



**INDEPENDENT SCHOOLS INSPECTORATE**

**INTEGRATED INSPECTION  
HAMPSHIRE COLLEGIATE SCHOOL**

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## Hampshire Collegiate School

Full Name of School	<b>Hampshire Collegiate School</b>		
DfE Number	<b>850/6035</b>		
EYFS Number	<b>EY409381</b>		
Registered Charity Number	<b>1016538</b>		
Address	<b>Hampshire Collegiate School Embley Park Romsey Hampshire SO51 6ZE</b>		
Telephone Number	<b>01794 512206</b>		
Fax Number	<b>01794 518737</b>		
Email Address	<b>info@hampshirecs.org.uk</b>		
Principal	<b>Mrs Emma-Kate Henry</b>		
Proprietor	<b>United Church Schools Trust (UCST)</b>		
Chair of Governors	<b>Mr David d’Arcy Hughes</b>		
Age Range	<b>2½ to 18</b>		
Total Number of Pupils	<b>559</b>		
Gender of Pupils	<b>Mixed (294 boys; 265 girls)</b>		
Numbers by Age)	0-2 (EYFS):	<b>4</b>	5-11: <b>139</b>
	3-5 (EYFS):	<b>42</b>	11-18: <b>374</b>
Number of Day Pupils	Total:	<b>488</b>	
Number of Boarders	Total:	<b>71</b>	
	Full:	<b>61</b>	Weekly: <b>10</b>
Head of EYFS Setting	<b>Miss Sarah Hardy</b>		
EYFS Gender	<b>Mixed</b>		
Inspection Dates	<b>18<sup>th</sup> to 21<sup>st</sup> November 2014</b>		

## 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 2011.

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](http://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', 'requires improvement' and 'inadequate') as Ofsted reports.**

## INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with senior members of staff and with the chair of governors, another governor and a representative of the proprietorial trust (United Learning Trust), observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited boarding house 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 Richard Mannix	Reporting Inspector
Mrs Susan Court	Team Inspector (Former Head of Professional Development and Training, ISA school)
Mrs Lynn Doughton	Team Inspector (Head of Department, GSA school)
Mrs Fiona Hallworth	Team Inspector (Director of Heritage, HMC school)
Mr Francie Healy	Team Inspector (Head, Society of Heads school)
Dr Carolyn Shelley	Team Inspector (Head, IAPS School)
Mr Roderick Spencer	Team Inspector (Former Senior Master, HMC school)
Mr Martin Stott	Team Inspector (Head, IAPS school)
Mrs Sally Cunliffe	Co-ordinating Inspector for Boarding
Mrs Ros Ford	Co-ordinating Inspector for Early Years

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## 1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Hampshire Collegiate School is a co-educational independent school. The school has day pupils aged from 2½ to 18 years, and boarding pupils aged from 11 to 18 years. On the same site, and sharing the senior school's facilities, is a purpose built prep school which houses the Early Years Foundation Stage (EYFS). The senior school is housed in a former home of Florence Nightingale. The 130 acre school grounds border the New Forest and contain woodlands, gardens and sports facilities, including an all-weather pitch. The school was formed in 2005, from an amalgamation of Embley Park School and The Atherley School by the United Learning Trust, which in turn is governed by the United Church Schools Trust (UCST). The UCST has overall responsibility for management and governance and the local board of governors operates mainly in an advisory capacity.
- 1.2 The school aims to create an environment where pupils work collaboratively to encourage academic ambition, creativity, enthusiasm and resilience in a culture of respect for all. Since the previous inspection the school has made several changes to its senior management structure. It has a new principal in post, who joined in January 2014, and a new head of the prep school, who has been in post for two years.
- 1.3 At the time of the inspection there were 557 pupils on roll, 185 in the prep school including 46 pupils in the EYFS, for pupils aged 2½ to 5, of whom 26 attend part-time. There are 372 pupils aged 11 to 18 in the senior school, of whom 83 are in the sixth form. A single house accommodates 71 boarders aged 11 to 18, of whom 34 are girls and 37 are boys. Pupils come from families with predominantly professional backgrounds. Boarders come from a variety of different overseas countries, as well as from the UK. A school transport system covering Hampshire, Wiltshire and the New Forest enables day pupils to travel from a wide area.
- 1.4 The ability profile of the prep and senior schools is above the national average with a wide spread of abilities represented, particularly in the prep school. In the sixth form the ability profile is in line with the national average. At the time of the inspection there were 52 pupils who speak English as an additional language (EAL), 37 of whom receive specialist support. The school identifies 134 pupils as having special educational needs and/or disabilities (SEND), of whom 52 receive specialist learning support.
- 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 At all stages throughout the school, including the EYFS, pupils achieve good and sometimes excellent standards. Their results at age 11 have been well above the national average, and at GCSE they have been above the national average for maintained schools. Pupils throughout the school are excellent learners: they settle quickly to tasks and greatly enjoy working collaboratively. Pupils with SEND and EAL progress well as a result of the support they receive. The more able make sound progress. From the youngest age, pupils express themselves thoughtfully and with clarity. By the sixth form, pupils can discuss complex topics eloquently and perceptively. Pupils' creativity across all ages is very well developed, with work in art, drama and music being of a particularly high standard. At all ages, pupils' learning and progress is very effectively supported by good and sometimes excellent teaching and this support is enhanced by good curricular provision. Excellent pastoral and extra academic support is offered freely by the staff outside the classroom and relationships between staff and pupils are very positive and built on a strong sense of trust. Throughout the school, information and communication technology (ICT) is effectively used to support the teaching, although it is not yet fully integrated into pupils' learning. Across the whole school the pupils' curricular experience is hugely enriched by a wide range of excellent extra-curricular activities, with many pupils achieving at a very high level.
- 2.2 Pupils' personal development is excellent. From the youngest age, including in the EYFS, pupils are confident in themselves and enjoy excellent relationships with adults, and other pupils, which are firmly built on high levels of trust. Overseas pupils are generally integrated well. Celebration of other cultures by the whole school is limited. Pupils benefit fully from excellent levels of pastoral care and concern for pupils' welfare. The outcomes and quality of provision for boarders are good, and boarders enjoy their boarding experience. Pastoral care throughout the school is well led and managed.
- 2.3 Governance is good, with the local governing body (LGB) playing a particularly effective role in the oversight of the school and, in particular with regard to safeguarding. In the EYFS, governance is very effective with regular feedback ensuring good oversight. The UCST's oversight, with regard to finance, strategic management and stimulus for development is excellent, although its review of safeguarding is not recorded in sufficient detail. A newly restructured leadership and management team provides an excellent sense of purpose and vision and this has played an integral part in the school's recent positive development. The senior and prep schools work very closely together, which ensures that plans that affect the whole school are more effectively developed. The school has fully met the recommendations of the previous EYFS and boarding inspections, and made very good progress in responding to the recommendations of the previous whole school inspection.

