



INDEPENDENT SCHOOLS INSPECTORATE

FELTONFLEET SCHOOL

INTEGRATED INSPECTION

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Feltonfleet School

Full Name of School	Feltonfleet School
DfE Number	936/6090
Registered Charity Number	312070
Address	Feltonfleet School Byfleet Road Cobham Surrey KT11 1DR
Telephone Number	01932 862264
Fax Number	01932 860280
Email Address	office@feltonfleet.co.uk
Head	Mr Alastair Morrison
Chair of Governors	Mrs Mary Jenner
Age Range	3 to 13
Total Number of Pupils	387
Gender of Pupils	Mixed (230 boys; 157 girls)
Numbers by Age	0-2 (EYFS): 0 5-11: 251 3-5 (EYFS): 40 11-18: 96
Number of Day Pupils	Total: 347
Number of Boarders	Flexible: 40
Head of EYFS Setting	Mrs Pam O'Toole
EYFS Gender	Mixed
Inspection dates	13 Nov 2012 to 16 Nov 2012

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 October 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. 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 pupils' 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 pupils aged under three), reports are required to use the same terminology ('outstanding', 'good', 'satisfactory' 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

Mr David Horn	Reporting Inspector
Mr Andrew Carter	Team Inspector (Head, IAPS School)
Mr Paul David	Team Inspector (Head, IAPS School)
Mrs Catherine Smith	Team Inspector (Former Deputy Head, IAPS School)
Mrs Janis Tait	Team Inspector (Head of Juniors, IAPS School)
Mrs Lynda Boden	Co-ordinating Inspector for Early Years
Mrs Sue Bennett	Co-ordinating Inspector for Boarding

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Feltonfleet School, situated near Cobham, Surrey, is an independent day and weekly boarding co-educational preparatory school for children aged eight to thirteen. The school was founded in Folkestone in 1903 as a preparatory boarding school for boys. In 1916 it moved to its present 25-acre site and, apart from a brief period in 1940 when it moved to Somerset, has remained there since. It comprises extensive grounds and is centred around a listed building. Since the last inspection, development of the school's sporting facilities has included a hard surface tennis courts, indoor swimming pool, a flood-lit all weather pitch, as well as climbing wall and cricket nets. Boarding accommodation, sited in a wing of the main building, includes two dormitory wings, one for boys and another for girls. The youngest children in the Early Years Foundation Stage (EYFS) are located separately in the Calvi Building, which contains a purpose-built hall, classrooms, landscaped outdoor play areas and a dedicated library and digital learning facility.
- 1.2 The school aims are centred around the three 'PL's, positive learning, positive living, and positive leading that places the four school values of happiness, honesty, respect, and responsibility at the heart of everything the school does as a community. These academic principles aim to aid each child to move on from the school having developed knowledge, understanding, self-belief and a positive attitude to learning. The school is run as a charitable trust by a board of governors.
- 1.3 At the time of the inspection there were 387 pupils on roll, aged between 3 and 13 years. Of these 230 were boys and 157 were girls. A total 40 children were in the EYFS, and 40 in the remainder of the pre-preparatory department, in Years 1 & 2. In the junior school (Years 3 and 4) there were 97 pupils and 210 pupils in the senior school (Years 5 to 8). Up to 40 pupils board at the school on a flexi-boarding basis. Pupils are drawn mainly from the surrounding area and the majority are from a white British or white Western European background. They transfer to a wide range of local and more distant senior day and boarding schools.
- 1.4 There is no entrance examination for children joining the school aged three. For older pupils seeking admission, tests are used to assess the pupils' suitability for the school. Pupils cover a wide spectrum of ability, though their average ability is above the national average. The school has identified 53 pupils as having special educational needs and/or disabilities (SEND), 27 of whom receive specialist support. No pupils have a statement of special educational needs. Nine pupils have English as an additional language (EAL); three of these receive support for their English.
- 1.5 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 Pupils' achievement is excellent both in their academic subjects and in their extra-curricular activities. The school is highly successful in meeting its aim of providing an education for its pupils centred around positive learning, positive living and positive leading. Throughout the school, pupils of all abilities, including those with SEND and EAL, attain high standards and make excellent progress in their learning. Attainment is judged to be above national age related expectations. The pupils' achievement in the arts and sports is especially strong. They are highly efficient learners and have exemplary attitudes to learning. Pupils' many accomplishments are driven by their strong, confident attitudes reinforced by enthusiastic teaching, which has improved significantly since the previous inspection. The well-balanced curricular and extra-curricular provision strongly supports pupils' personal development and their achievement. Enhancements to the excellent curriculum by trips and visitors also add to the school's success. The quality of teaching is excellent. Curriculum planning at every level is meticulous and effective support is provided for more able pupils. The quality of the provision and the quality of teaching in the EYFS is excellent. This is largely because all the adults have a comprehensive knowledge of how young children learn. The systems to assess pupils' progress and achievement are thorough, and statistical evidence is used efficiently to track progress and plan future work. The majority of marking is of high quality, though some does not consistently link to the published policy.
- 2.2 Pupils' personal development is excellent, strongly nurtured by the school's open, welcoming ethos. Older pupils are encouraged to take on responsibilities within the school. The teachers' knowledge of pupils' abilities contributes significantly to their development and they are exemplary role models. Their spiritual, moral, social and cultural development is outstanding and reflects the school's core values. Relationships amongst all those who work and live at the school are excellent and the pastoral care of pupils is of the highest quality. The staff work conscientiously to care for the pupils and ensure that the provision for their well-being and security at school are excellent. Arrangements for welfare, health and safety are excellent, as is the quality of boarding, effectively supported by dedicated and supportive staff. Since the previous inspection, all absences are now recorded accurately in attendance registers.
- 2.3 Governors are keen to ensure that the character of the whole school continues to reflect its aims and values and they have maintained their excellent oversight of the school from the previous inspection. They continue to have an excellent grasp of their legal obligations, especially those of child protection and health and safety. The quality of leadership and management is excellent. Since the previous inspection, efficient and highly organised management structures have been established to review the development of each subject and to ensure that senior staff effectively set the way forward whilst affirming the school's values and character. Staff training and induction are effective. Contact with parents is well-developed with strong parental support indicated in the responses to the pre-inspection questionnaire. Parents were highly supportive of all that the school does for their children, though a small minority of parents commented that the school could provide parents with better information regarding their child's progress, a view with which the inspectors concurred. Much charitable fund-raising is undertaken by pupils and parents through the Friends of Feltonfleet.

