



INDEPENDENT SCHOOLS INSPECTORATE

**INTEGRATED INSPECTION
THE GODOLPHIN SCHOOL**

INDEPENDENT SCHOOLS INSPECTORATE

The Godolphin School

Full Name of School	The Godolphin School		
DfE Number	865/6006		
Registered Charity Number	309488		
Address	The Godolphin School Milford Hill Salisbury Wiltshire SP1 2RA		
Telephone Number	01722 430500		
Fax Number	01722 430501		
Email Address	admissions@godolphin.wilts.sch.uk		
Head	Mrs Emma Hattersley		
Chair of Governors	Mr Michael Nicholson		
Age Range	3 to 18		
Total Number of Girls	417		
Gender of Girls	Girls		
Numbers by Age	3-5 (EYFS):	12	11-18: 336
	5-11:	69	
Number of Day Girls	Total:	243	
Number of Boarders	Total:	174	
	Full:	65	Weekly: 109
Head of EYFS Setting	Mrs Elain Southgate		
EYFS Gender	Girls		
Inspection Dates	7th to 10th October 2014		

PREFACE

This inspection report follows the *ISI schedule*, which occupies a period of four continuous days in the school. The previous ISI inspection was in November 2008.

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) (England) Regulations 2010, as amended. The range of these Regulations, which replace those first introduced on 1 September 2003, 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.

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

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. This report evaluates the extent to which the setting fulfils the requirements of the Early Years Foundation Stage Statutory Framework published by the Department for Education (DfE) and follows the requirements of the Childcare Act 2006 as subsequently amended.

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 girls' education, personal development and welfare. Until September 2011, Boarding inspections were carried out by the Office for Standards in Education (Ofsted), Children's Services and Skills.

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 girls aged under three), 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 girls and examined samples of girls' work. They held discussions with senior members of staff and with the chair and other 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 girls. The responses of parents and girls to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

Inspectors

Mr Richard Mannix	Reporting Inspector
Mrs Annabelle Hancock	Assistant Reporting Inspector
Ms Linda Glithro	Team Inspector (Former Deputy Head, GSA school)
Mr Kim Parsley	Team Inspector (Former Assistant Head, IAPS school)
Mr Stuart Brant	Team Inspector (Director of studies, GSA school)
Mrs Jane Buttery	Team Inspector (Deputy Head, GSA school)
Mrs Penny Goodman	Team Inspector (Deputy Head, HMC school)
Mrs Nicola Matthews	Team Inspector (Former Head, GSA school)
Dr Mary Short	Team Inspector (Head, GSA school)
Mr John Watson	Team Inspector (Head, HMC school)
Ms Diane Martin	Co-ordinating Inspector for Boarding
Mrs Jean Gray	Team Inspector for Boarding (Former Senior teacher, HMC school)
Mrs Penny Oates	Co-ordinating Inspector for Early Years

CONTENTS

	Page
1 THE CHARACTERISTICS OF THE SCHOOL	1
2 THE SUCCESS OF THE SCHOOL	3
(a) Main findings	3
(b) Action points	4
(i) Compliance with regulatory requirements	4
(ii) Recommendations for further improvement	4
3 THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS	5
(a) The quality of the girls' achievements and learning	5
(b) The contribution of curricular and extra-curricular provision (including community links of benefit to girls)	6
(c) The contribution of teaching	7
4 THE QUALITY OF THE GIRLS' PERSONAL DEVELOPMENT	9
(a) The spiritual, moral, social and cultural development of the girls	9
(b) The contribution of arrangements for pastoral care	10
(c) The contribution of arrangements for welfare, health and safety	11
(d) The quality of boarding	12
5 THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT	14
(a) The quality of governance	14
(b) The quality of leadership and management, including links with parents, carers and guardians	14