## **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 2013.
- 2.6 See the end of the Early Years Foundation Stage section 6 for the inspection findings in relation to the requirements of the Childcare Act 2006 for children under three.

### **(ii) Recommendations for further improvement**

- 2.7 The school is advised to make the following improvements.
  - 1. Ensure that strategies that challenge and develop the more able pupils are more firmly embedded across the curriculum.
  - 2. Enhance the ways in which the school celebrates other cultures.

### **3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS**

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

- 3.1 The quality of the pupils' achievements and learning is good.
- 3.2 The school fulfils its aim to provide a collaborative and encouraging environment where pupils can show creativity and enthusiasm.
- 3.3 Pupils' knowledge and understanding across a wide range of subjects and all ages is good, as is the presentation of pupils' work, and their ability to communicate with confidence. Pupils throughout the school apply literacy and numeracy very effectively across the curriculum. In the sixth form, pupils discuss concepts eloquently and ask perceptive questions. Pupils are confident users of ICT and make effective use of the school's ICT facilities. Their skills in design and creativity are very well developed in both the prep and senior schools. The creative subjects such as art, music, and drama are particular strengths of the whole school with excellent pupils' work seen in displays around the school.
- 3.4 Both senior and prep school pupils achieve high standards in a very wide range of activities. In the senior school, across an extensive range of sports, there is a high level of achievement, with both regional and international representation. In both the senior and prep schools, pupils take part in drama productions and music performances which are of a particularly high standard. Many participate successfully in the Duke of Edinburgh's Award scheme (DofE). A large majority of sixth-form leavers gain places at the universities of their choice with a fifth of them gaining places at highly selective universities.
- 3.5 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 currently available. In the prep school, standardised testing is used to measure progress and attainment in addition to externally assessed national tests. Results in these national tests at ages 7 and 11 have been well above the national average for maintained primary schools. Results at GCSE have been above the national average for maintained schools. The A-level results have been similar to the national average for maintained schools. In 2014 both GCSE and A-level results showed improvement. Achievement for SEND and EAL pupils throughout the school is good, and sometimes excellent, in relation to their abilities.
- 3.6 The level of attainment at age 11 indicates that pupils in the prep school make progress that is good in relation to the average for pupils of similar abilities. At GCSE, the level of attainment, and the standardised measures of progress that are available, indicate that pupils make progress that is good in relation to the average for pupils of similar abilities. At A level, the level of attainment, and the standardised measures of progress that are available, indicate that pupils make appropriate progress in relation to the average for pupils of similar abilities. During the inspection, pupils' progress in lessons, in the work seen, and in discussions with the pupils about their work, was good and sometimes excellent. Throughout the school, pupils with SEND and EAL have good access to the curricular and extra-curricular experiences on offer and make good progress as a result of the individual and class support that they receive; however, classroom tasks are not always well matched to their needs. The more able pupils make good progress, benefiting from some challenging teaching, although, in both the senior and prep, strategies to develop these pupils fully are limited.

