



ISI Independent
Schools
Inspectorate

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

Glebe House School and Nursery

October 2018



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School's Details

School	Glebe House School and Nursery			
DfE number	926/6004			
EYFS number	EY298976			
Registered charity number	1018815			
Address	Glebe House School and Nursery 2 Cromer Road Hunstanton Norfolk PE36 6HW			
Telephone number	01485 532809			
Email address	ghsoffice@glebehouseschool.co.uk			
Headmaster	Mr Louis Taylor			
Chair of governors	Mr Nicholas Crane			
Age range	0 to 13			
Number of pupils on roll	160			
	Boys	67	Girls	93
	Day pupils	127	Boarders	33
	EYFS	75	Juniors	67
	Seniors	18		
Inspection dates	16 to 18 October 2018			

1. Background Information

About the school

- 1.1 Glebe House School and Nursery is an independent day and boarding school for boys and girls aged between 6 months and 13 years. It is located near Hunstanton on the north-west Norfolk coast. Founded in 1874, the school is a charitable trust, overseen by a board of governors.
- 1.2 The Nursery is located in self-contained premises and is open for 50 weeks of the year. Boarders are accommodated in two houses, one for boys and one for girls. They board on a regular weekly or occasional basis. Since the previous inspection, a new headmaster took up post in September 2018, there has been a new chair of governors, and the Nursery has extended and remodelled its accommodation.

What the school seeks to do

- 1.3 The school undertakes to provide a safe and happy place for pupils to learn, with high standards of achievement for pupils of all abilities. It aims to prepare children for the next stage of their lives, and to ensure that, when pupils leave at thirteen, that they are resilient, courteous and self-confident. The school seeks to nurture any talent and encourage achievement in academic work, in sport, in art, in music or drama.

About the pupils

- 1.4 Pupils come from the surrounding area, mostly from white British families, reflecting the local population. National standardised data provided by the school indicate that the ability of pupils is above average. The school has identified 15 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia and other difficulties, 11 of whom receive additional specialist help. Also, two pupils have an education, health and care plan. No pupils have English as an additional language. The curriculum is modified for pupils identified as being more able or talented.

2. Regulatory Compliance Inspection

Preface

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

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

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

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

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

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

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

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

Key findings

- 2.1 The school does not meet all of the required standards in the schedule to the Education (Independent School Standards) Regulations 2014, the National Minimum Standards for Boarding Schools, the requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements, and should take immediate action to remedy deficiencies as detailed below.

PART 1 – Quality of education provided

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

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

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

PART 3 – Welfare, health and safety of pupils

- 2.7 Good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.8 An appropriate induction process for pupils new to boarding is implemented, and suitable provision is made for boarders' medical and health care, their food and drink and for managing boarders' laundry and possessions. Boarders have suitable contact with friends and family and access to a programme of activities. Boarding staff are appropriately trained and deployed.
- 2.9 Arrangements are made to safeguard and promote the welfare of pupils, but the recruitment checks required by current statutory guidance are not always carried in a timely manner. Prior to the inspection the school had taken steps to remedy historical deficiencies in the checks on new staff. However, it had not ensured that a separate barred list check is obtained for a few peripatetic staff who have a pre-existing enhanced criminal record check, nor that a prohibition from teaching check has been carried out before all staff engaged in teaching work take up their posts. These checks were carried out satisfactorily during the inspection. These issues do not extend to the EYFS setting, which carries out its own recruitment checks.
- 2.10 **The standards relating to welfare, health and safety in paragraphs 9-17, the requirement of Schedule 10 of the Equality Act 2010, the ban on corporal punishment under section 548 of the Education Act 1996 and NMS 2-10, 12, 15 and 16 are met but those in paragraphs 7 and 8 [safeguarding] and, for the same reason, NMS 11 [child protection] are not met.**

Action point 1

- the school must ensure that it carries out its own barred list check where it accepts a pre-existing enhanced criminal record check [paragraphs 7(a) and (b); 8(a) and (b) and NMS 11].

Action point 2

- the school must ensure that it carries out a prohibition from teaching check before staff engaged in teaching work take up their posts [paragraph 7(a) and (b), 8(a) and (b) and NMS 11].