1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 The Godolphin School is an independent boarding and day school for girls aged 3 to 18, which includes its own purpose-built prep school. The school has a Christian foundation with links to Salisbury Cathedral. Originally founded by Charles and Elizabeth Godolphin in 1726, the school moved to its current site in 1891, and is a short walk from the centre of the city of Salisbury. The Early Years Foundation Stage (EYFS) is part of the prep school. The prep school shares the sixteen-acre site and all its facilities with the senior school, which has a dedicated sixth-form centre. Boarding accommodation is provided in five houses; one junior (for pupils from 7 to 12 years) two senior (for pupils from 13 to 16 years) and two sixth form (for pupils from 17 to 18 years). The school is overseen by a board of governors which includes representatives nominated by the church and former pupils.
- 1.2 Since the previous inspection the school has undergone refurbishment to its boarding and dining facilities. The school aims to equip the girls with knowledge, qualifications and character enabling them to take their place successfully in an increasingly challenging world. The school seeks to develop well-informed and independent young women, who have discovered their strengths and also have a sense of adventure.
- 1.3 At the time of the inspection there were 417 girls on the roll, 81 in the prep school including 12 girls in the EYFS, for girls aged three to five, of whom six attend part time. There are 336 girls aged 11 to 18 in the senior school, of whom 100 attend the sixth form. Seven girls in the prep school and 167 girls in the senior school are boarders. The day girls, known as Sarums, and boarders, come from families with predominantly professional backgrounds and most live locally, with a few travelling from further afield.
- 1.4 The ability profile of the prep and senior schools is above the national average, with a fairly wide spread of abilities evident. In the sixth form the ability profile is slightly above the national average. At the time of the inspection there were 46 girls who speak English as an additional language (EAL) 21 of whom receive specialist support. The school has identified 67 girls as having special educational needs and/or disabilities (SEND), 61 in the senior school and the remainder in the prep school, of whom 58 receive specialist learning support.

- 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 National Curriculum equivalence are shown in the following tables.

Early Years Foundation Stage Setting

School	NC name
Nursery	Nursery
Reception	Reception

Prep

School	NC name
Year 1	Year 1
Year 2	Year 2
Year 3	Year 3
Year 4	Year 4
Year 5	Year 5
Year 6	Year 6

Senior School

School	NC name
1 st Year	Year 7
2 nd Year	Year 8
3 rd Year	Year 9
4 th Year	Year 10
5 th Year	Year 11
L6th	Year 12
U6th	Year 13

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 The quality of the girls' achievements in academic and extra-curricular activities is excellent. From the EYFS, and throughout the school, the girls are highly articulate and show a wide range of well-developed skills. Children in the EYFS make excellent progress. Girls achieve success in public examinations at GCSE, IGCSE and A level. They make excellent progress. On leaving the sixth form, most girls obtain university places. The girls achieve considerable success in areas such as art, music, drama and sport. Throughout the school, the girls are enthusiastic about their learning and work well together. Good teaching enables girls of all abilities to make excellent progress, although the use of information and communication technology (ICT) to support the pupils' learning is not fully developed. A broad and balanced curriculum throughout the school very effectively supports the girls' different needs. An excellent range of extra-curricular activities fully enriches the curriculum. A very large majority of parents in the pre-inspection questionnaire indicated they are pleased with the support for their child and with their child's progress.
- 2.2 The girls' personal development is excellent and a real strength of the school. From the EYFS, the girls learn to be supportive of each other, show tolerance and take personal responsibility. Staff lead by example, and each individual girl has worth and importance. The girls' abilities to take a moral stance, discuss ethical issues and to reach out to those less fortunate than themselves are all highly developed. The behaviour of the girls is excellent, reflecting both a deep understanding of the school's values and the close relationships between teachers and pupils which underpin much of the girls' excellent development. There is a full and effective commitment towards the safeguarding and welfare of the girls on a day-to-day basis and the girls feel safe. In the past, the required staff recruitment procedures have not always been completed before members of staff began work at the school although, at the time of the inspection, all staff had an enhanced criminal record disclosure. The quality of boarding is good, with the outcomes for boarders and the quality of provision and care, both excellent. Boarding is well led and there are excellent links between the school and houses. The boarders are overwhelmingly happy and the houses provide a nurturing and fully supportive environment.
- 2.3 The quality of governance, and leadership and management is good. Governors are highly committed and give clear and effective direction to the school. They gain an excellent insight into the working of the school through very close links with the senior management and through many visits. Governors take very seriously their responsibilities for meeting statutory requirements. Recommendations from all the previous inspections have been met. The leadership and management of the school provide very clear and purposeful educational direction, although links between the prep school and senior school need to be more effective. The senior leadership team (SLT) plays a significant part in ensuring that well motivated and committed staff are employed and that they are fully supported in their various roles, to the clear benefit of all the girls at the school. In the past, oversight of school policies and safer recruitment checks has not been sufficiently rigorous to ensure the school is fully compliant with the current regulations. However, all current staff have completed all the required recruitment checks and all regulatory policies are now compliant and up-to-date with the latest guidance.