2.(b) Action points

(i) Compliance with regulatory requirements

- 2.4 The school meets all the requirements of the Independent School Standards Regulations 2010.
- 2.5 The school meets all the National Minimum Standards for Boarding Schools 2011.

(ii) Recommendations for further improvement

- 2.6 The school is advised to make the following improvements.
1. Create a marking policy that accounts for the diversity of marking across all subjects.
 2. Develop more informative arrangements for reporting to parents that provide greater scope.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

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

- 3.1 Overall achievement is excellent throughout the school.
- 3.2 The pupils reach high standards in their academic work and in their extra-curricular activities. This is fully in keeping with the school's aims of enabling every child to develop their love of learning, academic potential and individual talents. From the EYFS onwards, pupils are highly successful in developing their knowledge, understanding and skills in the classroom and through their many other activities at school. Pupils successfully make links across the curriculum, use their skills in a wide variety of learning circumstances and are able to recall facts skilfully, employing these successfully in a range of different contexts. The pupils are highly articulate and listen attentively to their teachers and to each other. They express their ideas fluently in conversation and their reading is confident and assured. The pupils apply their speaking and listening skills assuredly in French and Latin. Written tasks are generally well presented and convincingly communicated in history. They have a secure grasp of mathematics and apply these skills in other subjects such as science and design technology (DT). Pupils' skills in digital learning (DL) are well established and used productively, for instance when designing and manipulating data associated with a fictional theme park. Pupils write cohesively in geography, demonstrating a clear grasp of technical English.
- 3.3 Pupils show high levels of skill in the creative and performing arts; they are skilful when composing and performing on classroom musical instruments, and in drama and dance, where standards are exceptional and where several pupils have recently taken part in important London productions. In sport, pupils have competed with notable success in tennis, golf, athletics and especially in shooting, where several pupils have represented Great Britain. In the EYFS, children, including those with SEND, learn and develop extremely well through stimulating play and valuable first-hand experiences, achieving high standards and making excellent progress. Nursery children learn different sounds, such as the 'c' sound, and are able to identify letters of the alphabet hidden around the classroom. Reception children are able to add numbers accurately and use computers independently, for instance in confidently using graphics programmes to draw Diwali themed pictures and fill in their background in a black night sky.
- 3.4 The pupils' attainment cannot be directly compared with average performances in national tests. However, evidence from the inspection of pupils' books and from work seen in lessons shows that it is above average compared with national age-related expectations. They make excellent progress overall compared with others of similar ability nationally. The school gives pupils and parents careful guidance on their choice of subsequent schools where they are successful in attaining places. Many have achieved academic scholarships as well as scholarships for music, sports, drama and art. Pupils with SEND are extremely well supported throughout the school and make excellent progress in line with their targets, especially in their writing. The pupils who have been identified as being more able make good progress and are provided with challenging and stimulating work. The small number of pupils with EAL make excellent progress; they have appropriate support in the classroom with their English and are encouraged to play a full part in lessons.
- 3.5 The pupils are lively, enthusiastic and interested learners, who apply themselves industriously to their tasks. They persevere no matter how challenging the work and

