



INDEPENDENT SCHOOLS INSPECTORATE

**INTEGRATED INSPECTION
CRANLEIGH PREPARATORY SCHOOL**

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Cranleigh Preparatory School

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

Full Name of School	Cranleigh Preparatory School
DfE Number	936/6017
Registered Charity Number	1070856
Address	Cranleigh Preparatory School Horseshoe Lane Cranleigh Surrey GU6 8QH
Telephone Number	01483 542058
Fax Number	01483 277136
Email Address	mtw@cranprep.org
Head	Mr Michael Wilson
Chair of Governors	Mr Anthony Townsend
Age Range	7 to 13
Total Number of Pupils	333
Gender of Pupils	Mixed (191 boys; 142 girls)
Numbers by Age	7-11 189 11-13: 144
Number of Day Pupils	Total: 289
Number of Boarders	Total: 44
	Full: 0 Weekly: 44
Inspection Dates	24 Nov 2015 to 27 Nov 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 October 2012, the previous ISI interim inspection was in December 2009 and the previous ISI full second cycle inspection was in March 2006.

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

This inspection contains specific judgements on the National Minimum Standards for Boarding Schools. It comments on the progress made by the school in meeting the recommendations set out in the most recent statutory boarding inspection and evaluates the quality of the boarding experience and its contribution to pupils' education, personal development and welfare.

The inspection of the school is from an educational perspective and provides limited inspection of other aspects, although inspectors comment on any significant hazards or problems they encounter which have an adverse impact on children. The inspection does not include:

- (i) an exhaustive health and safety audit;
- (ii) an in-depth examination of the structural condition of the school, its services or other physical features;
- (iii) an investigation of the financial viability of the school or its accounting procedures;
- (iv) an in-depth investigation of the school's compliance with employment law.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to in the published report but will have been considered by the team in reaching their judgements.

Both Ofsted and ISI inspect and report on the Independent School Standards Regulations. However, they apply different frameworks and have different criteria for judging school quality that are suited to the different types of schools they inspect. Both use a four point scale when making judgements of quality but, whilst the ISI terminology reflects quality judgements that are at least equivalent to those used by Ofsted, they also reflect the differences in approach. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement on each aspect of the school's work at the beginning of each section. **These headline statements must include one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory', and where Achievement is 'exceptional' that term may be used for the top grade.** Elsewhere in the report, inspectors may use a range of different adjectives to make judgements. **For EYFS registered provision (for children aged under two), reports are required to use the same terminology ('outstanding', 'good', 'requires improvement' and 'inadequate') as Ofsted reports.**

INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with senior members of staff and with the chair of governors, observed a sample of the 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

Mrs Linda Donowho	Reporting Inspector
Mr John Coakley	Team Inspector (Head, IAPS school)
Mrs Seona Rivett	Team Inspector (Former Head, IAPS school)
Mr Jason Whiskerd	Team Inspector (Head, IAPS school)
Mrs Karen Williams	Team Inspector (Former Head, ISA school)
Mr Richard Gibbs	Co-ordinating Inspector for Boarding

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Cranleigh Preparatory School is a Christian co-educational boarding and day school, situated south of Guildford and is partnered with Cranleigh School, which was founded in 1865. The preparatory school, opened in 1882, occupies its own site adjacent to Cranleigh School, and shares many of its facilities. The schools share a governing body and some staff. There are two boarding houses: School House for girls, situated within the main school, and Old House for boys, which is within the grounds.
- 1.2 The school aims to put all pupils' learning experience at the heart of everything that they do. It seeks to encourage and extend all pupils' abilities and interests through the provision of an extensive range of activities that develop their moral and spiritual awareness. It sets out to encourage pupils to support one another in a safe and nurturing environment in which they feel happy in their endeavours and can play a positive role in the school community.
- 1.3 At the time of the inspection, the school had 333 pupils on the roll, comprising 191 boys and 142 girls. In Years 3 to 6 there were 189 pupils and 144 pupils were in Years 7 and 8. The school is divided into three sections: Lower School (Years 3 and 4), Middle School (Years 5 and 6) and Senior School (Years 7 and 8). From Year 3, pupils may elect to board either weekly, from Monday to Friday night inclusive, or on a flexible basis. There were 44 weekly boarders at the time of the inspection.
- 1.4 The overall ability profile of the school is above the national average, with a fairly wide spread of abilities represented. Pupils generally come from white British professional and business families located within 30 miles of the school. A small number come from a range of other cultural backgrounds. Twelve pupils have been identified as having special educational needs and/or disabilities (SEND), all of whom receive support in school. No pupil has a statement of special educational needs. Three pupils have been identified as needing support for learning English as an additional language (EAL).
- 1.5 National Curriculum (NC) nomenclature is used throughout this report to refer to year groups in the school. The year group nomenclature used by the school and its NC equivalence are shown in the following table.