2.(b) Action points

(i) Compliance with regulatory requirements

- 2.4 The school does not meet all the requirements of the Independent School Standards Regulations 2010, and therefore is required to:
- ensure that all required checks on the suitability of staff, including identity checks and, in the event of the DBS disclosure being delayed, separate barred list checks, are made before they start work at the school. [Part 4 paragraphs 19.(2)(a), (b)(i) and (e); 19(3) under Suitability of staff and proprietors; and, for the same reason, Part 3, paragraphs 7.(a) and (b), and 8.(a) and (b), under Welfare, health and safety, and National Minimum Standards 11, under Child protection, and 14.1, under Staff recruitment and checks on other adults]
- 2.5 The school did not meet all the National Minimum Standards for Boarding Schools 2011, for the reasons stated in 2.4 above.

(ii) Recommendations for further improvement

- 2.6 In addition to the above regulatory action points, the school is advised to make the following improvements.
1. Integrate the prep school more closely into the whole school by strengthening links with the senior school.
 2. Increase the use of ICT to support teaching and learning across the school.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

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

- 3.1 The quality of the girls' achievements and learning is excellent.
- 3.2 Girls are very well educated in accordance with the school's aims. In EYFS, children are seen as individuals and are taught as such and, consequently, the needs of all, including those with an identified special need, are very well provided for. In the prep school, the girls' speaking and listening skills are highly developed. Girls are extremely articulate and apply mathematical skills to a high standard. In the senior school, girls display high levels of knowledge and many examples of extremely good analytical skills were observed and they use very effective logical thinking to formulate well-reasoned arguments in discussions. The girls are highly articulate and use very effective learning techniques to ensure full understanding. Girls excel in a wide range of curricular and extra-curricular areas. The artwork produced by girls which is displayed around all areas of the school is of exceptional quality. Girls of all ages produce written work which is both mature and sensitive. Music and drama are also areas of high achievement with considerable success in national competitions, including by the prep and senior choirs. Girls achieve excellent results in competitive sport including national success. Many girls achieved success in the Duke of Edinburgh's Award (DofE) scheme.
- 3.3 Girls with EAL and SEND are very well-supported throughout the school, and make excellent progress as a result. In the senior school, enhancement programmes provide excellent additional challenges for the more able girls.
- 3.4 In the prep school, girls attainment cannot be measured in relation to average performance in national tests, but on the evidence available from lesson observations, from the examination of work and from interviews with girls, their attainment is good in relation to girls of similar ability. Their attainment in English and maths is higher than the national norms according to evidence from standardised tests. The following analysis uses the national data for the years 2011 to 2013. These are the most recent three years for which comparable statistics are available. Performance at GCSE is above the national average for girls in maintained schools and similar to the national average for girls in maintained selective schools. Results in IGCSE subjects are generally higher than worldwide norms. A-level results are above the national average for girls in maintained schools and above the national average for girls in selective maintained schools. In 2013 their results were well above the average for girls in maintained schools. On leaving the prep school, most girls move on to the senior school. A large majority of sixth form leavers gain places at their first choice of university.
- 3.5 These levels of attainment show that the girls' progress throughout the school is excellent in relation to pupils of similar ability, including for those with SEND or EAL. In the EYFS, all children, regardless of their starting points, make at least good and often excellent progress, with many exceeding the expected levels of development by the end of the EYFS.
- 3.6 The girls' attitudes to their studies are excellent. They are highly motivated, enthusiastic learners with an excellent work ethic. They work well in groups, listen to and support each other to excellent effect and enjoy each other's successes. These co-operative and positive attitudes contribute significantly to their progress. The girls thoroughly enjoy all the school has to offer and apply themselves with great

confidence. In the EYFS, the children maintain concentration and, because they feel safe and secure, are very happy in their work and play.