produce good volumes of neatly presented assignments, though handwriting and presentation was less consistent amongst some older pupils. The pupils are keen to learn and improve the standards they attain, often asking questions to clarify what they are being taught or to let the teacher know that they have not fully understood. They behave in an exemplary fashion in lessons, so that little or no teaching time is wasted. They have confidence in their abilities, and are not afraid to express their own ideas and opinions, for example in a debate on fireworks. They show themselves to be very accomplished at working cooperatively with others and working independently by undertaking tasks based on an extensive creativity programme in Years 3 to 8.

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

- 3.6 The quality of curricular and extra-curricular provision is excellent.
- 3.7 Pupils benefit from a wide ranging and balanced curriculum that encompasses the positive learning ethos, fundamental to the school's curriculum. The academic curriculum is well supported by a wide-ranging programme of co-curricular activities; these are highly suitable for pupils of all ages and abilities. The educational programmes in the EYFS provide interesting and challenging experiences for all, and give the children many opportunities to express themselves clearly, confidently and with enjoyment.
- 3.8 From Year 3, pupils benefit from being taught by specialists in subjects such as French, physical education (PE), art, music, DT and DL, and from Year 5 in English, mathematics and science. All children from the age of five participate in the innovative creative and values education (CaVE) activities programme, which encompasses a wide range of topics that promote the pupils' personal development and independent learning. Latin is introduced in Year 5 and is taught as an alternative to Spanish. Those pupils identified as being potential scholars are streamed for all academic subjects at the beginning of Year 7 and are prepared accordingly. Classical studies and Greek are offered to some pupils in Year 8; this constitutes part of the school's effective programme for the able and talented. The pupils make purposeful use of classrooms and the excellent facilities for science, DT and creative and performing arts.
- 3.9 Through the well-appointed and efficiently maintained information technology suites, pupils have good opportunities to explore DL across the curriculum. In addition, pupils may access computers in the well-equipped library at certain times of the day in order to pursue further independent study. Provision for pupils with SEND and EAL is exceptional. They are well supported with individual education plans and their use is evident in detailed lesson planning and delivery. Outside agencies are accessed when their advice is considered suitable. Many lessons profit greatly from the presence of support staff and teaching assistants in the classroom.
- 3.10 The recently refurbished swimming pool and new artificial turf pitch have generated excellent links within the wider community and has enabled a close relationship to develop with a local cricket club. The outdoor learning environment is used extensively by all the children and there are many areas of the school grounds dedicated to quiet activities. The children have good opportunities within each year group to take part in an extensive range of educational day trips and residential visits closely linked to the curriculum. In addition, the school encourages educational visitors to the school, which have included a local MP, visiting senior school

headmasters and a variety of eminent guests invited to speak to the Socrates society.