- 3.7 In the prep school, the pupils are very willing learners, who enjoy their classroom experience, and in the senior school, pupils settle quickly to tasks and work successfully as individuals and in collaboration with others.

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

- 3.8 The contribution of curricular and extra-curricular provision is good.
- 3.9 The curriculum across the school is well planned and suited to all ages, abilities and needs. It covers all the required areas of learning, and fulfils the school's aims to create an environment in which academic ambition is encouraged, whilst providing the opportunity for participation in a rich and diverse extra-curricular programme. It offers a good level of challenge and support, which nurtures the self-esteem of the individual within a caring community. Almost all parents and pupils, in their pre-inspection questionnaire responses, were satisfied with the curricular and extra-curricular provision.
- 3.10 In the prep school, the curriculum has good breadth, including a highly effective co-curricular aspect, 'Learning Outside the Classroom', which provides excellent additional support for the curriculum. In the senior school, pupils follow a common curriculum in Years 7, 8 and 9. Spanish is taught in Year 7 and French is added in Year 8. In Years 10 and 11 pupils follow a core programme of English, mathematics and science, together with physical education (PE), games and personal, social and health education (PSHE), and pupils choose four optional subjects. In the sixth form, a diverse enrichment programme is offered in addition to the broad range of A-level subjects. In the senior school, the innovative 'Learning Outside the Box' experience, including a weather station and the school's own electron microscope, provides effective additional support for the curriculum. Throughout the school, the curriculum is well supported by trips and visits. The PSHE programme is very good and careers support is available to help pupils prepare for life after school. Sixth-form pupils are given very effective guidance on the universities admission process.
- 3.11 Pupils with EAL and SEND are well supported by specialist provision. In the sixth form, EAL pupils can enrol for a three-year programme, following an extensive course of English tuition in the first year before embarking on A-level courses. Pupils of high ability are identified and opportunities are provided for them to be challenged outside the classroom.
- 3.12 The extra-curricular provision is excellent and a strength of the school at all levels. It fully supports the pupils' intellectual, aesthetic and physical development. Prep school pupils integrate exceptionally well with the senior school in the extra-curricular programme. In the senior school, there are over 70 extra-curricular activities available during the year. The DofE scheme has a high proportion of participants at bronze level and increasing numbers are successfully completing the silver and gold awards. The vast majority of parents and pupils responding to the pre-inspection questionnaires agreed that there is a very good range of activities on offer.
- 3.13 The prep school, and its facilities, is available for holiday activities in the summer months, which benefits the local community. In the senior school, there are links to overseas schools, and pupils regularly volunteer at a local school with complex special educational needs and disabilities.

### **3.(c) The contribution of teaching.**

- 3.14 The contribution of teaching is good.
- 3.15 Enthusiastic and passionate teaching enables pupils of all ages and abilities to enjoy their work and make good progress. A very large majority of pupils and parents who responded to the pre-inspection questionnaire agreed with this view.
- 3.16 In all year groups, teachers know their pupils very well. In the senior school, most teaching suits the needs of individual pupils; however, throughout the school, the more able are not always offered sufficiently challenging tasks. Most teaching encourages academic ambition; pupils are able to recognise their own strengths and weaknesses and can build on these in order to develop their potential fully. Teaching enables pupils throughout the school to feel a strong sense of participation in their own learning; this has been helped by the recent introduction of clear and helpful targets. In the prep school, teachers ensure that pupils, particularly those in Year 6, are aware of the curriculum levels at which they are currently working, and are given effective direction as to how to make progress. In the senior school, pupils understand their targets and ways to improve.
- 3.17 Teachers are well qualified and secure in their knowledge. In class, pupils are exposed to a good variety of teaching techniques and styles, although some teaching in both the prep school and senior schools lacks sufficient pace. Most teaching encourages pupils to remain motivated and interested in class, enabling good learning and progress to be made and helping the pupils to keep focused and behave well. Pupils also greatly appreciate the extra help teachers willingly provide outside lesson time. Good use is made of the ICT rooms and interactive whiteboards are used effectively in both the prep and senior schools. Teaching enables very effective use of ICT in the creative subjects; however its use across other subjects is not yet fully developed.
- 3.18 Good assessment of pupils' work reflects the school's marking policy, with regular and appropriate praise and encouragement given. In the prep school, a particularly effective marking system, using colour coding, helps pupils to understand their targets and greatly enhances their progress. Clear, sensitive and informative comments were particularly noted from the humanities and English departments. The use of standardised data, together with a regular grading and reporting system, allows the teaching to reflect good tracking and monitoring of pupils' progress. In the pupil questionnaire, a small minority of senior pupils expressed the view that their homework does not help them to learn. However, evidence from pupil interviews and lesson observations did not support this view; work is set which appropriately supports pupils' learning.
- 3.19 Support for those pupils with SEND is good throughout the school and both need and provision are well monitored. Provision for those with SEND or EAL is evident in some teaching plans; class teachers in both the prep and senior school increasingly communicate with their respective special educational needs co-ordinator to explore ways of helping these pupils. However, strategies for embedding this provision have not yet been fully developed in all subjects. A new initiative to identify the more able pupils and to develop strategies to enhance their learning is only at an early stage of implementation. Teaching is enriched by activities such as visits, field trips and lectures, and a wide variety of excellent resources are used well to engage the pupils in the classroom.