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 is highly effective in providing for all areas of learning and contributes significantly to the girls' achievements. The broad and balanced curriculum offered throughout the school provides a wide range of stimulating opportunities to allow the girls to acquire key skills in speaking, listening, literacy and numeracy. The excellent provision for all ages and abilities fully supports the aims of the school. All parents who responded to the pre-inspection questionnaire expressed a high level of satisfaction with the curricular provision and almost all were equally satisfied with the provision of activities.
- 3.9 The planning of the curriculum is excellent and suitable for all ages and abilities. In the EYFS, an excellent educational programme fully suits the children's various needs with specialist teaching in French, music, ballet and swimming. Each child is highly valued and positively encouraged to reach at least the level of development expected for their age. In the prep school, specialist teaching begins in Year 3 with art, French and music, and it is then extended to all subjects in Year 5. The curriculum is enriched through a variety of successful enrichment programmes. In the senior school, a very wide range of subjects is offered in Years 7, 8 and 9. Girls in Year 7 are given the opportunity to study French, German and Spanish, before choosing two of these subjects for further study. An excellent physical, spiritual and health education (PSHE) programme greatly enriches the curriculum, together with a recreation and enhancement programme which provides further excellent opportunities for girls in Year 9.
- 3.10 A bespoke option programme when choosing GCSE and A-level subjects enables each girl to follow their personal subject choices. A wide range of subjects is offered at AS and A2 levels. The recommendation of the previous inspection to enhance the formal curriculum in the sixth form has been met by the introduction of the challenging 'Elizabeth Godolphin Award'. This provides the girls with an excellent range of practical skills for life after leaving school. Careers advice and support are readily available and much valued by the girls.
- 3.11 Throughout the school, provision for those with SEND and EAL is highly effective and both groups benefit fully from the curriculum. The more able girls in the senior school benefit from a scholars' programme and other arrangements which offer a wide range of opportunities to extend knowledge and skills. Boarders enjoy excellent additional activities of a wider range in the evenings and at weekends.
- 3.12 An excellent range of extra-curricular enrichment activities is on offer. Participation is high and girls enjoy the experiences they receive. The already broad extra-curricular programme in the prep school has been extended this year with the introduction of science and technology clubs and kickboxing. The DofE scheme is popular at all levels, as is the recently reintroduced combined cadet force. A cookery course on offer in the sixth form is a particularly popular and highly successful initiative.
- 3.13 There is a wide range of links with communities both local and abroad which helps to promote the girls' choices for further study and future careers. Girls talk

enthusiastically about visiting speakers and cultural trips and these experiences are shared through excellent displays around the school.

3.(c) The contribution of teaching

- 3.14 The contribution of teaching is good.
- 3.15 Teaching fully promotes the school's aim of providing an enriching education which enables individual girls to fulfil their academic potential and pursue their interests.
- 3.16 In the EYFS, staff promote effective learning in a happy, caring environment with a well-planned mix of adult-led and child-initiated activities. Enthusiastic adults motivate and engage the children, sometimes participating, but never intruding in their activities so as to encourage further learning. Expectations are realistically high and well organised classrooms, together with an imaginative outdoor play area, provide a rich learning environment.
- 3.17 Throughout the school, careful and detailed planning, based on a good knowledge of each girl's needs, underpins most teaching, allowing them to make rapid progress in accumulating very good knowledge and understanding. Teachers have excellent relationships with their pupils, leading to a disciplined and supportive environment, which allows very effective learning. A small amount of teaching is less effective due to a lack of clarity in the objectives identified for the girls' learning or inappropriate management of time. The subject knowledge of the teachers is excellent throughout the school, and teachers are enthusiastic and engaging in their approach.
- 3.18 The most successful teaching is exciting and challenging and the girls show excellent engagement, and respond positively to the opportunities offered. This enables good progress. Teaching is generally well-paced and uses a good range of resources. Worksheets are used in a very positive fashion to support the girls' learning. Teaching uses the data projectors effectively but there is limited use of ICT by girls in lessons with the notable exception of subjects which have enhanced coursework requirements. Teaching at all levels recognises the importance of ICT, and its provision is being expanded. Staff have received some training to improve teaching using ICT but its use to support teaching and learning is not fully developed.
- 3.19 Effective cross-curricular programmes provide girls with many excellent additional opportunities to encourage a high degree of independent learning. These provide excellent challenges, particularly for the more able, but overall, teaching provides limited opportunities for extended independent learning or challenge for the more able. In most teaching, girls with SEND are given the encouragement they need to develop and progress, though work in class and work set is not always suitably varied to match their individual needs. On an individual basis, girls with SEND are very well assisted and encouraged by the school support team. Girls with EAL are dealt with in a sensitive fashion, are encouraged to participate, and make good progress in relation to their abilities.
- 3.20 Assessment of the girls' progress uses a variety of techniques, though largely it is made through effective verbal questioning. In the EYFS, informal assessment is regular and highly effective. Almost all marking, in both the prep and senior schools, is timely, regular and thorough, and helpful comments are appreciated by the girls.

Although data from baseline tests is used to monitor each girl's performance, teaching does not always use this resource to its full potential as yet.