- 3.11 Since the previous inspection, pupils in Years 7 and 8 have undertaken extended project work for one hour per week, offering the opportunity for pupils to engage in extensive independent learning activities. Excellent developments in the library and an additional reading period in Years 5 and 6 have enhanced the literacy programme and provided pupils with the opportunity to extend further their reading skills. A new curriculum guide has been prepared and issued to parents that clarifies programmes of study for each year and enables parents to support their children more effectively from home.
- 3.12 The co-curricular programme, available to all children one afternoon a week, is clearly structured and well organised. Pupils attend these with enthusiasm and have the opportunity to suggest additional or different activities. For older pupils, there is a wide range of excellent and diverse activities delivered by expert staff. Of particular note are .22 shooting, lacrosse, archery, climbing and the art scholarship group. Other activities such as senior choir, musical ensembles, ballet and jazz dance are available at other times throughout the week. Pupils benefit from participation in several local sporting and musical events and competitions, some of which are hosted at the school.

3.(c) The contribution of teaching

- 3.13 The quality of the teaching is excellent.
- 3.14 The school has improved the quality of its teaching significantly since the previous inspection where formerly it was often very good but could be inconsistent. Teaching throughout the school, including in the EYFS, is now in all but a few lessons at least good with a significant proportion of the highest quality. Pupils are helped to develop a secure understanding of the subject and make rapid progress overall. Continuity between the sections of the school is excellent with records of achievement being thorough and informative to planning.
- 3.15 Teaching is highly effective in supporting the school's four core values of happiness, honesty, responsibility and respect whilst promoting the pupils' progress. Through their genuine, caring approach, teachers gain respect from all pupils, fostering their interest and independence. Excellent planning takes account of individual needs including those of pupils with EAL or SEND and those identified as able and talented. The strong setting arrangements allow all pupils including the most able to be offered relevant, challenging work. All pupils receive opportunities for extension work at appropriate times and enabled to work independently. Teachers manage classroom behaviour extremely well and use the brisk pace of the teaching in lessons to maintain interest and continually move learning forward.
- 3.16 The most effective teaching uses excellent management of time and multi-sensory approaches to learning, taking into account of the different learning styles of pupils. Teaching is very well organised; it is planned, monitored and reviewed meticulously and employs imaginative and stimulating tasks, which broaden the pupils' knowledge and understanding. Creativity is encouraged and, where appropriate, digital technology is used very effectively. Pupils participate actively in lessons. The excellent range of resources is accessible and utilised effectively by pupils and staff throughout the day. Excellent subject knowledge is evident in teaching and much outstanding use is made of good quality resources. Interactive whiteboards are

available in all classrooms and are used very effectively by teachers in a variety of inspirational ways, for example, using a soccer style commentary to analyse the tactics employed during the Battle of Hastings. In the EYFS, staff sustain existing high standards of teaching by regularly identifying areas for improvement and creating a stimulating environment where children feel valued and safe. The staff are highly skilled in observing children's achievements and identifying next steps in learning. Planning is detailed and includes input from parents.

- 3.17 Relationships in the classroom between teachers and pupils are excellent. In their discussions with inspectors, the pupils consistently reported that they could approach any member of staff for help. Teachers have very high expectations of the pupils' attitudes and behaviour in class. Praise and encouragement are used to very good effect and rewards given appropriately across all age groups. Both the indoor and outdoor locations provide challenging and varied experiences and activities across every area of learning. In the EYFS, children's work and interests are valued and are reflected in high quality, colourful displays.
- 3.18 Assessment systems are thorough and rigorous. In the EYFS, regular analysis of data from assessments ensures continuity of teaching and informs next steps. Pupils are assessed regularly in a variety of contexts and this information is readily available and used by all teachers to inform their planning. Effective analysis of results is used to monitor pupils' progress and to identify those who may need support. The pupils are confident in assessing their own learning and are encouraged to comment on their progress. Marking in English is very thorough, although this thoroughness is not consistent across all subjects. The school marking policy is clear but not always adhered to, resulting in discrepancies between the marking of different subjects and between different lessons. In the best examples, of which many were observed, marking offers help and advice and gives constructive targets for improvement. These are much valued by the children.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