School	NC name
Form 1	Year 3
Form 2	Year 4
Form 3	Year 5
Form 4	Year 6
Form 5	Year 7
Form 6	Year 8

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 The school is highly successful in achieving its aim of identifying and extending its pupils' strengths in a stimulating learning environment. Pupils achieve high standards. They display excellent literacy skills and are able to apply their mathematical knowledge and information communication and technology (ICT) skills effectively. Opportunities for pupils to use ICT across all areas of the curriculum are limited. Pupils reason, explain and think logically, and engage in their lessons with enthusiasm and commitment. The broad curriculum and the excellent programme of extra-curricular activities carefully support the needs of those of different abilities and ages. Teaching is excellent and has improved since the previous inspection. However, teaching does not fully exploit opportunities for pupils to undertake independent research. Careful planning, constructive marking and detailed monitoring of each pupil's achievements enable pupils of all abilities to make excellent progress in academic subjects, and to enjoy considerable success in the physical and creative aspects of their work.
- 2.2 The pupils' personal development is excellent across the school. Pupils are confident, articulate and exceptionally aware of the needs of others. They show a mature appreciation of the need for rules and sanctions in school. They enjoy excellent relationships with their peers and their teachers, feeling confident that any concerns that arise will be addressed swiftly and sensitively. Arrangements for both pastoral care and measures to safeguard and promote the pupils' welfare, health and safety are excellent. Boarding is excellent and the provision strongly supports the boarders' personal development and sense of well-being. In responses to pupil questionnaires and in discussions, a small minority of boarders indicated that they do not feel they have sufficient opportunities to put their views forward. Inspection evidence supported their views.
- 2.3 Governance, leadership and management are excellent. The aims of the school are fulfilled and fostered by the governing body, which is committed to the academic progress and personal development of the pupils. Governors have a clear oversight of the school, informed by the reports from the school's leadership and through the regular meetings of the governing body sub-committees. They are fully involved in the life of the school, offering challenge and support to its leaders at every level. They are acutely aware of their statutory obligations, and these are discharged with rigour. A strong system of shared leadership and management facilitates excellent communication throughout the school on pupils' progress and welfare, and responsibility for implementation of the comprehensive school development plan is shared by all staff. Recruitment of high quality staff is a priority, and all regulatory checks are carried out and recorded meticulously. The school maintains excellent links with parents. Their few concerns are dealt with effectively, and they are highly appreciative of the school.

2.(b) Action points

(i) Compliance with regulatory requirements

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

(ii) Recommendations for further improvement

- 2.6 The school is advised to make the following improvements.
1. Provide regular opportunities across the curriculum for the pupils to further develop their independent research skills.
 2. Ensure that pupils are given frequent opportunities to use their ICT skills in their learning.
 3. Develop ways that boarders can be more involved in making decisions and contributing positively to the boarding community.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