- 3.20 Since the previous inspection, the recommendation to share the elements of most effective teaching to provide all pupils with appropriate challenge and opportunities to think independently has been largely met. The new appraisal system ensures that there is greater sharing of good teaching.

## **4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT**

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

- 4.1 The pupils' spiritual, moral, social and cultural development is excellent.
- 4.2 The school very effectively meets its aim to create an environment which ensures excellent personal development of pupils, whilst encouraging respect for themselves and others within a united community. Pupils are very confident, emotionally mature for their age and have a well-developed sense of self-awareness and an appreciation of others.
- 4.3 The pupils' spiritual development is very strong. Pupils in the prep school develop their appreciation of the non-material world and their spiritual awareness through the excellent use of the natural world to support their learning. In the senior school, pupils are able to reflect thoughtfully on values, demonstrating very good empathy and understanding. Pupils plan and run excellent assemblies focusing on values, which enrich the school's underlying Christian ethos.
- 4.4 All pupils display excellent moral development. They have a well-developed sense of right and wrong, are very considerate and courteous, and respect school rules. They demonstrate high levels of self-discipline and respond very positively to their teachers. In the prep school, pupils are very keen to collect stars and house points for their behaviour and good work. Senior school pupils develop an excellent understanding of moral and ethical issues through debate and discussion, well supported by the excellent PSHE course.
- 4.5 Pupils' social development is excellent. Well-developed collaborative work is widely seen across the school, both within the classroom and in extra-curricular activities such as in the DofE scheme. Throughout the school, pupils demonstrate an excellent awareness and empathy for those less fortunate than themselves and this is a significant strength of the school. Pupils gain a great deal from active involvement in organising and arranging charity days and the monies raised support a large number of local charities, further strengthening local links. They demonstrate a good level of political and economic awareness, for example through involvement in 'Young Enterprise', and the 'green car' project. Older pupils explore the world of work through visitors, external talks and work experience.
- 4.6 Pupils demonstrate great pride in their roles of responsibility, and in their contribution and service to the school and others. They enjoy varied opportunities to take on responsibility, such as the school council, prefect and as a sixth-form prep school helper. A very large majority of pupils feel that they are given the chance to take on roles of responsibility, as indicated by their pre-inspection questionnaire responses.
- 4.7 The pupils' cultural awareness is good. Pupils understand the principles and values that underlie British values and western traditions. In the prep school, pupils celebrate events such as Divali and Chinese New Year and they benefit from parents being invited in to share their language, customs and celebrations. In the senior school pupils do not have sufficient opportunities to enhance their awareness of other cultures and faiths. The senior school has strong links with several international schools, however, and some pupils learn more about different cultures and traditions from overseas visits.

- 4.8 By the time they leave the school, pupils' personal development and emotional development are excellent, and they are very well-prepared to play a positive and active part in society.

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

- 4.9 The contribution of arrangements for pastoral care is excellent.
- 4.10 The staff provide excellent support and guidance for the pupils in accordance with the school's aims to create an environment in which the pupils work collaboratively and where each pupil is valued as an individual. The pastoral system is at the heart of the school. In the prep school, pastoral care for pupils is supported by class teachers and in the senior school every pupil has a tutor who reports to the head of year. The lines of communication, with regard to pastoral concerns, are well defined and very effective in both the prep and senior schools. Sixth formers have two tutors each, a personal tutor and a tutor to help with university applications. In the pre-inspection questionnaire, an overwhelming majority of the parents agreed that their child is well looked after by the school.
- 4.11 In both the prep and the senior schools, relationships between staff and pupils are extremely positive and are characterised by trust, a word used consistently by pupils in interviews with the inspection team. This trust clearly encourages good communication. In the pre-inspection questionnaire a very large majority of pupils felt that their teachers give them help when needed, and that there is someone to turn to. The relationships between pupils in lessons and around the school are excellent, and pupils' ability to work collaboratively is very evident at all ages.
- 4.12 The food provided is very healthy, nutritious and is much appreciated by the pupils. They spoke with great enthusiasm about the quality and wide choice of food available. The extensive sporting programme provides many enjoyable opportunities for healthy exercise. PE is not only part of the curriculum, but there is also a requirement for senior pupils to sign up for two compulsory sports activities a week. In the prep school, from an early age, staff promote self-help skills and good hygiene practices.
- 4.13 The school promotes high standards of behaviour in accordance with its aims. A very small minority of pupils in the pre-inspection questionnaire did not feel that the school deals effectively with bullying, but this was not supported by inspection evidence. School records and pupil interviews indicated that instances of bullying or unacceptable behaviour are dealt with immediately, appropriately and constructively, with effective monitoring and oversight. A small minority of pupils responding to the questionnaire felt that rewards and sanctions were not fair, but evidence from pupil interviews and other discussions, indicated that almost all pupils had a very positive attitude towards rewards and sanctions, which they appreciate and understand.
- 4.14 A minority of pupils in their questionnaire responses indicated that the school does not listen to their views; inspection evidence showed that this is not the case. The school provides very effective methods to seek the views of pupils through means of school councils from Year 1 in prep school and throughout the senior school and there are many examples of the school responding positively to pupils' concerns.
- 4.15 The school has a suitable plan to improve educational access for pupils with SEND and is active in carrying out any required changes.