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

- 2.11 The school makes appropriate checks to ensure the suitability of supply staff and proprietors, and a register is kept as required. Visitors to boarding accommodation are appropriately supervised and the school's arrangements for guardianship are suitably managed.
- 2.12 Although checks of medical fitness are in place for all staff, in a few instances confirmation of these has not been received before they take up their posts.
- 2.13 The standards relating to the suitability of those in contact with pupils at the school in paragraphs 18 (2)(a-e), 19-21 and NMS 14.2-14.6 are met but that in paragraph 18 (2)(f) and 18 (3) and, for the same reason, NMS 14.1 [suitability of staff] are not met.**

Action point 3

- the school must ensure that medical fitness checks are carried out before staff start work [paragraph 18 (2)(f), 18 (3) and NMS 14.1].

PART 5 – Premises of and accommodation at schools

- 2.14 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for their medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play. Boarding accommodation is adequate for the needs of all boarders, and safeguards and promotes their welfare.
- 2.15 The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 5 are met.**

PART 6 – Provision of information

- 2.16 A range of information is variously published, provided or made available to parents, inspectors and the Department for Education. These include details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any with education, health and care plans or English as an additional language. They also include particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website. A suitable statement of boarding principles and practice is published by the school.
- 2.17 The standard relating to the provision of information [paragraph 32] and statement of boarding principles [NMS 1] are met.**

PART 7 – Manner in which complaints are handled

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

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

PART 8 – Quality of leadership in and management of schools

2.20 Appropriate leadership and management of boarding ensure that the required policies and records are maintained and effectively monitored.

2.21 The proprietor has not ensured that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met and they actively promote the well-being of the pupils.

2.22 The standards relating to leadership and management of the school in NMS 13.1-13.2 and 13.6-13.9 are met but those in paragraph 34 and, for the same reason, NMS 13.3-13.5 are not met.

Action point 4

- **the proprietor must ensure that the leadership and management have sufficient skills and knowledge to fulfil their responsibilities effectively, so that the other standards are consistently met and they actively promote the well-being of the pupils [paragraph 34 (1)(a), (b) and (c); NMS 13.3-13.5]**

THE QUALITY AND STANDARDS OF THE EARLY YEARS FOUNDATION STAGE

- 2.23 The overall effectiveness of the early years provision is outstanding.
- 2.24 Children make good and often excellent progress in their learning and development in relation to their starting points. This is because staff ensure they get to know children well and plan highly effectively to meet their needs. They are well prepared for the move to their next stage of education. Individual needs are catered for extremely well, notably those for children who require additional support for medical and special educational needs. Children benefit from the excellent links the setting has fostered with external specialists.
- 2.25 The development of children's personal and emotional skills is a key strength. Children feel extremely safe, secure and happy at the setting. They separate quickly from parents and carers, including babies who have recently joined. They enjoy positive relationships with their key people who know them well.
- 2.26 All requirements for children's safeguarding and welfare have been fully met. Leadership in the Nursery are diligent in ensuring that all the required recruitment checks are carried out before staff in the setting start work. Staff are fully aware of their responsibilities and are clear about the robust procedures that are in place to protect children. Links with outside agencies are strong.
- 2.27 Leaders demonstrate a strong commitment to providing children with the very best start to their education. They strive for excellence and are aware of the need for continual improvement. They monitor the standards of care and education effectively to ensure that these are maintained to a high quality.
- 2.28 Since the previous inspection the facilities have been re-designed to include easy access to a well-resourced outdoor area. The recommendation from the previous inspection has been met. Older nursery children now have their own toilet and washing facilities, resulting in growing independence in undertaking their own personal needs.

EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT

- 2.29 The effectiveness of leadership and management is outstanding.
- 2.30 Leaders continually strive to provide the very best experiences for children. They set high standards and have robust systems in place to ensure that these are maintained. Leaders have a clear vision for ongoing development that demonstrates their ambition to embrace new initiatives designed to enhance the already high-quality provision.
- 2.31 Leaders make highly effective use of a variety of means to evaluate staff performance and build upon their skills. These include excellent use of assessment information to help identify the needs of a cohort of children and inform future planning, individual meetings with staff, and annual appraisals. Opportunities to attend courses regularly enable staff to develop their knowledge of current ideas in early years education and care, which in turns leads to improved practice and outcomes for the children.
- 2.32 Leaders regularly undertake self-evaluation to maintain and improve high standards. They take the views of parents, children and staff into consideration, and these often shape developments, such as the introduction of a woodland garden. The learning programmes cover the requisite areas of learning. These are carefully planned to ensure that they are relevant and moulded around children's interests and needs.
- 2.33 Children receive an excellent start to their education. Systems for planning are effectively used to provide a range of interesting adult-led and child-initiated activities. Leaders evaluate these plans to ensure that they continually offer appropriate next steps for each child. This helps prepare children well for the next stage of their education.