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

- 3.1 The quality of the pupils' achievements and learning is excellent.
- 3.2 The pupils' achievements fulfil the school's aims to recognise all pupils' strengths and abilities, enabling them to develop intellectually at their own rate within a supportive environment. Pupils of all ages show high levels of knowledge and understanding, and well-developed skills across all subjects and activities. They have excellent literacy skills, reading, speaking and writing confidently for a variety of purposes. Pupils frequently demonstrate quick thinking skills and reason for themselves, and are able to put together persuasive and cogent arguments, giving reasons for their point of view. The pupils' mathematical and numerical skills are well developed and applied effectively across the curriculum. When given the opportunity, pupils use their ICT skills well. Displays around the school show pupils' high level of artistic competence.
- 3.3 Pupils develop essential skills for work and study from an early age. They respond well to the many opportunities provided by their teachers to take responsibility for decision making and think logically, especially in the challenging investigations they undertake. When given the opportunity, they efficiently undertake their own research. However, these skills are less well developed as these opportunities are limited. At the age of 13 the majority of pupils succeed in gaining places for academically selective senior schools, and a significant number receive scholarships.
- 3.4 Pupils are highly successful in a wide range of activities. The school teams are regularly successful in all team sports, and several pupils have gained success at county and national level in climbing, sailing, triathlon, riding, swimming, chess, rugby, cricket, hockey, netball, golf and tennis. Choirs and musicians enjoy much success with external examinations, scholarships and music festivals. In art, pupils have enjoyed significant success in competitions.
- 3.5 Pupils' attainment cannot be measured in relation to performance against a fixed national average, but from the evidence available from standardised tests, lesson observations, scrutiny of samples of work and interviews with pupils, it is judged to be excellent. All pupils make rapid progress in relation to pupils of similar age and ability. In their responses to the pre-inspection questionnaires, almost all pupils and parents felt that pupils make good progress in their work.
- 3.6 Less able pupils and those with SEND or EAL make excellent progress because they are extremely well supported and their progress is carefully monitored. More able pupils and those with particular talents make excellent progress because of additional challenges they receive.
- 3.7 Pupils have outstanding attitudes towards their learning. They work independently and co-operatively, and settle immediately to undertake the tasks and activities provided, demonstrating a strong sense of independence in their learning.

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

- 3.8 The contribution of curricular and extra-curricular provision is excellent.
- 3.9 The curriculum covers more than the requisite areas of learning and supports the school's aim to foster each pupil's abilities and interests. Pupils' educational experience is broadened by the addition of French, design and food technology, drama and dance, and Latin from Year 6. Through the 'Learning for Life' programme, pupils are able to develop skills that support their personal, health social and economic education. The humanities curriculum provides a rich opportunity to develop skill-based learning across the disciplines, with flexible theme-based schemes of work. Pupils have opportunities to research their areas of interest and prepare oral presentations as part of humanities and the Learning for Life programme. These are used for ongoing assessment. However, other opportunities across the curriculum for pupils to research are limited. The study skills programme in Years 3 to 8 successfully prepares pupils for life beyond school and for external examinations. The curriculum's strong emphasis on creative subjects, and a rich oral language and performance culture, enhance the opportunities for pupils to develop their talents. Themed days for pupils in Years 3 to 5 strengthen their learning experiences and provide positive co-operative learning and team-building opportunities. Pupils benefit from a curriculum that promotes the importance of core British values, and they gain a balanced view of political issues through activities such as visits from a range of local MPs.
- 3.10 Provision for pupils with SEND or EAL is excellent. Regular meetings between support and subject staff, and careful monitoring of assessment results, ensure that pupils are given appropriate support and encouragement in individual or small group sessions, as well as in lessons. The more able and talented pupils receive good challenge in lessons and through a range of extra-curricular activities, such as a mathematics challenge and the history club.
- 3.11 Clear progression in the development of the curriculum and meticulous planning in all subjects are closely monitored by management and subject leaders to ensure that pupils are well prepared for the next stage of their education. The breadth of the curriculum is further enhanced by the use of cross-curricular links between subjects. The curriculum does not provide sufficient opportunities for pupils to develop their ICT skills using the good facilities available.
- 3.12 Excellent extra-curricular provision offers pupils a wide range of activities. A strong emphasis on music and sporting opportunities, and activities ranging from yoga to street dance and newspaper editing, provide experiences to suit all pupils' abilities and interests. The curriculum is enhanced by relevant visits to such places as Hampton Court Palace and the Winchester Science Centre and Planetarium. The outdoor pursuits curriculum includes activities such as climbing, camping and archery, and the opportunity to go hiking and attend weekend camps. The school Time Line Project, the Micro-climate Project and the 'eco' garden provide rich resources for learning within the school grounds.
- 3.13 Pupils gain an understanding of their local community through their involvement in a choral society and musical events at care homes. They recognise responsibilities to those less fortunate than themselves through organising fund-raising events for many local, national and international charities.

