



ISI Independent
Schools
Inspectorate

**Focused Compliance and Educational Quality Inspection Reports
For Schools with Residential Provision**

Feltonfleet School

September 2018



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School's Details

School	Feltonfleet School			
DfE number	936/6090			
Registered charity number	312070			
Address	Feltonfleet School Byfleet Road Cobham Surrey KT11 1DR			
Telephone number	01932 862264			
Email address	office@feltonfleet.co.uk			
Headmistress	Mrs Shelley Lance			
Chair of governors	Mr Giles Ashbee			
Age range	3 to 13			
Number of pupils on roll	395			
	Boys	209	Girls	186
	Day pupils	347	Boarders	48
	EYFS	44	Juniors	262
	Seniors	89		
Inspection dates	18 to 20 September 2018			

1. Background Information

About the school

- 1.1 Feltonfleet School is a day and boarding preparatory school for boys and girls aged between three and thirteen years.
- 1.2 Founded in 1903, it moved to its current site on the outskirts of Cobham in 1918, becoming a charitable trust overseen by a board of governors in 1966 and fully co-educational in 1994.
- 1.3 Since the last inspection the school has opened a performing arts centre and improved the facilities in the Lower School building and the boarding house. The current headmistress was appointed in January 2018.
- 1.4 The school is set in large grounds and the original Victorian building, which has been extended to provide additional classrooms, also houses the boarding accommodation. The school comprises a pre-prep for pupils aged three to seven years, a Lower School for ages seven to nine, a Middle School for ages nine to eleven and an Upper School for ages eleven to thirteen.

What the school seeks to do

- 1.5 The school aims to help pupils become independent learners who develop emotional intelligence, self-esteem and the confidence to take learning risks. These aims are promoted through the 'three PLs' of Positive Learning, Positive Living and Positive Leading, and the four core values of kindness, honesty, respect and responsibility.

About the pupils

- 1.6 Pupils come from a range of professional backgrounds, mostly from White British families living in the surrounding area. Nationally standardised tests indicate the ability profile of the school is above average. No pupil in the school has an education, health and care plan or a statement of special educational needs. The school has identified 49 pupils as having special educational needs and/or disabilities (SEND), including dyslexia and attention deficit disorder, all of whom receive additional help. English is an additional language (EAL) for 16 pupils, 2 of whom receive additional support. The school has identified 34 pupils as the more able in its population and they are challenged through extension activities and additional learning opportunities.

2. Regulatory Compliance Inspection

Preface

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. The inspection of schools that have early years settings not requiring registration similarly records whether the school complies with key provisions of the Early Years Foundation Stage statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, the inspection reports on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. It comments on the progress made by the school in meeting the compliance action points set out in the school's most recent statutory inspection.

This inspection also contains specific judgements on the National Minimum Standards for Boarding Schools ('boarding NMS'). It also comments on the progress made by the school in meeting the compliance action points set out in the most recent statutory boarding inspection and it judges the extent to which the school currently meets the boarding NMS. It identifies any standards which the school does not meet and requires action to meet them. Findings are distributed across sections relating to the eight Parts of the standards.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework and DfE requirements. The inspection may be of COMPLIANCE ONLY or a combined inspection of EDUCATIONAL QUALITY AND COMPLIANCE depending on a number of factors, including findings from their most recent inspection. Schools judged not to meet the standards, including the boarding NMS, may also be subject to a progress monitoring visit before their next routine inspection. The progress monitoring visit will judge whether the school has taken the necessary action to meet any un-met standards identified at their previous inspection.

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 is a FOCUSED COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY, the report of which appears later in this document. The COMPLIANCE inspection reports only on the school's compliance with the standards, including the boarding NMS. The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified. In this focused compliance inspection, key regulations and standards have been inspected in detail. These are the regulations on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety, arrangements to check the suitability of staff; the provision of information to parents; the handling of parents' complaints; and other related aspects of leadership and management, together with the NMS covering the same areas. The remaining standards and requirements are deemed to continue to be met unless evidence to the contrary has been found.

Inspections do not include matters that are outside of the regulatory framework described above, such as: an exhaustive health and safety audit; compliance with data protection requirements; an in-depth examination of the structural condition of the school, its services or other physical features; contractual arrangements with parents; an investigation of the financial viability of the school or its accounting procedures.