- 2.34 Staff and children understand the appropriate behavioural expectations. Golden rules displayed at child height in pictorial form reinforce good behaviour. The setting promotes equality and diversity, welcoming children from a wide variety of family backgrounds. Excellent support for children and families who require it ensures that any gaps in outcomes are identified and addressed. Staff actively promote British values at an age appropriate level by role-modelling and encouraging tolerance, the rule of law and respect of others.
- 2.35 The leadership understand their responsibilities to adhere to statutory requirements and as a result fully meet these in all areas, including recruitment. The promotion of children's welfare and safeguarding is a great strength of the setting. Suitable regard is paid to preventing radicalisation and extremism. All Early Years Foundation Stage (EYFS) parents who responded to the pre-inspection questionnaire are happy with all aspects of the care and education that the setting provides for their child. This was a view echoed by those parents spoken to during the inspection. They praised the 'quite special staff' who often exceed their expectations.

QUALITY OF TEACHING, LEARNING AND ASSESSMENT

- 2.36 The quality of teaching, learning and assessment is outstanding.
- 2.37 Staff set high expectations by providing stimulating opportunities to ensure that children across the ability range sustain interest and are engaged in their learning. As a result, all children achieve well, as was seen when toddlers delighted in painting leaves, hands and feet in autumn colours.
- 2.38 Staff demonstrate an excellent knowledge of the development of children in the birth to two age range. Shared practice allows staff to confidently move between rooms when needed. Key people are clear in their objectives and share these well with children, using rich language and questioning skills to help them learn. This was apparent when toddlers were planning to fill a builder's tray with water in order to splash in puddles.
- 2.39 Key people understand the importance of gathering information about what a child already knows when they enter the setting. They adopt several highly effective methods to obtain this information from parents, such through the 'All About Me' folder, as well as by speaking to parents and staff from a previous setting, if appropriate.
- 2.40 A variety of ongoing assessment takes place when a child attends the setting. Staff make excellent use of this assessment information, including through individual tracking, to help identify the future learning needs of the children. This includes planning early intervention for any children who require additional support for a variety of needs. As a result, children often make rapid progress in relation to their starting point.
- 2.41 Staff use regular praise and encouragement during activities to encourage progress and participation of children. This was seen to be highly effective when one of the babies showed interest in a game and was encouraged to participate with another child.
- 2.42 Parents are provided with good information about their child's progress, including graphs that show progress over time in all areas of learning, reports and access to the extremely comprehensive *All About Me* files. They have opportunities to comment upon records and this helps further improve the experiences for children as staff take their comments on board and incorporate them into their planning. A small number of parents spoken to during the inspection whilst very happy with education their children receive, were keen to know more about the weekly learning focus so that they could contribute more fully to their child's learning.
- 2.43 All children have access to the range of indoor and outdoor resources on offer. They recognise and appreciate diversity by celebrating cultural festivals throughout the year, and using toys that promote diversity, such as dolls representing different ethnicities.

- 2.44 Key people engage with children well, encouraging them to acquire new physical, personal, social, emotional, communication and language skills. This was seen when the youngest babies grasped the idea of catching and popping bubbles, whilst copying the language “pop!”

PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

- 2.45 The personal development behaviour and welfare of children are outstanding.
- 2.46 Staff successfully promote a positive culture that encourages children to achieve and learn. Children are keen to learn and display high levels of engagement in their chosen activities. Children are self-confident explorers of their environment and access equipment independently. They are self-aware and, through full participation in the wide variety of activities, show that they understand how to be a successful learner. Children use their imagination in their play, as was seen when a younger child chose to put her doll to bed.
- 2.47 The environment is thoughtfully designed to aid movement from the indoor to the outdoor environment. Children occasionally mix with older nursery children and this helps prepare them for their next class. Staff carefully manage transition periods by ensuring that information is shared with the next key person. This includes if a child is moving to a different setting.
- 2.48 All children from the very youngest were seen to be extremely content and emotionally secure within the setting. Parents are encouraged to ensure that their children attend promptly and regularly. A register is maintained accurately, and leaders ensure that any unaccounted-for absences are followed up.
- 2.49 Children display excellent levels of behaviour for their age. They adhere to the clear guidelines and benefit from the positive staff role models. Children were seen to play nicely whilst their own and with others, for example in the outdoor environment. Staff promote understanding of safety highly effectively and reinforce this through everyday routines, such as putting on wet weather clothing to keep children safe in inclement conditions.
- 2.50 Children display a willingness to make healthy choices at snack time, eating the suitably nutritious food and making their own choice to drink milk or water. They learn to respect others and begin to understand how they can contribute to wider society and life in Britain. All statutory welfare requirements are met.

OUTCOMES FOR CHILDREN

- 2.51 Outcomes for children are outstanding.
- 2.52 All children progress extremely well from their individual starting points. Babies quickly engage in activities, listening to their key worker and attempting to say words. They explore a range of resources independently; such as toy telephones. Older children were able to count the number of toes they have and display well-developed problem-solving skills whilst preparing the outdoor water tray for a splashing activity. Early writing skills are well fostered through activities such as using tweezers to move spaghetti. Children demonstrate an interest in stories and showed excellent knowledge of a well-known story, filling in the missing words when prompted by staff. The vast majority of children meet, and some exceed, the level of development that is typical for their age. They are very well prepared for the next stage of their education.

COMPLIANCE WITH STATUTORY REQUIREMENTS

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

RECOMMENDATION FOR FURTHER IMPROVEMENT

The school is advised to make the following improvement to its provision for children in the early years.

- Enhance the information provided to parents to include details of the weekly learning focus so that parents can contribute more fully to their children's learning.

3. Educational Quality Inspection

Preface

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

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

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

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

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

Where necessary, National Curriculum nomenclature is used to refer to year groups in the school. Where the school's own names differ from those used nationally, the details are given in the table below:

<i>School name</i>	<i>National Curriculum name</i>
Division 1	Year 1
Division 2	Year 2
Division 3	Year 3
Division 4	Year 4
Division 5	Year 5
Division 6	Year 6
Division 7	Year 7
Division 8	Year 8

Key findings

- 3.1 The quality of the pupils' academic and other achievements is excellent.
- The achievement of leavers, including those with SEND, is above age-related expectations, so that they are successful in transferring to the senior school of their choice.
 - Pupils demonstrate strong study skills which enable them to undertake research and independent learning.
 - Pupils' skills in information and communication technology (ICT) are not fully utilised across the curriculum.
 - Pupils achieve success in a variety of sporting, musical and dramatic activities.
 - Pupils of all ages have extremely positive attitudes towards learning.
- 3.2 The quality of the pupils' personal development is excellent.
- Pupils are happy, resilient and self-confident as a result of the excellent pastoral care they receive.
 - Pupils understand right and wrong and respect the school's behavioural code.
 - Pupils' ability to collaborate and take responsibility is well developed.
 - Pupils are extremely tolerant and respectful of one another, embrace diversity and other cultural traditions and enjoy contributing to the school and wider community.

Recommendation

- 3.3 In the context of the excellent outcomes, the school might wish to:
- Explore further opportunities to ensure that pupils utilise their ICT skills across the curriculum to support them in developing a wider range of learning techniques.