3.(c) The contribution of teaching

- 3.14 The contribution of teaching is excellent.
- 3.15 Teaching has improved since the previous inspection. It is extremely effective in promoting pupils' progress and fostering their interest in their studies, strongly supporting the school's aim to engage pupils in the excitement of learning. Through a clear understanding of each pupil's needs, staff prepare a range of engaging activities and use excellent resources to motivate pupils to learn effectively. A wide range of teaching methods is employed to stimulate the pupils' interest, encourage curiosity and present challenge. The most successful lessons are conducted at a brisk pace, with an appropriate balance of individual and group work which thus encourages pupils to work independently and co-operatively. Pupils are helped to develop study skills and strategies for use in their future education and in preparation for examinations. They feel well supported and valued by their teachers; praise, encouragement and rewards are a significant factor in giving pupils confidence and encouraging them to succeed.
- 3.16 Teaching is consistently of a high quality, contributing significantly to the pupils' enjoyment and learning. In the most successful lessons, experiences provided are based on thorough and accurate assessment of pupils' prior learning and are well matched to their needs. Outcomes were carefully documented to inform future lesson planning.
- 3.17 Most teaching is meticulously planned and includes the setting of precise targets for each pupil. Clear learning objectives are evident within subject documentation and lesson plans. Marking is thorough and includes diagnostic comments so that pupils know what they need to do in order to improve. Monitoring and assessment systems are thorough and lead to focused improvement by all pupils.
- 3.18 High expectations of both attitude and behaviour are the norm, fostering a calm and purposeful atmosphere. Teachers' excellent subject knowledge, combined with strong enthusiasm for their subjects, consistently engages the pupils and enables a strong rapport to develop, strengthening learning. Excellent facilities and resources are mostly well used to support teaching and learning. In the most successful lessons, the use of ICT by pupils and staff is embedded in planning, and the library is used to aid research. However, this is not consistent across all lessons, and opportunities to encourage pupils to use ICT as a tool for learning and for independent research are limited.
- 3.19 Teachers provide for pupils with SEND or EAL by using the excellent information disseminated to them by the learning support department. Individual educational plans provide information on pupils' specific requirements, used for the careful planning of appropriate activities to match the pupils' needs in almost all lessons. This is supported by specialist individual help offered by the learning support department, both within and outside the classroom. The teaching of more able pupils, including those who are recognised as gifted and talented, has significantly developed since the previous inspection. Teachers are fully aware of these pupils' needs and ensure that they are given varied and challenging activities within and outside lessons.
- 3.20 In response to the pre-inspection questionnaire, a few pupils felt that homework does not help them to learn. The evidence collected during the inspection through discussions with pupils and teachers showed that homework is useful and

appropriate. All teaching encourages pupils to be tolerant and respect others, and to listen carefully to others' views. Any political issues are discussed in a non-partisan way.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

- 4.1 The spiritual, moral, social and cultural development of the pupils is excellent.
- 4.2 The school actively promotes fundamental British values, including democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- 4.3 The school's motto 'A Soul and a Spirit to Inspire' permeates all aspects of school life, and its values are visibly promoted across the community. The spiritual development of pupils is extremely strong. Pupils demonstrate the capacity to reflect on non-material issues such as friendship and their place in the wider world. They consider the impact of difficulties in the lives of others and the part that faith can play in coping with these. Pupils take a pride in their school, showing a mature awareness of the ways in which the opportunities offered to them can help them to develop, as illustrated in their poetry as well as their conversations.
- 4.4 Pupils have an excellent standard of moral awareness and a clear understanding of right and wrong. Their behaviour demonstrates an appreciation of school rules in all aspects of school life. They demonstrate an appreciation of friendship, and engage readily in discussions and role play activities which help them to address moral dilemmas. They are respectful towards others, appreciating the need to combat discrimination. They are encouraged to learn from their mistakes, and are keen to do so. Pupils appreciate that actions have consequences, offering examples that demonstrate their understanding of the importance of the rule of law. They gain knowledge of the laws of England through the Learning for Life programme and through visiting lecturers.
- 4.5 Pupils demonstrate high levels of social awareness. They show an exceptional desire to help those less fortunate than themselves; pupils of all ages organise numerous fund-raising initiatives and events for charities that they select. Pupils from a range of backgrounds demonstrate a strong sense of community, and new pupils comment on the ease with which they settle. Pupils of all ages serve on school councils that give them a good understanding of how democracy works, and they value the responsibilities they can undertake. Older pupils relish the opportunity to take on the many leadership roles on offer, including a comprehensive scheme that allows those with leadership qualities to develop these to a high level. Pupils have a broad general knowledge of the public institutions and services of England.
- 4.6 Pupils demonstrate strong cultural awareness. They understand and appreciate their own cultures and faiths as well as those of others. The range of trips offered to pupils helps to enhance their understanding, for example visits to local places of worship. It is also developed through the school's partnerships with communities in other countries, including supporting schools in Africa, a biannual activity trip to South Africa and links with Cranleigh's school in Abu Dhabi.
- 4.7 By time the pupils leave, they have an excellent standard of personal development, moving to their next schools as confident, mature young people.