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 girls is excellent.
- 4.2 By the time they leave the school, the standard of the girls' personal development is excellent, enabling them to embrace the future with confidence. This demonstrates full realisation of the school's aims.
- 4.3 Throughout the school, the girls' spiritual development is excellent and reflects the Christian values inherent in the school's foundation. Girls show great loyalty towards their school; they wear their uniform with pride and genuine affection. Girls, from the youngest to the sixth formers, exhibit high self-esteem and confidence. They enjoy the spiritual aspects of creative subjects like music, art and drama and participate actively in assemblies, which stimulate their understanding and regard for non-materialistic aspects of life. A prep and EYFS assembly about the school community had a remarkable impact on all ages and inspired many girls.
- 4.4 The moral development of girls throughout the school is excellent. The varied programmes for extending learning and enhancing personal development offered at different ages underpin this moral awareness. These programmes develop very effectively the girls' understanding of democracy and British institutions and the girls enthusiastically discuss political matters in a perceptive manner. From the earliest age, girls have a real sense of right and wrong. Girls understand the rewards, sanction systems, and their responsibilities. In the prep school, each year group agrees its own class rules and senior school girls debate complex moral and ethical issues successfully in a wide range of subjects.
- 4.5 Throughout the school, the girls' social development is excellent. Conduct in all areas of the school is very good, with girls showing genuine kindness and consideration towards one another and towards adults. All girls belong to one of the three competitive houses and also to a boarding house, including day girls. The girls benefit from numerous opportunities to undertake responsibilities and enjoy the challenge these present. All Year 6 girls are prefects, with specific roles and a job description and Year 8 girls act as 'Godmothers' to Year 7 girls. School council and house and food committees allow girls to feel actively involved in the school community. Girls understand that they are fortunate and are involved in many local, national and international fundraising and caring initiatives. Most girls in the pre-inspection questionnaire felt that the school both encouraged them to do things for themselves, and gave them opportunities to take on responsibility.
- 4.6 The cultural awareness of all girls is excellent. Awareness of different faiths is effectively addressed through the curriculum and reinforced by assemblies and tutor times. The girls have many excellent opportunities to experience different cultures first-hand. The girls' knowledge and understanding of other cultures is greatly enhanced through regular overseas visits.
- 4.7 In the EYFS, children's personal, social and emotional development is excellent. They co-operate with each other extremely well and their manners and behaviour are exemplary. There is much interaction between the two EYFS classes and between Reception and Year 1, so that, for the children, transition to the next stage in their learning is seamless. Children are well prepared and ready for the new challenges.

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

- 4.8 The contribution of arrangements for pastoral care is excellent.
- 4.9 In both the prep and senior schools, well-organised pastoral structures ensure that excellent support and guidance are given to girls of all ages, in accordance with the school's aims. In EYFS, the key workers ensure that the children's safety and happiness are given a very high priority and the setting is a welcoming, safe and stimulating place.
- 4.10 Relationships between staff and pupils are excellent and encourage a full and open dialogue. Throughout the school, girls feel very well-supported by their teachers both academically and pastorally. Girls are also fully supportive of each other and make considerable efforts to be inclusive of all girls within the school community. The girls know who to turn to, should they need any help, and they feel listened to.
- 4.11 Weekly meetings monitor and maintain the high standards of care and allow effective and targeted support to be given for girls in need. In the questionnaires a very small minority of both girls and parents felt the school does not deal appropriately with incidents of bullying. Inspection evidence shows such extremely rare issues are dealt with fairly and constructively, with accurate records kept and monitored appropriately. The girls interviewed also fully supported this view.
- 4.12 Healthy eating habits and the benefits of exercise are promoted effectively in tutor time and through the provision of a wide range of activities related to health and fitness. Girls speak with great enthusiasm about the quality and wide choice of food available and the breadth of physical activities available to them. In the EYFS, physical activity is a hallmark of the busy playtimes. Regular opportunities for exercise are also provided by the physical education and swimming sessions. From an early age staff promote self-help skills and good hygiene practices.
- 4.13 The school effectively seeks the girls' opinions, through school councils. A small minority of girls in the pre-inspection questionnaire expressed concern that their views are neither sought nor responded to. Inspection evidence does not support this view. The school responds positively to the girls' concerns.
- 4.14 Standards of behaviour are excellent. Staff throughout the school constantly promote high standards of behaviour, courtesy and respect for one another. The girls feel that, should an incident arise, it would be dealt with thoughtfully, and effectively. In the EYFS in particular, the children are helped to form relationships, grow in confidence and develop their independence and imagination.
- 4.15 A small minority of girls, responding to the pre-inspection questionnaire, felt that the sanctions and rewards system is not always operated fairly. Inspection evidence does not substantiate this. In teaching and tutor periods, the process of rewards and sanctions is applied fairly. This is very much valued by the girls, as they indicated during interviews. In the EYFS, the staff give regular praise, and reward children with much appreciated stickers and certificates.
- 4.16 The school has a suitable plan to improve educational access for girls with SEND and the school is active in carrying out any required changes.