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

- 4.16 The arrangements for welfare, health and safety are excellent.
- 4.17 Careful attention is given to the safeguarding of pupils and the comprehensive policy is implemented robustly. When recruiting staff, the school is very thorough in undertaking all the required pre-appointment checks, which are carefully recorded. All staff receive regular and effective child protection training, including internet safety awareness, and this training is appropriately updated. Records of complaints and bullying are carefully logged, monitored and appropriate action is taken. Records relating to concerns about pupils' welfare are stored carefully and suitably trained, designated staff, maintain close contact with local agencies.
- 4.18 The necessary measures to reduce the risk from fire and other hazards are particularly thorough. Fire risk assessments and training records are up-to-date, fire drills are held regularly at different times of the day and evacuation procedures are clear. The procedures are well known and understood by pupils and staff. Risk assessments associated with the premises and with school trips and activities, are thorough and detailed, identifying the hazards and the controls needed to minimise risk. These risk assessments are carefully monitored and updated.
- 4.19 The first-aid policy is clear, and provision for ill and injured pupils and pupils with SEND, is very effective. A high number of staff is trained in first aid and there are excellently run medical centres in both the senior, and prep school. First-aid boxes are available at suitable points on the school site and accidents, illnesses and provision of medications are recorded carefully.
- 4.20 The admission and attendance registers are properly maintained and correctly stored.

#### **4.(d) The quality of boarding**

- 4.21 The boarding provision is good.
- 4.22 Outcomes for boarders are good. Boarders are confident, self-reliant and polite. Their personal development is clearly promoted by their boarding experience; they demonstrate a high standard of good manners and show courtesy to one another. Much progress has been made since the previous inspection, including the appointment of a head of boarding for boys and a head of boarding for girls. Relationships between house staff and boarders, built on mutual trust, are strong; boarders are confident in knowing there is someone to whom they can turn for help. The role of the counsellor is clearly defined and, as well as an appointment system, a drop-in session is offered. An independent listener is available, whose contact details are clearly displayed. Boarders are supported and encouraged by their academic tutors, who can offer additional guidance in all areas of the curriculum.
- 4.23 The school implements its clearly written policies that effectively promote good behaviour, and rewards and sanctions are given fairly. Boarders from different countries are welcomed and very quickly made to feel at home. Whilst there is no formal process of induction, both the staff and existing boarders work hard together to accelerate the process of fully integrating new boarders. A useful handbook is made available to all boarders. A particular strength is the boarding council, chaired by the head of boys' boarding, which meets regularly to elicit boarders' suggestions. The minutes from these council meetings are clearly displayed so that the outcomes are evident.

- 4.24 The quality of boarding provision and care is good. There is one boarding house for both boys and girls and each have their own distinct areas. The layout of the boarding house creates challenges for a cohesive environment, but the boarding staff work hard to make the areas as homely as possible. Communal areas are spread over both the house itself, and part of the main school; continuous refurbishment is in evidence. All bedrooms are appropriately furnished, adequately heated and ventilated. Boarders are able to personalise their space and some create attractive areas using photos and posters. There are sufficient toilet and showering facilities and most are conveniently situated. The well-resourced common room and kitchen areas provide for relaxation and socialising. They are pleasantly furnished with sofas, a pool table and screens for playing electronic games. In the parent pre-inspection questionnaire, a very small minority of parents commented that the boarding accommodation is not comfortable. Evidence from the inspection does not support this view, and the accommodation provided is suitable.
- 4.25 Sick or injured boarders are sensitively cared for by the well-qualified matrons. In addition, several members of the boarding staff have extensive first-aid training, which ensures that there is a suitably qualified member of staff available at all times. The surgery is well equipped and provision can be made within the boarding house for sick pupils to be nursed in isolation. All medication is securely stored and a procedure for recording information is adhered to robustly. Communication between the surgery and house staff is effective and, if appropriate, remains confidential. Pupils who self-medicate have been risk assessed. All boarders have a safe in their rooms, and passports and pocket money can be handed in to the heads of boarding for extra security. Contacting parents is straightforward for boarders and most use their own mobile devices. Overseas boarders are supported to maintain contact with home. Parents are encouraged to contact the heads of boarding if they have a query or want to speak to their child urgently. The internet is used by pupils to contact friends and family, although there are difficulties with the wi-fi coverage, which is currently under review. Contact by house staff with parents is good and an informative annual boarding report highlights how well the boarding staff know their pupils. Good provision is made for supervised prep in the evenings and, for the younger boarders, at the weekend. Boarders have easy access to ICT facilities if required.
- 4.26 To add to the boarders' experiences, there is a rich programme of activities after school and at weekends. Boarders speak highly of the variety of opportunities on offer. Weekend excursions to cultural sites, shopping expeditions and sporting venues broaden their experiences as well as being great fun. Regular trips, in organised taxis, to local shopping centres allow boarders to stock up on personal supplies. All boarders' meals are taken centrally in the pleasant dining room. Food is prepared from locally-sourced ingredients, where practical, and it is nutritious, plentiful, well-cooked and attractively presented. A minority of pupils, in their pre-inspection questionnaire responses, expressed dissatisfaction with the provision of food and the availability of snacks and drinking water in the house. Inspection evidence did not support this view; the food and the availability of snacks and water are good. In response to requests from the boarding council, soup is now on the menu at both lunch and dinner. The dedicated catering staff work hard to create themed dinners and to celebrate special occasions. Pupils with special dietary requirements are well catered for, and the balanced menus are rotated every three weeks. There is always fresh fruit and water available at meal-times and in the house.