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

- 4.8 The contribution of arrangements for pastoral care is excellent.
- 4.9 The school has a highly effective pastoral structure that fully supports its aims. There are excellent relationships between staff and pupils, and between pupils of all ages, which the pupils much appreciate. Regular staff liaison ensures that any matters of concern are dealt with promptly and with consideration. Meticulous record keeping allows staff to monitor concerns, and pupils have access to counselling services to provide specialist intervention when needed. In fulfilment of the school aims, pupils feel safe, valued and cared for. Changes to the 'team and prefect system' in Year 8 have encouraged a heightened sense of responsibility and allow pupils to take pride in working closely with teachers in support of all pupils.
- 4.10 The school has clear policies in place to promote good behaviour, with an emphasis on reward and the importance of good citizenship. A small minority of pupils in pre-inspection questionnaire responses stated that pupils are not treated fairly, although discussions with pupils confirmed that they feel they receive fair treatment. They especially enjoy privilege treats for good behaviour. Sanctions are appropriate and clearly understood. A comprehensive log of rewards and sanctions is the subject of regular review. The school has robust measures to prevent bullying which include an annual survey to seek the views of pupils and parents. Pupils feel confident about talking to staff if they have any concerns, and are secure in the knowledge that any bullying issues are taken seriously and resolved quickly by staff.
- 4.11 A small minority of pupils indicated in pre-inspection questionnaire responses that they are unhappy with school food. Inspectors found school meals to be well balanced, nutritious and appetising. Pupils participate in an excellent range of sporting activity that caters for all abilities and promotes good health, and they are encouraged through the Learning for Life programme to develop healthy eating habits.
- 4.12 The school largely employs effective methods to seek and listen to the views of pupils. They are mostly confident that their voices are heard and proud of the new initiatives that have come about as a result of their efforts, such as new playground equipment, the Upper School talent show and the skipping club.
- 4.13 The school has a suitable plan to improve educational access for pupils with SEND.

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

- 4.14 The contribution of arrangements for welfare, health and safety is excellent.
- 4.15 The excellent safeguarding arrangements conform to official guidance and the school has a rigorous child protection policy, known by all staff and implemented efficiently. Child protection training is well structured and organised, and the designated members of staff with responsibility for safeguarding have had the appropriate level of training. Robust recruitment procedures are carried out to check the suitability of staff.
- 4.16 All measures to reduce the risk of fire and other hazards are securely in place and carefully monitored. The school has a clear fire policy, with concise and efficient arrangements for all areas. Regular fire practices are held, recorded and analysed in order to improve routines if necessary.
- 4.17 There is a comprehensive health and safety policy, and the health and safety committee meets regularly to review and evaluate the policy's implementation. Professional audits are arranged at appropriate intervals, and staff are given regular training. Careful consideration of the safety of the pupils is a high priority. Rigorous risk assessments have been undertaken for all areas of school life, including those for external visits.
- 4.18 Extremely effective procedures are in place for accident reporting and for recording the administration of medicines. Well-maintained first-aid boxes are located around the site. A generous number of qualified first-aiders support the excellent care for sick or injured pupils provided by medical staff in the sick bay. The admission and attendance registers are accurately maintained and correctly archived.

4.(d) The quality of boarding

- 4.19 The quality of boarding is excellent.
- 4.20 The school achieves its published principle of boarding to provide a positive ethos and a safe environment in which all pupils can develop successfully. All boarding regulatory requirements are met.
- 4.21 The outcomes for boarders are good. A strong sense of community exists amongst the boarders, those with SEND or EAL are well supported and all are treated equally. In response to the pre-inspection questionnaire, boarders were overwhelmingly positive about their enjoyment of boarding. Relationships across the community are positive, and new boarders settle quickly and are made welcome. A range of appropriate adults are available to turn to over personal issues, including residential house staff, matrons, boarding tutors and the independent listener. Boarders have opportunities to voice their views through peer representatives on the school council and through suggestion boxes. In discussions, a number of boarders indicated that they would like more opportunities within the boarding houses to put forward their ideas and discuss any concerns. Selected older boarders are happy to take on responsibilities. However, there are few opportunities for others to be involved in making decisions and contributing to the development of boarding. Boarders have adequate but limited access in boarding time to information about events in the world outside the school, although they do gain some understanding of these within the school's curriculum. Boarders are self-reliant, interact well, and are loyal to each other and to the school. Bullying is rare and any unkind behaviour is

handled effectively. Sanctions are infrequently needed, and a 'boarder of the week' award is on offer to encourage kindness and considerate behaviour.