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

- 4.17 The arrangements for welfare, health and safety are good.
- 4.18 The school's arrangements for safeguarding are good. There is a regular process of self-evaluation which reviews the school's arrangements and policies. All regulatory policies are now compliant and up-to-date with the latest guidance, however, in the past requirements have not been met consistently. The required staff recruitment procedures have not always been completed before members of staff began work at the school, although at the time of the inspection all staff had an enhanced criminal record disclosure. Staff with particular responsibilities are well trained. Highly effective links with local agencies are used well, and a designated governor is responsible for the oversight of the procedures. Governors conduct an annual review of safeguarding. Appropriate child protection training is carried out on induction and regularly thereafter for staff and governors. Regular education, including on matters such as e-safety, is provided for girls and parents. In the EYFS, safeguarding and the children's safety are priorities and their health and well-being are secure because of the consistent implementation of suitable policies and procedures. Safer recruitment checks for all EYFS staff have been made as is required.
- 4.19 Measures to reduce the risk of fire and other hazards are particularly thorough. Fire drills are carried out appropriately and the fire prevention systems are checked regularly. The procedures are well-known and understood by girls and staff. The risk assessments for educational visits are excellent, and the safety of the girls is paramount. In the EYFS, adults help children to develop a very clear awareness of personal safety through assemblies, and by using role-play situations as exemplars. Considerable attention is given to health and safety, and welfare, and all staff are aware of these responsibilities.
- 4.20 Throughout the school, medical provision for girls who are ill, injured or have SEND is excellent, and all records are appropriately and carefully kept. A high number of staff are first-aid trained, and a significant number are trained at the higher level. Accidents, illnesses and provision of medications are recorded carefully and first-aid boxes are available at appropriate points on the school site. Suitable and effective first-aid policies are in place.
- 4.21 The admission and attendance registers are properly maintained and correctly stored for the previous three years.

4.(d) The quality of boarding

- 4.22 The boarding provision is good.
- 4.23 Outcomes for boarders are excellent. Boarders are articulate, confident and proud of their houses, and of their school, and feel that there is an atmosphere of trust between staff and girls. They are extremely happy, and both staff and boarders say that there is a good family atmosphere and that the community is very supportive and friendly. International boarders feel that boarding offers excellent care. Boarders feel very able to talk to any member of staff, as well as to older girls in their house, and say that they always receive help if they ask. Housemistresses make great efforts to integrate international boarders, and older boarders arrange social occasions with younger boarders, to help them to feel more at home. There are excellent opportunities for boarders of all ages to hold posts of responsibility within the boarding community. The boarders' views are sought through various councils. The council minutes, and the girls' comments, show that there are definite, positive outcomes from the ideas and suggestions that they put forward.
- 4.24 The quality of boarding provision and care is excellent. A robust induction process includes a list which each girl must sign to show she has completed all the various stages of her induction. Girls also receive a useful boarding handbook on arrival. There is a consensus among all boarders that they are made to feel welcome and at home very quickly. Sick or injured boarders are very well cared for in a comfortable health centre and the staff are very approachable. Boarders who are too ill to attend school are looked after in the centre, and at night medical staff on call will 'sleep in' as necessary. The accommodation is excellent and very homely, with all necessary facilities in place. Records of medication and treatment are electronic and handovers are clear. Records are appropriately monitored and the staff are aware of issues of consent for medical treatment. There is an appropriate system for some girls to self-medicate which operates effectively. A counsellor is available for advice. The independent listener is new to the role, but has already visited some groups of girls and boarders know how to access her.
- 4.25 Girls appreciate the food provided. It is well cooked, with plenty of choice provided at all meals. Boarders are registered at breakfast and lunch and monitored as to what they eat. The caterers provide nutritional workshops, theatre cookery and other events for the boarders. Of those who responded to the pupil questionnaire, a minority of boarders said that are not happy with the availability of water and snacks between meals. Inspection evidence shows that there are snacks and drinks at break and after school, as well as fruit being available in the houses, and new drinking water fountains have been installed at various points around the school. Boarders have safe boxes in their rooms for the storage of their possessions and they can hand belongings in to the house staff for safekeeping if they wish. Passports and pocket money are signed in and out by staff. In addition to the after school and lunch-time activities, a scheme across the junior and senior boarding houses arranges visits and activities. In the sixth form, this has been extended to include enhancement activities, which give the girls skills and knowledge to help them prepare for life after school. All houses have close connections with local charities. Some girls like to relax at the weekend and they feel that there is somewhere to go to be alone, if they wish.
- 4.26 Accommodation is of high quality, clean and well maintained. Toilets and washrooms are private and numerous. Homework for boarders in Years 7 to 11 is

completed in school, under the supervision of school prefects, with a member of staff on duty. Sixth formers work in their own rooms, which have excellent study areas. Boarders have ample opportunity to contact their families. There is a pets area for boarders, where they can keep small animals, in their cages.