The quality of pupils' academic and other achievements

- 3.4 The quality of pupils' academic and other achievements is excellent.
- 3.5 Children in the EYFS make good and often excellent progress in relation to their starting points so that most meet, and some exceed the expected level of development for their age. The school does not take part in National Curriculum tests, but the available evidence from lesson observations, scrutiny of pupils' books, and the school's own assessment data, shows attainment in reading, spelling and mathematics to be above national age-related expectations. As a result of the leadership's drive for continuous improvement, the school has enhanced its use of assessment procedures to enable a clearer means of tracking individual pupils' progress in the core subjects, so that any reduction in attainment is promptly identified. This tool gives pupils, teachers and parents a very specific indicator of progress each half term and enables staff to adjust their planning to ensure it meets individual learning needs. Pupils understand the targets they are working towards since they have regular feedback discussions with teachers. Older pupils particularly appreciate the *Challenge Mark* scheme as providing them with a clear indicator and motivation for improvement. Pupils with SEND achieve well in accordance with their abilities as a result of carefully targeted support out of class. Pupils who are identified as being more able or particularly talented receive additional challenge in class or through additional guided extension work, such as for mathematics, or in clubs, such as for potential art scholars. By their final year, the more able are working at a high level because of bespoke preparation for their entrance examinations and they regularly gain scholarships to their senior schools. Staff have high expectations of pupils and use their comprehensive knowledge of the requirements for entry to a range of senior schools to ensure preparation is well-managed. In the pre-

inspection questionnaires all the pupils and parents agreed that the school enables pupils to learn and make good progress.

- 3.6 Throughout the school pupils acquire high levels of knowledge and understanding so that they demonstrate secure skills for learning. Children in the EYFS become confident learners in all areas because staff observe them carefully and plan activities which serve their interests and learning needs well. Children demonstrate an emerging ability to solve problems, use their imagination and explain their ideas. This is facilitated particularly effectively by staff who ask open questions to check their understanding, develop their vocabulary and structure their thinking. They display great curiosity and investigate purposefully, supported by adults who make sensitive judgements about when to intervene with questions or suggestions. Pupils receive much individual support in small classes where lessons are invariably conducted at a brisk pace and utilise a range of activities which actively engage them in their learning. For example, older pupils show well-developed conversational skills in French due to teaching in the target language which builds in sufficient repetition to aid quick recall, so that they are able to move on quickly to a new topic. Pupils are familiar with correct scientific terminology which is effectively modelled by staff, as demonstrated where younger ones used complex vocabulary such as 'photosynthesis', 'spores' and 'reproduction' in correct context. Older pupils apply scientific knowledge well, such as when demonstrating an excellent understanding of buoyancy in an investigation using a tinfoil boat on water.
- 3.7 Throughout the school pupils display creativity and imagination in their art work. This was seen in the wealth of pupils' art displayed around the school and observed in lessons where pupils confidently applied a range of skills and techniques. Pupils display competent physical skills due to a positive culture of fitness which encourages all to experience success. For example, whilst the ball skills and swimming of most pupils are well-developed, individual support enables those who are less confident to make rapid progress. In the questionnaire, all the pupils and parents agreed that they study a suitable range of subjects and all the pupils indicated that lessons are interesting and that teachers help them if they have problems with their work. The school has successfully addressed recommendations of the previous inspection in relation to the setting of targets, planning for individual needs and widening its range of teaching approaches.
- 3.8 Pupils are confident and articulate speakers, both when offering explanations in class, in conversation with adults and in speaking publicly. Their ability to communicate is promoted strongly in the EYFS where staff take every opportunity to converse with children and develop their vocabulary and ability to voice their ideas and feelings. Pupils, including those with SEND, develop fluent reading and comprehension skills as a result of systematic teaching of the sounds that letters make. Pupils listen to one another's ideas attentively and respond to instructions capably. Many articulate a great enjoyment of writing which is well supported through myriad opportunities to write creatively and factually. As a result, pupils are regularly successful in national writing and poetry competitions.
- 3.9 Pupils' numeracy skills are highly developed due to teachers ensuring work is tailored to individual abilities and the effective use of mathematical software that is levelled appropriate to their abilities. Children in the EYFS acquire a secure understanding of numbers since they are given frequent opportunities to count and use mathematical language in their activities. For example, younger children eagerly count worms living under logs. A notable example of pupils' willingness to develop their prowess in mathematics is the well-used exercise books where older pupils engage in self-study. Pupils apply mathematical skills such as estimation, measurement and graphs very competently in geography, physics, chemistry and design technology.