- 4.1 The quality of the pupils' personal development is excellent.
- 4.2 In all sections of the school, pupils show an awareness of the core values of honesty, happiness, respect and responsibility. They have excellent inter-personal skills, respecting both their peers and their teachers, and understanding the concept of fair play. They respect the norms of good conduct and their behaviour around the school is excellent.
- 4.3 The quality of pupils' social development is excellent. In the classrooms, they listen and respect each other's views and are able to work quietly, purposefully and independently. They are very polite, opening doors for visitors and greeting them. Creative and values education teaches pupils the importance of learning to work together in teams. The pupils show great maturity for their age and are very confident in their conversations with adults. The youngest children in the EYFS are happy to share resources, take turns and organise themselves effectively, becoming more independent by the end of their Reception year. The pupils are proud to be part of the school.
- 4.4 The quality of pupils' moral development is excellent. Respecting their peers and adults, they have a secure grasp of the codes of good conduct expected of them. They respect moral and ethical values and the need to protect their surroundings. This was reflected in an especially effective display emphasising the need to care for the environment. A list of golden rules in a Year 1 classroom encouraged the need for good behaviour and mutual respect. Weekly positive living lessons and thoughtful assemblies offer opportunities for pupils of all ages to explore moral issues. Implicit in the pupils' moral code is an acceptance of other religions, which is promoted, for example, through pictures of Ghandi and Buddha in a classroom and a display of Jewish religious artefacts.
- 4.5 The quality of pupils' spiritual development is excellent. The spirituality of the school is defined by their self-esteem and a genuine appreciation of the school's surroundings. A culture permeates through the school that encourages the appreciation of non-material aspects of life. Both the pupils and the staff commented on the beauty of the school grounds, which are enhanced by areas for quiet reflection. Celebrations of various faiths and cultures are recognised in assemblies and in order to develop further the pupils' appreciation of spirituality, visits are made to local places of worship such as a local mosque and synagogue.
- 4.6 The quality of pupils' cultural development is excellent. They embrace other cultures willingly and, through the school's charity work raising funds for The Children of Tanzania and Operation Christmas Child, they gain an appreciation of those who are less fortunate than themselves. Lessons and activities underline the promotion of tolerance and interest in cultures and traditions, which are different from their own. Pupils spoke eloquently about the troubles in Syria and a different flag is raised every day outside the school to demonstrate an awareness of other countries to the pupils. The wide variety of interesting wall displays of pupils' work in classrooms and around the school reflect the wide range of cultural interests and activities, geographical, historical, religious, musical and social.

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

- 4.7 The contribution of arrangements for pastoral care is excellent.
- 4.8 The care and welfare of pupils is a strength of the school. It is approached in a positive way, reinforcing the school's philosophy, ethos, and core values. From the EYFS to Year 8, hardworking, committed, and caring staff offer effective support and guidance to pupils, parents and staff, providing a safe and affirming environment for everyone in the school community, in accordance with its aims. As a result, pupils feel safe and are happy and confident. Positive relationships exist between staff and pupils and amongst the pupils themselves, together with an inclusive attitude of all pupils and adults, whatever their role or position in the school. In the EYFS, 'Key Persons' form strong relationships, particularly with the very young children and those needing additional support. They act as excellent role models, giving clear guidance on behaviour. High priority is given to the safety of these children, minimising health and safety risks and enabling them to share their concerns.
- 4.9 The positive living course develops a culture of well-being, encouraging pupils to live constructive and vigorous lives. Pupils in all areas of the school, including the EYFS, are encouraged to be healthy and take exercise. They spoke very positively about the delicious range of snacks and healthy meals provided at meal times. Menus put on tables at lunchtimes encourage healthy eating and pupils play an important part in the food committee. Pupils enjoy regular exercise through PE lessons, games fixtures and extra-curricular activities. The school council enhances the notion that the pupils can have a say in what they would like in the school. Requests for hot chocolate when it is cold and more water fountains around the school have recently been accommodated as a consequence of pupils' being able to express their views.
- 4.10 The school is extremely effective in promoting good behaviour and guarding against harassment and bullying. Great emphasis is put on creating an inclusive culture through positive living lessons, circle time, assemblies and form periods. Bullying is not tolerated and is dealt with swiftly and decisively. Should it occur, pupils have every confidence that staff will deal with it quickly and appropriately. In the EYFS, all adults ensure that children's welfare is effectively promoted, creating strong links between staff, pupils and parents. Daily reminders are given to children about hand washing, taking turns and sharing, and classroom rules and routines such as the safe use of tools are consistently reinforced by adults. The school's behaviour policy is implemented effectively, resulting in a happy and busy atmosphere, where all pupils benefit from the many opportunities provided. The school has a suitable plan to take account of the educational access for pupils with SEND.

