 24 and 28]
- 2.37 The school premises and accommodation are maintained to a standard which safeguards the health, safety and welfare of pupils. When minor repairs are needed and reported, they are resolved quickly. The acoustic conditions and lighting standards are met. Outdoor areas are suitably illuminated at night. [Paragraphs 25, 26, and 27]
- 2.38 Pupils have access to safe and extensive outdoor grounds. The school benefits from a suitable range of facilities, which include an equestrian centre with both indoor and outdoor riding enclosures and stabling for horses. [Paragraph 29]
- 2.39 A small minority of parents responding to the pre-inspection questionnaire were not satisfied that boarding accommodation is well maintained. Inspectors found that whilst all boarding accommodation is of an acceptable standard, it varies in quality from house to house. The school is aware of this and has an extensive programme for refurbishing boarding accommodation underway. All boarding rooms have suitable lighting, heating and ventilation and are suitably furnished. Boarders may personalise their rooms and have ample storage space. The houses all have appropriate washing and toilet facilities, which provide satisfactory privacy. Suitable common rooms and areas for private study are available. Boarding houses are protected from unauthorised access. The school does not use intrusive surveillance equipment. [Paragraph 30; NMS 5]

Part 6 Provision of information

- 2.40 The school meets the Regulations and Standards.
- 2.41 All the required information is provided to the parents of current and prospective pupils on the school website. The website also lists information that is available to parents and prospective parents on request. Parents receive regular reports on the progress made by their children. The school co-operates fully with local authorities providing funding for pupils with an EHC plan or a statement of special educational need. [Paragraph 32]
- 2.42 A suitable statement of the school's boarding principles and practice is published on the notice boards in each house. Staff and boarders are aware of the policy, which underpins the way in which the boarding houses operate. [NMS 1]

Part 7 Manner in which complaints are handled

- 2.43 The school meets the Regulations and Standards.
- 2.44 The school's complaints procedure meets requirements, including those for boarding and the EYFS. The policy is available to parents and prospective parents on the school's website. Scrutiny of the school's records reveals that parents' concerns are handled promptly and thoroughly, and in accordance with the policy. Over the school year 2014 to 2015, there were three formal complaints, all of which were resolved at stage 2 of the procedure. [Paragraph 33; NMS 18]

Part 8 Quality of leadership and management

- 2.45 The school meets the Regulations and Standards.
- 2.46 The governance, leadership and management of all stages of the school, including the EYFS, are conducted by people with suitable experience and expertise for their roles. They are aware of their responsibilities for ensuring that regulations, particularly those relating to safety and safeguarding, are met and they are diligent in fulfilling those duties. Policies and their implementation are reviewed regularly and revised as necessary. In particular, the school has taken appropriate measures to meet its new duties with respect to safeguarding pupils from the risk of radicalisation, and staff at all stages of the school, including in the EYFS, have undertaken appropriate training. The very large majorities of positive responses from both parents and pupils to the questions about whether the pupils feel safe at school strongly recognise and support the way in which the school's leadership and management promote the well-being of the pupils. [Paragraph 34]
- 2.47 Boarding is a significant feature of the school and the directors are well informed about the effectiveness of the boarding provision in the school. They are committed to its development and to a rolling programme of refurbishment of the accommodation. Regular meetings of house staff with senior managers, who have suitable experience and expertise in boarding, ensure clear insight into practice in the boarding houses, enabling effective review, support and development. Boarding staff are carefully inducted into their roles and encouraged to undertake further training for their roles. Each house is staffed by a mixture of teaching and non-teaching staff, enabling appropriate links to be made between academic and residential staff. The school maintains all the required policies, documents and records, monitors them, and responds suitably to any issues that arise. [NMS 13]

What are parents' views of the school?

Parents are asked to respond as 'agree' or 'disagree' with the option to specify 'no view' or not to answer individual questions. Seventy-six parents responded to part, or all, of the questionnaire. The table below shows the proportions of parents who responded 'agree' or 'disagree' in relation to each question, and the number who didn't offer a view.

	% Agree	% Disagree	Number offering no view
School questions			
1. My child is happy at the school.	97	3	0
2. My child is making good progress at the school.	97	3	5
3. My child feels safe at the school.	100	0	2
4. My child is well looked after at the school.	99	1	0
5. The school actively promotes good behaviour.	100	0	5
6. There is someone for my child to go to if problems arise in the school.	100	0	6
7. The school welcomes my views.	93	7	15
8. The school deals well with bullying.	92	8	37
9. Behaviour is well managed.	94	6	12
10. I receive good information about my child's progress, the school's policies and activities/events.	95	5	3
11. I receive timely responses to my questions, concerns and complaints.	92	8	5
12. My child has access to a broad curriculum.	99	1	6
13. My child's individual educational needs are being met at school.	97	3	5
14. I would recommend the school to another parent.	96	4	8
Boarding questions			
1. My child enjoys boarding.	96	4	1
2. The boarding accommodation is well maintained.	76	24	2
3. My child is well looked after if he/she is ill or injured.	100	0	4
4. I am able to contact my child easily.	93	7	0
5. I am able to contact boarding staff easily.	100	0	0
6. My child feels safe in the boarding house.	100	0	0
7. My child's belongings are kept safe.	96	4	2
8. Boarding staff treat my child fairly.	100	0	1
9. I am happy with the balance of free time and activities my child has in the evenings and at weekends.	96	4	1

3. SUMMARY OF REGULATORY COMPLIANCE

	All requirements met?
Part 1 Quality of education provided (curriculum)	Yes
Part 1 Quality of education provided (teaching)	Yes
Part 2 Spiritual, moral, social and cultural development of pupils	Yes
Part 3 Welfare, health and safety of pupils, including Other legislation	Yes
Part 4 Suitability of staff, supply staff and proprietors	Yes
Part 5 Premises and accommodation	Yes
Part 6 Provision of information	Yes
Part 7 Manner in which complaints are handled	Yes
Part 8 Quality of leadership and management	Yes
National Minimum Standards for Boarding Schools	Yes

Action points

3.1 The school meets all the regulatory requirements.

Progress since the previous inspection

3.2 The report that followed the ISI inspection conducted in 2012 found that the school did not meet all the regulations and required the school to ensure that all necessary recruitment checks are carried out on staff before they begin work, and that the checks are accurately recorded on the centralised register. In the EYFS, it required the school to implement the safeguarding policy effectively by ensuring that practitioners who have regular contact with children, including those living and working on the premises, are suitable to do so. Both these requirements have now been met in full.