- 4.27 The arrangements for the welfare and safeguarding of boarders are excellent; they are comprehensive and fully compliant. In their responses to the pre-inspection questionnaire, almost all parents felt confident that their child is safe, that they are treated as individuals and that boarding helps their progress and development. Recruitment of staff meets all regulatory requirements and outside persons visiting boarding accommodation are fully supervised. Compliance checks of fire regulations and unannounced fire drills are regular and well understood by the staff and boarders. Good behaviour is strongly encouraged and achieved. Discipline in the boarding house is excellent, and records show that sanctions for poor behaviour rarely need to be applied. The excellent anti-bullying policy and zero tolerance approach across the whole school are effective. The prefect team allows older pupils to take on responsibility and help with the running of the house; the prefects are well-respected and good role models for the younger pupils. All prefects are trained in safeguarding and a comprehensive prefects' handbook offers them clear guidelines in how to fulfil their roles. The house always has sufficient staff to ensure the continuity of care and safety. Boarders speak positively about the adult support in the house. Staff know the whereabouts of boarders at all times and are quick to follow up any unexplained absences.
- 4.28 Leadership and management of boarding are excellent. The clear statement of boarding principles and practice is in the boarders' handbook and displayed in the house. The heads of boarding bring a wealth of experience to the roles and, along with their dedicated team of tutors, matrons and housemothers, offer a secure and stable environment in which boarders can thrive and enjoy an enriching experience. The boarding staff team is well managed and feels supported by this strong leadership. Clear job descriptions ensure that their roles are carried out as expected. Regular training is given and staff are encouraged to put themselves forward for continued professional development to enhance their roles for the benefit of the boarders. The heads of boarding provide a strong link with the school academic staff. Boarding policies are robust, records are kept properly and information is shared appropriately. The LGB has had a very well informed designated governor for boarding who regularly visited the house. At the time of the inspection a new governor was being recruited to continue this role. The senior leadership team has a clear vision for the shape of boarding, both for the interim and the future and their aims are closely linked with the United Learning group's strategic plan. In the pre-inspection questionnaire, most parents indicated their confidence in the leadership and management of boarding.

## **5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT**

### **5.(a) The quality of governance**

- 5.1 The quality of governance is good.
- 5.2 Governance is provided by a local governing board (LGB) and by United Learning which is itself governed by the UCST. For legal purposes, the UCST board are the governors for the school. In the past the UCST board has not been sufficiently robust in monitoring safeguarding, welfare, and implementing the required recruitment checks. There are now procedures in place to ensure all such monitoring and checks are undertaken correctly, with effective and thorough annual reviewing of safeguarding. However, the record of the whole UCST board's discussions in its review of safeguarding lacks sufficient detail.
- 5.3 The UCST board's excellent financial planning and investment in staff and resources have enabled the school to embark confidently upon a period of rapid development. The UCST board provides good strategic leadership and offers considerable administrative and practical support. The LGB now provides a good understanding and oversight of safeguarding and recruitment, and keeps the UCST fully informed with regard to their implementation, but the UCST board does not sufficiently demonstrate its direct oversight of the implementation of safeguarding procedures.
- 5.4 The LGB has an excellent insight into the working of the school and is fully committed to providing very effective provision in support of the school's aims. The LGB's oversight is greatly enhanced through its board members' broad range of relevant experience, and through their visits to the school. The school's senior leadership team are present at most LGB meetings, which enables the LGB to gain a strong awareness of the school's strengths and areas for future development.