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 specifically in published reports in this document but will have been considered by the team in reaching its judgements.

Links to the full regulations and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#), [National Minimum Standards for Boarding Schools](#), [Early Years Foundation Stage Statutory Framework](#).

Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, the National Minimum Standards for Boarding Schools 2015, and relevant requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements, and no further action is required as a result of this inspection.

PART 1 – Quality of education provided

- 2.2 The school uses its own framework to determine attainment, instead of the national framework.
- 2.3 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.4 **The standards relating to the quality of education [paragraphs 1–4] are met.**

PART 2 – Spiritual, moral, social and cultural development of pupils

- 2.5 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens. Boarders' views are actively encouraged, and their opinions and concerns are appropriately considered by staff. Any prefect system operating in the school is suitably managed.
- 2.6 **The standards relating to spiritual, moral, social and cultural development [paragraph 5] and NMS 17 and 19 are met.**

PART 3 – Welfare, health and safety of pupils

- 2.7 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.8 An appropriate induction process for pupils new to boarding is implemented, and suitable provision is made for boarders' medical and health care, their food and drink and for managing boarders' laundry and possessions. Boarders have suitable contact with friends and family and access to a programme of activities. Boarding staff are appropriately trained and deployed.
- 2.9 **The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, the ban on corporal punishment under section 548 of the Education Act 1996, and NMS 2–4, 6–12, 15 and 16 are met.**

PART 4 – Suitability of staff, supply staff, and proprietors

- 2.10 The school makes appropriate checks to ensure the suitability of staff, supply staff, and proprietors and a register is kept as required. Visitors to boarding accommodation are appropriately supervised and the school's arrangements for guardianship are suitably managed.
- 2.11 **The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] and NMS 14 are met.**

PART 5 – Premises of and accommodation at schools

2.12 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for their medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play. Boarding accommodation is adequate for the needs of all boarders, and safeguards and promotes their welfare.

2.13 The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 5 are met.

PART 6 – Provision of information

2.14 A range of information is variously published, provided or made available to parents, inspectors and the Department for Education. These include details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any with education, health and care plans or English as an additional language. They also include particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website. A suitable statement of boarding principles and practice is published by the school.

2.15 The standards relating to the provision of information [paragraph 32] and statement of boarding principles [NMS 1] are met.

PART 7 – Manner in which complaints are handled

2.16 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful, and identifying those relating to the boarding provision.

2.17 The standard relating to the handling of complaints [paragraph 33] and NMS 18 are met.

PART 8 – Quality of leadership in and management of schools

2.18 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met and they actively promote the well-being of the pupils. Appropriate leadership and management of boarding ensure that the required policies and records are maintained and effectively monitored.

2.19 The standards relating to leadership and management of the school [paragraph 34] and NMS 13 are met.

3. Educational Quality Inspection

Preface

The EDUCATIONAL QUALITY inspection reports on the quality of the school's work. It focuses on the two key outcomes:

- The achievement of the pupils, including their academic development, and
- The personal development of the pupils.

Since the school was last inspected, the framework for inspection has changed. The current inspection framework uses different criteria and arrangements for grading from those used in previous inspection frameworks. The judgements made on this inspection are, therefore, not directly comparable to judgements made on previous inspections.

All independent schools are required to meet the requirements of the Independent School Standards. However, different inspectorates apply different frameworks that are suited to the different types of schools they inspect. The ISI terminology reflects quality judgements that are at least equivalent to those used by the national inspectorate, Ofsted. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement about key outcomes for pupils and information on the quality of the school's work.

The headline judgements must include one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory'.

Where necessary, National Curriculum nomenclature is used to refer to year groups in the school.

Key findings

- 3.1 The quality of the pupils' academic and other achievements is excellent.
- Pupils of all ages and abilities, including those with special educational needs and/or disabilities, make excellent progress over time, and levels of achievement are high.
 - Pupils' knowledge, skills and understanding are highly developed in all areas of learning and this is particularly evident in the aesthetic, physical and creative aspects of the curriculum.
 - Pupils' excellent digital skills and their understanding and application of information and communication technology (ICT) enhance their learning across the curriculum.
 - Pupils' attitudes to learning are excellent. They demonstrate independence and are highly successful collaborative learners.
- 3.2 The quality of the pupils' personal development is excellent.
- All pupils throughout the school, both day and boarding, successfully live up to the school's core values of honesty, responsibility, respect and kindness, demonstrating these qualities in all they do.
 - Pupils demonstrate a strong understanding of how to keep healthy and safe, both physically and mentally, in particular in their keen awareness of the need for reflection.