- 4.22 The quality of boarding provision and care is excellent. New boarders are given handbooks in advance of arrival, and the induction process is comprehensive and welcoming. It includes a checklist for each individual to ensure that all key aspects, such as emergency procedures, are covered. The promotion of boarders' health is effective. Arrangements for medical care are thorough and boarders' confidentiality is respected. A team of matrons care well for boarders on site, with appropriate arrangements for isolation when needed. A small minority of boarders indicated in response to the pre-inspection questionnaire that they are not happy with the food provided. This was not supported by inspection evidence, and in discussions most boarders stated that the quality of meals on offer is good. The catering department is sensitive to boarders' wishes and is aware of those who may suffer from allergies. Healthy menus which include occasional themes, such as a recent Spanish day, are created, and festive occasions, such as the boarders' Christmas dinner, are highlights of the year. Boarders are provided with refreshments at breaks and in the evenings. Drinking water taps are labelled in the boarding houses.
- 4.23 The quality of the accommodation for boarders is excellent: it is clean, well lit and warm. Sufficient toilet and washing facilities are provided. Boarders' laundry is managed centrally by the matrons, who also ensure that a high standard of hygiene is maintained on the premises. The recommendation from the previous boarding welfare inspection for the school to consider allowing boarders to have personal lockable storage has been met. Information for parents is disseminated by email and in newsletters, and parents are frequently met in person by boarding staff. Boarders report that contact with parents can be made through landline telephones, or for those whose parents live overseas, by using mobile telephones, email and other internet-based communication systems. In discussions, some boarders commented on the difficulty of being able to communicate privately with family or friends because of where the telephones are situated in the boarding house. However, inspectors found that provision for privacy can be arranged if necessary. Matrons keep supplies of essential toiletries and procure stationery items from the senior school shop upon request. There is a suitable complaints procedure. Health and safety requirements, supported by suitable risk assessment, are effectively implemented. Fire drills and the maintenance of equipment are regularly carried out and documented accordingly. Regular fire drills are held in boarding time and boarders are confident that they know what to do if there is a risk of fire. In questionnaire responses and in discussions, a few boarders stated that they are not happy with the balance of free time and activities although this is the subject of ongoing consideration and varies with the seasons. Inspectors found that boarders are given a choice to relax or to participate in the many sports and other activities on offer in the school day and the variety of regular entertainment in the evenings, which includes movie nights, dodge ball, a photography club and baking.
- 4.24 The arrangements for welfare and safeguarding are excellent. All staff demonstrate an understanding and awareness of the current policies and requirements with regard to safeguarding children and safer recruitment, and training logs are complete. Boarding staff consistently implement the clear policy to promote good behaviour, and boarders report that they have no concerns about bullying. They feel that staff approach discipline consistently and fairly. The boarding houses are secure, and frequent roll calls and registrations and generous staff ratios contribute to ensuring the safety of boarders. The school does not appoint guardians. In

response to the questionnaire, all parents stated that they believe the school keeps boarders safe.

- 4.25 The effectiveness of the leadership and management of the boarding provision is excellent. Boarding documentation and policies are up to date, and these and the National Minimum Standards for Boarding Schools are well known to staff. A statement of the school's boarding principles and practice is available to boarders, parents and staff. Boarding houses are led by staff who are suitably trained, and all boarding staff have a good understanding of their roles and responsibilities. A cycle of appraisal encourages continuing professional development and many staff have attended external training courses and conferences. The head of boarding is part of the school's senior leadership team. Boarding facilities have been improved through recent refurbishments. The school's development plan includes significant changes to the boarding accommodation, although the timing and finer detail of such development have yet to be determined.