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

- 4.11 Arrangements for welfare, health and safety are excellent.
- 4.12 The school's arrangements take full regard of the statutory guidance for safeguarding. All staff, including those with particular responsibilities, receive training in child protection at the required intervals, so that they have a thorough knowledge of the issues and fully understand the procedures to be followed should a concern arise. A named governor is also trained and has responsibility for safeguarding throughout the school.
- 4.13 Health and safety policies for monitoring practice in all areas of welfare, health and safety are excellent. Procedures and policies are comprehensive and efficient; they are reviewed annually at governor and leadership level. An external health and safety consultant has been appointed to support this process. All necessary measures are taken to reduce the risk from fire and other hazards, procedures are practised regularly and documentation is well maintained. Detailed risk assessments are undertaken to ensure the safety of children whilst on trips and visits. Staff in the EYFS are well qualified and appropriately trained in the development of young children, child protection and health and safety. Policies and procedures necessary for the efficient management of the setting are regularly updated and implemented rigorously.
- 4.14 Provision for pupils who become ill or are injured are excellent. Appropriate members of staff are trained in first aid at a level commensurate with their duties, including paediatric first aiders in the EYFS. The medical centre, which is operated day and night by two matrons, one of whom is available at all times, provides excellent medical care. Medical records are maintained in an exemplary fashion. The admission and attendance registers are now maintained rigorously and correctly archived.

4.(d) The quality of boarding

- 4.15 The quality of boarding is excellent.
- 4.16 Outcomes for boarders are excellent. Boarders are extremely happy and thrive within the highly caring and supportive environment. They are confident and articulate, as demonstrated by the way that they proudly show visitors around the school. Relationships between boarders are excellent. There is an overwhelmingly strong sense of community within the boarding house. Boarders of all ages demonstrate thoughtful consideration towards the diverse needs of their friends and integrate very well with day pupils. Senior boarders relish roles of leadership such as dorm monitors and supporting new and younger boarders with their boarding experiences. Boarders' behaviour is exemplary and they appreciate the guidance that rules provide. Boarders stress that incidences of bullying are extremely rare and that any such occurrences would be dealt with swiftly and in a fair manner. Consequently, the school is successful in meeting its aim, which values happiness, honesty, responsibility and respect. Boarders are knowledgeable about the channels of support available to help or assist them personally, including nominated adults outside school. Through discussion with staff and reading newspapers, boarders learn about world affairs, such as the recent presidential elections in America. House meetings and informal conversations with dorm monitors, ensure that boarders have good opportunities to contribute their views. They know that the school's management values their opinions. During discussions with inspectors,

boarders expressed that they feel extremely safe and well supported by the staff who look after them. They explained that boarding helps develop personal independence and prepares them for their next stage in education.