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

- 5.5 The quality of leadership and management is excellent.
- 5.6 Since the previous inspection, there is a new, highly effective, senior leadership team, with more clearly defined roles. This change, together with an adjustment to responsibilities at other management levels, has enabled the school to deliver a strong change of direction, which is much welcomed by the school community. Parents responding to the pre-inspection questionnaire fully endorsed the view that both the senior and prep schools are now well led and managed.
- 5.7 Staff and pupils are flourishing as a result of the re-designed strategic plans, which strive to foster the school's aims of creativity, enthusiasm and resilience. Delegated responsibilities for policy implementation are very effectively discharged by the senior leadership team, to ensure that staff and pupils are safe. Staff receive regular training in safeguarding, welfare, health and safety, and staff have a very astute understanding of their responsibilities, from daily registration to the overall welfare of every pupil.
- 5.8 The vision of the senior leadership team accords with the recently re-defined aims of the school. The senior leadership team are fully involved in formulating school development strategies and they share a common vision with the school's middle

management. The leadership's new educational direction is having a very good impact in the classroom, as heads of department have many of their ideas integrated into whole school plans, meeting the recommendation from the previous inspection report. Middle management spoke enthusiastically about the new cohesive and more inclusive leadership and direction. Excellent initiatives, introduced through in-service training (INSET), such as peer mentoring in the classroom, have had a direct impact on improving the quality of pupils' education in many subjects and upon pupils' personal development. INSET from the UCST network, including visits to other schools, is increasingly valued by staff.

- 5.9 Self-evaluation of teaching and learning and many other aspects of school life are an integral part of the new management culture. There is a constant theme of aiming for improvement in the best interests of the pupils. Several strategic plans have been formulated and are reviewed regularly with regard to their effectiveness. Appraisal targets set for heads of departments provide a good insight into the strengths and needs of the organisation, which is then shared with senior staff and United Learning for future planning and prioritisation. Staff appreciate the opportunities this provides. Formal lesson observations, at least one per term, ensure standards in the classroom are monitored and identify staff development requirements. A growing culture of informal observation supports pupil progress and the sharing of the elements of most effective teaching between the prep and senior schools.
- 5.10 All aspects of the recruitment process for staff and governors are now robust, thorough and very effectively undertaken and appropriately recorded. This has helped the school in securing high quality staff both for the academic departments and for the many extra-curricular activities. New staff receive very thorough induction training. INSET opportunities support the development of every member of staff and this enables staff to have an excellent knowledge, understanding and empathy for the welfare of the children in their care. This was seen throughout the school, whether on the games field, in the tutor group or in pupils' daily lives on the campus.
- 5.11 The quality of links with parents, carers and guardians is excellent. Parents feel that they are genuinely partners in their children's education. The parental website portal provides an effective method of communication between the school and parents. Tutors are in regular email contact with parents, who can thereby be actively involved in their children's progress. The weekly news bulletin, which is available both electronically and in hard copy, is an informative publication. A very large majority of parents responding to the pre-inspection questionnaire agreed that information about the school and its policies is readily available and parents spoken to, at all levels in the school, said that links with the school are stronger than they have ever been before.
- 5.12 Since the previous inspection, the school has made substantial improvements to its means of communication with parents. The senior leadership operate an 'open door' policy and teachers are always accessible for discussion. New parents are put at ease at 'meet and greet' occasions in the prep school and 'welcome evenings' in the senior school and they receive full information about the school, prior to their children joining. The school deals promptly and effectively with any concerns that parents may have and complaints are handled in the appropriate manner. In the pre-inspection questionnaire, a very large majority of the parents indicated that the school handles concerns well and gives timely responses to questions.

- 5.13 Parents are informed of their child's progress by means of detailed reports, which contain very helpful comments, with clear indications of progress and attainable targets. Reports are complemented by parents' evenings, including target setting meetings for pupils in the public examination years. Parents of sixth-form pupils are kept fully informed about the processes leading to university entrance and are welcome to attend seminars and lectures in support of this. A very small minority of parents in the pre-inspection questionnaire felt that they were not given sufficient information about their child's progress. Inspection evidence did not support this view. Scrutiny of the relatively new style reports, and interviews with teachers and parents indicate that the information available to parents is both informative and helpful.
- 5.14 In both the senior and prep schools, parents are made welcome at the many cultural, sporting and social events. Parents willingly give their time to talk to senior pupils about life skills and preparation for life after school, and to help out in the school shop. The 'Friends of HCS', made up of parents and staff, is effectively and dynamically run, and is constantly aware of the need to find new ways to include parents in the life of the school. Through its various events, it raises money for projects within the school such as the refurbishment of the sixth-form centre facilities and the generosity of individual parents has funded a variety of school-based projects.