- 4.27 Arrangements for welfare and safeguarding are excellent. Within the houses individual arrangements are very good. The safeguarding policy is comprehensive and known by staff and they are aware of their responsibilities in this area. All staff are trained to the appropriate level, and training is regularly updated. Boarders say that they feel very safe in the school. Behaviour is exemplary and both staff and girls agree that the minor misdemeanours that occur very occasionally are dealt with promptly and fairly. The behaviour policy is clear and helpful. Bullying incidents are very rare, but are dealt with well in accordance with the school's procedure. Risk assessments for the houses are thorough and fully monitored. All necessary house fire checks and drills are carried out appropriately, including drills during boarding time, as are the health and safety aspects of boarding and its associated activities. There is always a member of staff in each boarding house, and effective systems enable staff to know where girls are, when they are not in the house.
- 4.28 Leadership and management of boarding houses are good. The statement of boarding principles and practice is posted in the houses and is evident in the admirable development of the girls and in the relationships amongst themselves and between staff. Records are well kept in each house, and monitored appropriately where necessary. Boarding is well led and there are excellent links between academic staff and the houses, both formal and informal. Policies are accurately followed by staff. In the past, the required staff recruitment procedures have not always been completed before members of staff began work at the school, although at the time of the inspection all staff had an enhanced criminal record disclosure. Job descriptions for all staff are produced and all staff receive appraisals which inform professional development. Staff receive the necessary training in school. Some take advantage of additional, external training opportunities to develop their skills in caring for children and young people. There is consistency in the way the various houses are run, while maintaining their individuality. In the sixth-form houses this is particularly evident, even to the extent that the girls spend three terms in each house during their two years. Staff conduct regular reviews to evaluate the procedures in place, and set goals for improving the fabric and organisation of their houses, in line with the school's boarding development plan. The parents who responded to the questionnaires were very positive and no aspect of concern about boarding was raised.
- 4.29 All recommendations from the previous boarding inspection, with regard to staff training, fire regulations, staff files, toilets for staff and changing facilities in the swimming pool, have been addressed.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is good
- 5.2 The governors show a high level of commitment to the school and provide very effective vision and leadership with regard to financial planning and investment in staff, accommodation and resources. The previous inspection recommendation to increase space for departments has been met successfully; there is much improved teaching and storage space in the departments. Governors work very closely with the SLT to provide effective oversight of most sections of the school. They ensure the school provides an excellent education for the girls in its care, which is fully in line with the school's aims. The recommendations of the previous inspection, to increase the experience on the governing body with regard to secondary education and to increase oversight of educational developments, have been met well, through the appointment of new governors and the institution of an effective education committee.
- 5.3 Governors gain excellent insight into the working of the school and consistently monitor the effective implementation of the school's vision. This ensures their decision-making is informed and highly effective. Their support for senior managers, as a 'critical friend', has ensured that the school has successfully embarked upon a time of considerable change. In the EYFS, governors visit the setting regularly to see plays and assemblies; they observe the teaching and receive written reports regarding the EYFS, and they are fully supportive of the setting. A governor is designated to take particular interest in the prep school.
- 5.4 Governors take seriously their responsibility for meeting statutory requirements, including undertaking an annual review of the effectiveness of the safeguarding and child protection arrangements. Prior to the inspection, monitoring had not been rigorous enough to ensure that all policies, and the keeping of single central register (SCR) of staff appointments, reflected the most recent changes in regulations. By the end of the inspection, these areas had been improved effectively. The governors' oversight and monitoring of the implementation of staff recruitment checks has not been sufficiently robust. By the end of the inspection, the school had formulated a suitable action plan to remedy this.