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 is highly successful in supporting the aims of the school. Members from a wide range of backgrounds provide effective oversight, and discharge their responsibilities with diligence and care. Their expertise and commitment facilitate a shared vision for the future and its effective implementation, and a well-balanced combination of challenge and support to the school and its leaders. They are fully aware of their responsibilities, and through financial planning are committed to ensuring that the school's accommodation and human and material resources are of a high quality that meets pupils' educational needs.
- 5.3 Governors are regular visitors to the school, and know teaching staff well. They engage in a wide range of activities in school, including observing lessons, and attend many events. Members serve on committees that focus on finance, strategy, risk management, education, and buildings and estates. Each includes the leadership of the governors and school staff. Each committee takes responsibility for a range of school policies, and governors carry out in-depth departmental reviews. School leaders provide training for governors on initiatives such as a new reading programme and regulatory matters, including child protection.
- 5.4 Since the previous inspection, the structure of governance across the preparatory and senior schools has altered in order to give the preparatory school a greater voice. Close liaison with the senior school is encouraged, and the governors' vision for strategic development has been complemented by excellent financial management and involvement in school improvement.
- 5.5 The governing body is rigorous in meeting its statutory obligations. Dedicated representatives for health and safety, boarding and safeguarding oversee the annual review of relevant policies and they keep all governors well informed. The full governing body undertakes a careful annual review of safeguarding policies and procedures. The bursar reports to governors annually on regulatory compliance issues, including staff recruitment and maintenance of the single central register of appointments.

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

- 5.6 The quality of leadership and management, including links with parents, carers and guardians, is excellent.
- 5.7 The senior leadership team is guided at all times by the aims, vision and values of the whole school, ensuring that pupils' personal development is excellent and that they achieve at a high level in all their activities. It focuses strongly on rigorous monitoring of the extent to which the school meets these aims. It is aware of its responsibilities and the need to ensure that policies and guidelines are implemented and followed, particularly those related to safeguarding. Record keeping and documentation are meticulous.
- 5.8 Energetic, caring and forward-thinking leadership is a hallmark of the school. Leadership structures are efficient. A proficient line management system is well balanced by a formal and informal peer support structure for staff, providing a strong foundation for the development of the school.
- 5.9 The role of head of subject is strong and each ensures that both the content and the teaching of their subjects are closely monitored and reviewed. Well-organised systems are securely in place for tracking and recording pupils' progress and setting targets that they fully understand, enabling staff to respond with constructive action when necessary.
- 5.10 A comprehensive development plan is the result of whole-school consultation. It demonstrates excellent oversight of all areas of the school and its management, and of the quality of education provided. The plan has a clear focus and well-defined timescales, and it outlines targets and arrangements for its review and development over a long-term period. It provides staff with a clear educational direction for the school. All curricular subjects are represented and staff have made valuable contributions. All staff are committed to the plan's implementation. Communication is highly effective and a strength of the school. A well-organised meeting structure, together with informal liaison, allows staff to evaluate and discuss their teaching practice, as well as monitor the progress and welfare of their pupils.
- 5.11 Management is successful in recruiting, developing and motivating high quality staff. Great care is taken with recruitment and appointment procedures, which are well organised. All staff, including those new to the school, are trained efficiently for their roles in safeguarding, welfare, health and safety. The central register of appointments is up to date, carefully annotated and completed accurately. An annual appraisal system is based on formal classroom observation, together with review and identification of the development needs of the school and the individual professional development of staff.
- 5.12 The school has excellent links with parents, carers and guardians. In their responses to the pre-inspection questionnaire and discussions during the inspection, parents were overwhelmingly supportive of the school and all aspects of the education and care given to their children. Constructive relationships are maintained with parents. Should they have a concern or a complaint, these are handled with care and in accordance with the school's published procedures.
- 5.13 Parents have a wide range of opportunities to be involved in the work and progress of their children and in the life of the school. Regular meetings keep them well

informed about their children's achievements, and they are welcome to attend performances, chapel services and sports fixtures. To enhance the community atmosphere of the school, form representatives provide a welcome to the parents of new pupils and organise social events for parents and pupils. Termly briefings from the school's leadership provide an opportunity for parents to hear about the key initiatives for the year.

- 5.14 The school provides the required information for the parents of current and prospective pupils on its website. Through this, parents also have access to useful curriculum information, a diary of events and school policies, and emergency information when necessary. The school works in partnership with parents, and staff are always available to meet with parents and to resolve any concerns. The comprehensive reports which parents receive are clear, detailed and highly informative.

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