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

## **6. THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION STAGE**

### **6.(a) How well the early years provision meets the needs of the range of children who attend**

- 6.1 The setting makes outstanding provision for the children who attend. Staff provide very interesting and challenging experiences, which are highly effective in promoting the children's language, communication, personal, social and emotional development appropriate to their age. An excellent balance of adult-led and child-initiated activities provide opportunities that encourage independent learning, problem solving and exploration. Time is allowed for children to create their own play and to explore their ideas. Children are very keen to learn both indoors and outside. Excellent use of the extensive school grounds allows further opportunities to extend their learning beyond the classroom. All children are given opportunities to develop excellent speaking and listening skills; children under three were observed describing fruit, using appropriate vocabulary, and older children enjoy retelling their favourite stories. The curriculum for the Reception class is greatly enhanced by the use of specialist staff for French, music, drama and games. Adults in the setting make excellent use of detailed observations to identify the progress and the next steps in the children's learning, which is very effectively adapted to their changing needs and interests. Children are highly motivated and enthusiastic learners, who respond well to the staff's high expectations of them. Careful assessment and monitoring ensure that those with SEND and EAL are very well supported.
- 6.2 Parents and carers make a highly effective contribution to their children's learning through 'the wow notes' system and make comments in the home contact book. These are added to the 'informative learning journeys', which are freely available to view. Arrangements for reporting progress at two and half years old are very well established. Key adults work very closely with parents in helping their children settle and keep them fully informed of their children's progress. In their pre-inspection questionnaires, and in conversation with inspectors, parents were overwhelmingly positive about the warm, friendly atmosphere of the setting and the information they receive about their child's progress.

### **6.(b) The contribution of the early years provision to children's well-being**

- 6.3 Provision for the children's well-being is outstanding. Adults form very strong relationships with the children so that they feel very safe and secure, readily seeking support or comfort from familiar adults. The behaviour policy is implemented very effectively, resulting in a very happy and busy atmosphere, where children benefit fully from all the opportunities provided.
- 6.4 Independence is greatly encouraged. Children can dress themselves and look after their personal hygiene with great confidence; Nursery children are responsible for putting on their coats and boots and finding their own book bags. Staff guide them expertly in exploring and trying out new activities appropriate to their stage of development. Very clear explanations help children understand and manage risk, for example, when climbing on the tunnel in the explorer's garden. Adults actively promote co-operation and respect for others through gentle reminders about sharing and helping each other. Children become fully aware of healthy eating as they enjoy

freshly prepared lunches and a selection of fruit at snack time. Health, safety and welfare are given a high priority.

- 6.5 The setting offers a very bright and lively environment both indoors and outside, which is very well resourced and organised so that resources are easily accessible to children. The newly refurbished outside classroom and play area allows many more opportunities to enhance the curriculum and promote outdoor learning. In the little Nursery and Nursery, there are extensive opportunities to interact with one another as they mix together for several activities. Children in Reception join with older pupils at playtime and for assemblies. Excellent communication between Reception and Year 1 facilitates a smooth transition to the next stage of their education.

### **6.(c) The leadership and management of the early years provision**

- 6.6 Leadership and management are outstanding. Governors take great interest in the Early Years provision and receive regular feedback from staff. The safeguarding of children is of paramount importance, and comprehensive risk assessments are carried out. Policies are very thorough and regular monitoring ensures that they are implemented effectively and that the regulatory requirements are fully met. Careful, regulatory appointment checks are undertaken and this ensures that only suitably qualified adults, who update their training regularly, work with children.
- 6.7 A strong emphasis on self-evaluation ensures that areas for development are being quickly identified and action taken to improve. Staff share a clear vision for the continued development of the setting. Staff are well qualified and their performance is regularly monitored through the appraisal system. Inclusion in local moderation and visits to other settings provide a very effective opportunity to share the elements of most effective self-evaluation to evaluate the success of the setting. Strong partnerships with parents, and very well established links with external agencies, contribute to the comprehensive understanding that adults have of each child.

### **6.(d) The overall quality and standards of the early years provision**

- 6.8 The quality and standards are outstanding. The children thrive and make excellent progress relative to their ability and needs, including those with SEND or EAL, with the overwhelming majority reaching and some exceeding the expected levels of attainment. All children make excellent progress in their personal and social development. They share resources and take turns and develop independence to a high level by the end of Reception. Children really trust and respect their teachers and relate very well to each other and their behaviour is exemplary. This contributes to the development of excellent learning habits. The youngest children are able to select what they want to do independently and move between activities with great confidence. Nursery children can touch count numbers up to ten, identify the initial sounds of letters and are able to take part in group activities, taking turns and helping each other. In Reception, the children have a secure knowledge of sounds and are keen to write words and they very much enjoy role play. They are able to count to 20 and beyond and identify which number is bigger. They demonstrated their fast developing ICT skills, by being able to manipulate a mouse to draw pictures and use the interactive white board to write letters and words on. The children are able to sustain their concentration very well and take great pride in their work. The children are safeguarded highly effectively, and they feel happy and secure.

- 6.9 Since the previous inspection improvements have been made to the outdoor provision, which has added greatly to the children's experiences and robust monitoring of the regulatory changes has been implemented. The setting demonstrates continuing capacity for improvement through strong leadership and reflective practice.

**Compliance with statutory requirements for children under three**

- 6.10 The school's registered provision for childcare meets the requirements of the Childcare Act 2006 and no action is required.

**Section 2 includes any identified action the Early Years Foundation Stage is recommended to take in order to improve its provision.**