Recommendation

- 3.3 In the context of the excellent outcomes, the school might wish to consider:
- Extending pupils' existing leadership skills by providing them with more opportunities to take a leading role in their own learning during lessons.

The quality of pupils' academic and other achievements

- 3.4 The quality of pupils' academic and other achievements is excellent.
- 3.5 Pupils of all ages and abilities make excellent progress. The school does not take part in National Curriculum tests, but the results of standardised attainment data provided by the school, supported by evidence from lesson observations and scrutiny of pupils' work, indicate attainment to be well above average in relation to national age-related expectations. Pupils with EAL or SEND make excellent progress from their starting points, due to the school's highly efficient systems for tracking pupil progress and the subsequent rigorous analysis to determine appropriate levels of support and intervention. Children in the Early Years Foundation Stage (EYFS) make rapid progress against the early learning goals and they demonstrate enthusiasm and curiosity responding fully to the extensive, high-quality resources and reflective planning that supports their learning. Pupils' high levels of achievement are evident in Year 8 as they gain places in senior schools with demanding entry requirements, with many being awarded scholarships, including those for academic success as well as for music, sport, drama, art, and design and technology.
- 3.6 During their time at school, pupils acquire excellent knowledge, skills and understanding across all areas of the curriculum, with especially highly developed skills in the aesthetic, creative and physical aspects of their education, evidenced both inside and beyond the classroom. Pupils achieve excellence in music and drama activities. The Feltonfleet Blues Programme, which is designed to nurture talented pupils in sport, enables pupils to extend their sporting skills to a high level. Pupils demonstrated outstanding teamwork in an observed rehearsal for a forthcoming production, where their performance skills were enhanced by their enthusiastic desire to know how they could improve to ensure the highest standard for everyone in the final performance. Pupils show exceptional attitudes to learning, an engagement with their own education, and genuine enjoyment in their growing knowledge and understanding. In their written work, pupils make excellent progress and show increasing confidence as a consequence of supportive and astute marking, the use of pupil self-review, dialogue with teachers in work books and clear target setting; marking in English and mathematics was particularly constructive. This represents an effective response to a recommendation in the previous inspection to increase the diversity of marking, with all departments now using clear and appropriate strategies for marking and providing feedback. Boarding makes a strong contribution to boarders' knowledge, skills and understanding through a programme of academic support and by the activities and sports provided as part of the 'choices' programme in the evenings; boarders spoke of these with warmth, talking of how they had developed new skills, not least in learning how to interact with people of all ages.
- 3.7 Pupils develop very strong communication skills through the school's emphasis on discussion and debate in the classroom which is supported by extra-curricular enrichment activities such as public speaking or discussion of current affairs. They demonstrate confidence and competence in speaking to a large audience, for example in the harvest festival, speaking to the school with self-assurance about world poverty. Other pupils commented they had learnt to become brave through the school's public speaking activity. Pupils write with enthusiasm and a high level of ability for a range of purposes, both creatively and for information, and they showed motivation and a determination to succeed as a consequence of being given stimulating and enjoyable tasks. In Year 7 and 8, pupils were excited to write stories with 'big chapters', pieces of extended creative writing which created a book, enjoying the competitive element with other groups.