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

- 5.5 The quality of leadership and management is good.
- 5.6 At all levels, leadership and management are effective in promoting the school's aims, and are committed to ensuring that comprehensive policies are effectively implemented.
- 5.7 Leadership of the senior and prep schools provides clear and purposeful educational direction, and is highly regarded by staff, girls and parents. The overwhelming majority of parents in the pre-inspection questionnaire felt that the school is well led and managed. Liaison between the senior and prep schools is not yet fully integrated. In the EYFS, leadership and management are excellent. Senior leaders

- fulfil their responsibilities to oversee the educational programmes and the learning and development requirements in full. Experienced leadership and a highly professional and committed team of staff contribute fully to the excellent success of the EYFS setting.
- 5.8 Recently restructured senior leadership and management teams exercise excellent educational oversight, and have clearly identified future priorities. New senior leadership in the prep school is both visionary and energetic. The school's self-evaluation is reflective and ambitious, and the school development plan is comprehensive. It is regularly reviewed, with the opportunity for all staff to contribute to the planning process through the curriculum strategy group and academic departments. New initiatives to share the elements of the most effective teaching and learning, and to challenge the most able girls, have begun to take effect, and increasingly inform departmental planning. Varied programmes to extend and enhance the girls' learning and to recognise talent beyond the taught curriculum, have been enthusiastically embraced. Academic managers in the senior school are diligent and dedicated, and effectively use measurements of progress to monitor achievement; the use of such measures to raise aspirations is not yet fully embedded in plans for improvement. In the prep school, clear structures for the monitoring of the girls' progress are now effective. In the EYFS, self-evaluation ensures an excellent understanding of the provision's strengths and areas for improvement, and it underpins ongoing improvement. Pastoral leadership is excellent at all levels and enables highly effective monitoring of girls' well-being throughout the very well-integrated boarding and day community. It contributes most effectively to the school's commitment to nurture its students within a friendly, supportive and caring environment.
- 5.9 The school is successful in attracting high quality and well-motivated staff who are committed to providing a rich and well-rounded educational experience for girls. The professional development of staff is encouraged, and includes effective induction of new teachers as well as generous and supportive opportunities for training both within and outside school. A thorough triennial appraisal scheme enables staff in the senior school to evaluate their own progress and developmental needs, and an appropriate new scheme also exists in the prep school. Well-organised teams of highly qualified support staff contribute most effectively to the girls' educational success and welfare. Staff are suitably trained for their roles in meeting the needs of all the girls, with regard to safeguarding, and welfare, health and safety. In the EYFS regular professional supervision, both formal and informal, takes place and staff training opportunities are taken up readily.
- 5.10 Prior to the inspection, monitoring of policy implementation lacked rigour and the keeping of the SCR did not reflect the most recent changes to regulations. This was remedied during the inspection. Pre-appointment recruitment checks for staff had not been rigorously implemented. Suitable plans to improve systems to check staff before appointment have now been formulated.
- 5.11 Financial resources are well managed, and this has enabled the highly imaginative provision of attractive accommodation and excellent facilities to meet the girls' needs and to enrich their educational experience. The school is aware of the need to improve the provision of ICT, to increase its potential in supporting the girls' learning.
- 5.12 The quality of links with parents, carers and guardians is excellent. The school forms an excellent relationship with parents, who are very satisfied with the education and care that their daughters receive. Most of the parents in the pre-

inspection questionnaire indicated that they are pleased with their daughters' progress, feel very well-informed about the school and its policies, and are satisfied with the quality of communication with the school. In the EYFS parents feel very involved in their child's learning and receive regular updates informing them about current projects. They are readily able to review their child's achievements and progress through online links. The responses in the parent questionnaires, and parental meetings, indicated an extremely high level of satisfaction with all aspects of the EYFS provision.

- 5.13 Parents of current and prospective girls are provided with the required information. Excellent links with parents are established before entry to the school. The school website carries news of recent events and successes and the newly opened parent portal has improved access to information about progress and activities. Positive and constructive relationships between the staff and parents are maintained throughout the school. Concerns and complaints are responded to with care and in accordance with the school's suitable published procedures.
- 5.14 There are many excellent opportunities for parents to become actively involved in the life of the school. Parents make a valued contribution to co-curricular support programmes, and are frequently invited to attend lectures. Parents are welcomed into the boarding houses when appropriate, and all staff provide an 'open door' policy throughout the school. Active senior and prep parent associations contribute fully to the life of school and there are year group parent representatives throughout the school, providing a valuable forum for sharing information.
- 5.15 Parents are very well informed about the academic progress of their daughters through regular written reports and parents' meetings. Senior school girls accompany their parents to the annual parents' evenings and there are further additional meetings held to discuss subject options and higher education. Full school reports are thorough and informative, although in the senior school teachers do not make use of the full range of grades available. Thoughtful comments on personal and social issues from tutors and house staff, reveal a very good knowledge and understanding of the girls.
- 5.16 In the EYFS parents are highly supportive of the school. Parents are very well informed and each child's needs are fully met. Reports now include targets, as recommended by the previous inspection report. Links with the local authority and with external agencies, including those who support children with SEND, are also good.

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