- 4.17 The quality of boarding provision and care is excellent. Highly dedicated staff respect boarders as individuals, and there is a strong ethos of equality and fairness within the house. The close links that exist between house and academic staff, through the tutor system, have a significant impact on boarders' well-being. For example, tutors say that their participation in boarding strengthens their understanding of pupils' needs. Thorough induction processes are in place, such as taster nights and the buddy system, which help new boarders to settle comfortably into boarding life. The care given to boarders, who are unwell or injured, including during the night is excellent. The medical dispensary is run by highly experienced matrons. Additional support from the local doctor or other specialists is available as required. Comprehensive medical records are kept for all boarders, which include parental permissions for emergency treatment. Procedures relating to confidentiality, self-medication and use of household remedies are meticulously observed. Matrons ensure that boarders' personal items are replenished when needed. Catering arrangements support boarders' dietary needs, such as gluten allergies, extremely well.
- 4.18 Varied menus are nutritional, well-balanced and greatly enjoyed by boarders and breakfast was highlighted as the best meal. After evening supper, boarders are offered snacks and drinks before bedtime. A motivating choice of evening activities, ranging from physical to creative opportunities encourages boarders to expand their experiences beyond the classroom. The school's extensive grounds enable boarders to enjoy outdoor life. Staff give thoughtful consideration towards the balance of a boarders' day, ensuring that adequate time is allowed for boarders to relax and be quiet if they need it. The quality of the accommodation is excellent. All areas, including bathrooms, are clean, well organised and regularly maintained to ensure high standards. Dormitories are suitably furnished, homely and welcoming. Boarders are able to personalise their own areas with photographs, posters and home items. Well-resourced games' rooms provide good space for boarders to enjoy the company of their friends. Storage for boarders' personal effects is plentiful. Electronic valuables are kept in the boarding office for safekeeping. Diligent matrons ensure boarders' laundry needs are very well provided for. Boarders have appropriate opportunities to communicate with their families during the evenings, including the use of personal mobile phones. Parents are warmly welcomed into school and are highly supportive towards events such as sporting fixtures, plays and concerts.
- 4.19 Arrangements for safeguarding boarders and ensuring their welfare are excellent. Comprehensive policies and procedures, together with rigorous processes for the recruitment of staff, affirm the school's compliance with all of the National Minimum Standards for Boarding Schools. Following recommendation by Ofsted at the previous inspection, designated persons have now attended multi-agency training for child protection. The school's regular training programme ensures that house staff understand their safeguarding responsibilities. Boarders' safety is paramount and they are well supervised by highly qualified and experienced staff. Systems for registration are thorough, ensuring that staff know boarders' whereabouts at all times. Risk assessments, including those for off-site excursions are comprehensive and any concerns quickly addressed. Fire practices take place each half term and boarders have a clear understanding of emergency evacuation procedures. House

staff conscientiously promote the school's procedures for behaviour and anti-bullying. There are no incidences of serious misbehaviour on record.

The leadership and management of boarding is excellent and contributes much to the ethos and aims of the school. Boarding is an important component of the school's life and efficient communication channels exist between senior leaders and the boarding management. Boarding staff work together extremely well as a team. All give their time willingly to support boarders' needs, such as helping with reading and prep. The school's development plan, 'Towards 2020', illustrates highly reflective self-evaluation processes that identify future boarding development. Parents have good opportunities to present their views through periodic parental surveys and face-to-face contact with senior staff. In the pre-inspection questionnaire, parents were overwhelmingly appreciative of the support and care that boarding staff provide for their children. The organisational efficiency and the strong, nurturing atmosphere that permeates the boarding house, creates an environment in which boarders flourish. This is supported by comments from boarders.

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 school is very successful in meeting its aim of ensuring that an appropriate governance structure remains in place so as to maintain the school's financial health and strong reputation. Since the previous inspection, the quality of governance has continued to improve whilst undergoing several changes of personnel. All new governors appointed have undertaken an induction course that includes the necessary training. Governors' particular professional skills have been identified and are employed to excellent effect through the school's five sub-committees. Members of the board have attended courses and in-service training regularly such as those recently on property law, health and safety and safeguarding children.
- 5.3 Governors have a clear perception of the work of the school, and afford excellent support and challenge in their monitoring role. They maintain a very close understanding of the life of the school through regular contact with staff, parents and pupils by attending, for example, an annual governors' day, making visits to school plays and concerts and visiting classrooms. Staff and parents throughout the school speak very positively of the governors' presence and support. The governors provide highly effective oversight across all facets of school life, most notably in financial planning, school premises and investment in staff. They regularly review development plans covering different areas and aspects of the school derived from the school principles of positive learning, living and leading. These dovetail very effectively into the school's long term strategy outlined in, 'Towards 2020', in order to meet the educational needs of the school community. Minutes of committee meetings show that governors are mindful of educational standards and provide first-rate backing, challenge and incentive for the school's continued evolution and progression. The school is very well resourced, dedicated facilities are of a very high standard, and premises are extremely well maintained. The governors review the schools' policies annually to ensure regulatory and legal compliance, including those dealing with safeguarding and health and safety procedures. They discharge their legal duties very effectively, ensuring that all regulations, including those that have regard for the EYFS, are fully met.