- 3.8 Pupils' achievement in mathematics is excellent and high-quality teaching contributes to positive outcomes for pupils; the teachers plan lessons well and have high expectations for all ability groups. Pupils apply these mathematical skills across the curriculum and these are developed through the positive and practical use made of data tracking, planning and assessment. In interview, pupils made the point that they were not afraid of maths. They were able to make effective links between numeracy in different areas of the curriculum, applying their learning to different contexts, for example in explaining how their mathematical skills enabled them to complete calculations or solve word problems in science.
- 3.9 Pupils' excellent knowledge and application of their skills in ICT are fostered by the emphasis placed on it by the school's leadership and by the stimulating range of innovative opportunities provided for them across the curriculum. As they move through the school, pupils make increasingly strong use of ICT as a tool to enhance their learning. They relish using the technology available to them and are particularly adept at utilising it. This was seen in a Year 4 English lesson where pupils showed proficiency in filming a practical piece of work using advanced computer technology to review their performances. In a Year 7 mathematics lesson, pupils acquired useful knowledge by accessing introductory videos on tablet computers before beginning a new topic. Pupils strengthen their independent learning by accessing the curriculum outside school through the virtual learning environment and ICT is used extremely well as a means of communication between pupils and teachers. They successfully extend their learning by discussing topics from home using the virtual learning environment, enabling teachers to direct them to other online resources they can access to challenge them to explore an aspect of a topic in greater depth. Following a Year 4 digital learning lesson, pupils were able to access the lesson material from home and discuss it online as the content of each lesson was posted in a secure area immediately afterwards.
- 3.10 Pupils are highly successful in sporting and performance activities, as well as those which challenge their academic abilities outside the classroom, for example through their involvement in the Grad programme in Years 7 and 8, an externally accredited programme enabling pupils to achieve awards in areas of their own choice. Boarding staff and pupils felt strongly that boarding encourages wide-ranging achievement, and which is accomplished through the 'choices' programme which has been designed in response to pupils' interests and enables them to take ownership of activities. In questionnaire responses, an overwhelming majority of pupils and parents agreed that the school provides a suitable range of extra-curricular activities and this was supported by pupils' appreciative feedback during inspection.
- 3.11 Throughout the school, pupils demonstrate excellent attitudes to learning. They come into lessons expecting to work and eager to be challenged. Pupils reflect and develop higher order thinking skills with assurance, encouraged by thought-provoking questioning in lessons. They show initiative in lessons, and work enthusiastically and collaboratively as independent and confident learners in a secure classroom environment. This is in line with the school's aim to encourage positive learning and a growth mindset in students. Boarders talked about the ways in which boarding had helped them develop independence and a willingness to try new things. Pupils' learning is enhanced in the classroom by warm relationships between pupils and teachers, good classroom management and high expectations of behaviour. Pupils are actively involved in their own learning and keen to make progress; they could benefit further from even more opportunity to take ownership and lead the direction of their own learning in the classroom.

The quality of pupils' personal development

- 3.12 The quality of the pupils' personal development is excellent.
- 3.13 Pupils' progress to the next stage of their education as both academically successful and well-rounded individuals is a consequence of the school's focus on the 'three pls' of positive learning, positive living and positive leading which places strong emphasis on the development of the whole person. This is modelled in the first instance by inspirational leadership and management embracing and demonstrating the importance of these values to pupils in assemblies, mindfulness moments, circle time and form periods.
- 3.14 Pupils of all ages demonstrate very high levels of self-confidence and resilience, and a strong willingness to improve their learning was clear in the thoughtful and honest responses to teacher suggestions made in their workbooks. They have a high level of self-understanding and they show themselves to be confident and well equipped to make decisions for themselves as a consequence of the emphasis placed by the school's leaders on the core values, which are well known to pupils, staff and parents. This was observed in a Year 4 mathematics lessons where pupils were encouraged to develop resilience, supported by teachers, who encouraged them to 'have a go' by choosing their own level of mathematics challenge, then reflect on their achievements positively, whether successful or not. Boarding pupils show a high level of independence and maturity, and their self-confidence and self-esteem is boosted by the mix of age groups and sense of friendship within the boarding community. In their questionnaire responses, an overwhelming majority of pupils and parents were positive about all aspects of the boarding experience and this was supported by observation during the inspection.
- 3.15 The capacity for decision making is well established in the EYFS where children confidently choose from a range of activities and took leadership of their learning, supported by gentle guidance and encouragement from staff. Pupils of all ages recognise the importance of decisions they make, and demonstrate this in the enthusiasm with which they take the opportunity to influence their school environment using tutor time, pupil voice, student council, eco-committee, charity committee or the food committee. They show respect for one another's views through a culture of respectful listening which is encouraged by teachers and modelled by older pupils. Boarders spoke positively about the 'choices' programme which allows them to choose their own activities, showing an appreciation of the mindfulness that is part of the culture of the school when saying that their choice might be to sit quietly on a bench and appreciate the environment in which they are fortunate enough to live.
- 3.16 Pupils demonstrate a mature spiritual understanding and appreciation of the non-material aspects of life, seen during the harvest festival in the warmly positive atmosphere during the mindful moment. Their heightened spiritual awareness is a result of the emphasis placed on mindfulness which is championed by the school's leadership and embedded within the culture of the school. Pupils have an excellent understanding of the need for quiet and reflection, valuing moments of mindfulness in assembly, tutor time or at the start of lessons. They demonstrate a well-developed empathy for others and a sympathetic understanding of the world around them, shown in a respectful discussion in a Year 8 religious studies lesson about whether a murderer should be given a second chance.
- 3.17 Pupils' moral understanding is excellent and pupils of all ages can articulate their understanding of the 'Feltonfleet Way', designed to promote positive choices based on kindness, honesty, respect and personal responsibility. Pupils' kind, considerate and responsible behaviour in the classroom and at break times demonstrates how these core values permeate everything they do. An example of this was seen in a Year 4 digital learning lesson when pupils demonstrated all four core values by taking responsibility for leaving their workspace tidy, showing kindness towards the next person and deciding for themselves when they had done a good enough job before leaving. Pupils understand the school's expectations and choose to support them, self-regulating their behaviour and showing respect for their peers. They understand how accepting responsibility for their own behaviour impacts on others. Pupils are respectful towards one another, to staff and visitors. They demonstrated excellent manners

in the dining room and sensible, courteous behaviour was observed around the school and between lessons.

- 3.18 Pupils collaborate enthusiastically and enjoy working together to solve problems and, as a result of the school's emphasis on individual personal development, they have excellent social awareness of themselves and of others. At break, pupils were seen arranging constructive and inclusive games, making the most of the many varied opportunities available to them in the extensive play area. They have a strong sense of community in school and beyond, and an understanding of how they can positively influence the lives of others. Pupils are able to take responsibility in the school's vertical 'section' house system which enables them to mix with pupils of all ages and can take responsibility as section leaders or by being part of section competitions. Pupils delight in helping others, giving willingly of their own time and skills, for example in Year 8, where pupils act as heads of school, anti-bullying coordinators working to maintain an anti-bullying culture or peer mentors to younger pupils. In the boarding house, pupils show responsibility by acting as 'buddies' or dorm prefects to help new pupils. Pupils' mature and conscientious attitudes stem from opportunities provided by the school's leadership and an emphasis on the importance of taking responsibility to help pupils build character and leadership skills.
- 3.19 Pupils respect and value diversity within society, showing appreciation for their own and other cultures and demonstrating sensitivity and tolerance towards those different to them. They enjoy learning about other cultures and opportunities to do so are embedded in school life, for example by including African music in evensong or by a celebration of the sport of other cultures including Dutch korfbal and Indian kabaddi. Boarders are keen to understand those from different backgrounds to themselves, welcoming pupils from other cultures with openness and a natural inquisitiveness.
- 3.20 Pupils throughout the school demonstrate and articulate a strong awareness of how to keep healthy and to stay safe, both in day-to-day living and online. Boarders spoke of how very safe they feel at school and they have confidence that boarding staff know how to care for them. Pupils show great confidence and facility in using technology as a result of the strong focus placed on e-safety education by the school. This self-assurance is supported by the training programmes that have taken place for pupils, parents and staff and the ongoing online support and guidance offered. Pupils demonstrate a strong understanding of how to keep physically healthy as a consequence of the clear emphasis in the curriculum on sport, exercise, diet and leading a healthy lifestyle. The vast majority of pupils, parents and staff enthusiastically support the prominence placed by the school's leadership on emotional and mental health, and pupils' understanding of the importance of their own well-being is an outstanding feature of the school.

4. INSPECTION EVIDENCE

- 4.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with 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 form meetings and assemblies. Inspectors visited boarding houses and the facilities for the youngest pupils, together with the learning support and educational resource areas. The responses of parents, staff and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mrs Jane Buttery	Reporting inspector
Mr Neil Chippington	Team inspector for boarding (Head, IAPS school)
Mrs Heather Beeby	Team inspector (Head, IAPS school)
Mr Nicholas Parsons	Team inspector (Head of humanities, IAPS school)