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

- 5.4 The quality of leadership and management is excellent.
- 5.5 The leadership and management of the school are highly successful in meeting the aims of producing well-rounded pupils and providing clear educational direction. Senior staff responsible for the school's thriving community empower pupils to achieve their potential in and out of the classroom, to develop into self-assured and open-minded young people, and to flourish within a caring and much cherished school community. School self-evaluation is carefully considered and realistic. Since the previous inspection, the school's leadership has undergone an extensive analysis of management structures and has identified the school's key strengths and those areas where improvement is necessary. Driven by the overarching principles of positive learning, living and leading there is a clear resolve to improve and

develop further these values, which lie at the heart of the school. These are effectively promulgated to staff, pupils and parents.

- 5.6 The school development plans are well formulated working documents that are continually updated and modified as necessary by the senior leadership team. All include plainly set out themes, objectives, success criteria and cost implications, and provide an effective stimulus for promoting impetus for change and further improvement. Management structures are clearly laid out in comprehensive job descriptions and staff understand their roles of responsibility and lines accountability. Subject leaders throughout the school, including the EYFS, liaise closely to ensure continuity for pupils as they move between the various sections of the school. They regularly assess the educational viability of their subjects through subject schemes linked to medium and short-term plans; in this respect, the recommendation of the previous inspection has been appropriately and fully addressed.
- 5.7 Systematic appraisal of staff enables the fine-tuning and progression of professional skills and the school gives staff opportunities to advance their talents and further their careers. All staff are observed teaching by their colleagues within the context of mutual support and the sharing of effective strategies. The breadth and quality of the school's policies and procedures are exceptional and, as a consequence, all regulations are fully met. The management of health and safety, safeguarding welfare and staff recruitment are particularly well-managed and the school's single centralised register of staff is exemplary. All staff have received the necessary training in first aid, fire safety and child protection. Academic thoroughness and a strong work ethic have been fruitfully unified to ensure that pupils benefit from a varied and creative educational experience, in which talent is cultivated and service to others is the norm. The school is strongly receptive to the needs of its pupils; the excellent levels of accomplishment and the outstanding personal development of pupils are evidence of the high quality of leadership and management throughout the school.
- 5.8 Links with the parents, carers and guardians are excellent. In the EYFS, parents are kept well informed, and they expressed appreciation of their children's progress and the standard of their care. Children's files are easily accessed by parents and excellent use is made of the "Home/ School Link Book", and direct email to teachers. Throughout the school, a wide range of information is available for parents via the excellent school website, which includes a parent portal, regular newsletters and comprehensive handbooks. All the required information is provided to parents of pupils, or those of prospective pupils.
- 5.9 In discussion and in comments in pre-inspection questionnaires, parents were extremely appreciative and supportive of the school. They especially value the range of subjects and experiences on offer, the fact that children are treated as individuals and the accessibility of staff who care for the children, including the headmaster and other senior leaders. Inspection evidence confirms these views. In the parent questionnaires, a small number of parents raised concerns about the amount of homework and the school's handling of bullying. However, evidence available at the time of inspection did not support these views. A small minority of parents commented that the school could provide parents with better information regarding their child's progress; a view with which the inspectors agreed. The school has already begun to address this, by reviewing the reporting structure to parents; the introduction of a settling-in report across the first four year groups, in Calvi, is an example of a new measure recently implemented.

- 5.10 Staff respond promptly and sensitively to any concerns or queries and the school has an appropriate complaints policy. Meticulous records indicating how concerns are resolved are retained securely by the school.
- 5.11 Parents are given many opportunities to be involved in the life and work of the school. During the inspection many parents attended fixtures, coffee mornings and an Evensong service supporting the children in their efforts. The Friends of Feltonfleet Association, run by a committee, comprising of at least one volunteer per class, arranges fundraising and social activities for parents and for the wider school community. Numerous events include an annual fireworks 'spectacular', a Christmas fair, a summer family fun day and a biennial summer ball. Parents are rightly proud of their fundraising efforts on behalf of the school which have allowed them to fund the construction of a cricket pavilion, new lights for the Calvi Hall, in addition to purchasing a school mini bus to transport pupils to away fixtures.

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