- 3.10 From an early age, pupils develop appropriate skills in ICT and enjoy programming activities in discrete computing lessons where, supported by specialist teaching, younger pupils use software confidently to create their own computer program and older pupils engage successfully in independent projects. These skills are sometimes applied to other areas of learning, as seen in younger pupils' designs for cakes and in older pupils' geography field work projects. Pupils indicate that they do not apply technology skills regularly in some subjects, because the application of ICT is not fully embedded across the curriculum.
- 3.11 From the EYFS, where children demonstrate great curiosity in exploring their outside environment, solving problems such as using a log and plank to make a seesaw, pupils throughout the school demonstrate strong skills to support their learning. Lesson planning incorporates frequent opportunities for independent as well as collaborative work, so that pupils acquire requisite study skills and enjoy taking a lead in their learning. For example, younger pupils demonstrated strong analytical and organisational skills when questioning each other about the results of a science investigation, understanding the need for a group leader to manage the activity. Pupils analyse different sources in history and give logical, reasoned explanations on the relative merits of each. These abilities are developed effectively by the use of open-ended questioning by teachers and frequent expectations of pupils to explain reasoning. The oldest pupils exhibit a well-developed ability to hypothesise, and many can justify their opinions cogently, such as in an English lesson where critical thinking skills were very much in evidence as pupils explored the themes in a Steinbeck novel. Boarders learn to manage their time with support from boarding staff and appreciate that they can catch up with work in the house if necessary. Boarding staff ensure their workload is monitored and that they have sufficient time to relax. All the pupils who responded to the questionnaire agreed that they are encouraged to think and learn for themselves, a view supported by a large majority of the parents.
- 3.12 In accordance with the school's aims, pupils follow a broad curriculum which enables all to discover and strengthen their talents and interests. Pupils regularly achieve well in writing and poetry competitions and national maths competitions. Many pupils who have instrumental or singing lessons are successful in external examinations. Every pupil participates in school performances that take place throughout the year. Pupils develop both their physical and collaborative skills effectively since all participate in the school's sports teams. Teams from the school regularly reach the county games finals, winning in hockey and cricket, and teams and individuals have qualified for regional competitions in swimming and cross country. Individual pupils who compete at county or national level in a variety of pursuits are well-supported by the school. Boarders appreciate having extra time to develop their interests, such as being able to do their music practice before breakfast, and those keen on sport assert that boarding allows them additional time to develop their skills.
- 3.13 Pupils' exceptionally positive attitudes to learning support their excellent progress and achievement. Children in the EYFS approach activities with excitement, such as when working energetically with partners when using unfamiliar percussion instruments for the first time. The younger children are curious and keen to investigate the wide range of resources available to them. Throughout the school pupils' strong appetite for learning results in perseverance and pride in their efforts. Pupils of all ages are keen to cooperate with their teachers, because staff are positive role models, with whom they forge warm relationships.

The quality of the pupils' personal development

- 3.14 The quality of the pupils' personal development is excellent.

- 3.15 The school is highly successful in meeting its aim to help pupils feel happy, resilient, courteous and self-confident. Pupils feel very well prepared for the next stage of their education, showing a genuine recognition of their respective strengths and the challenges they face, such as identifying the need to plan their time more independently in preparation for senior school. The outstanding outcomes in pupils' personal development are due to the strong commitment of senior leaders and governors to providing high levels of pastoral support. Younger children in the EYFS develop confidence and independence with self-help tasks such as washing their hands before having a snack, due to kindly support of staff. Pupils display developing leadership, self-discipline and resilience as they engage in problem-solving activities in the woodland learning area. They use targets, helpful marking and reflective time well to gain an informed understanding of how to improve their learning. Boarders report that, in living in a small community with adults available for support, they develop a valuable ability to read and respond to the moods of those around them. In the questionnaire, almost all pupils indicated their agreement that the school helps them to be confident and independent, and a very large majority of boarders believe that boarding has contributed to the development of these qualities.
- 3.16 Pupils display a keen awareness of the importance of making careful decisions, particularly the prefects, who are mindful of the impact of their advice on younger pupils who approach them for help. Children in the EYFS are resourceful in helping to set up and tidy away activities and choose activities and resources independently in an environment that is well-organised to promote self-selection, both indoors and outside. Younger pupils display good decision-making skills for their age, as seen in their work on likes and dislikes and in electing a school council representative for their class. Pupils base their choice of which school production in which they would like a larger role on a perceptive grasp of their interests and strengths. Older pupils articulate their understanding that their response to work given by teachers is key to their future academic success. Boarders recognise that the decisions they are trusted to make by staff, influence the whole boarding community and in choosing their preferred activities take ownership of aspects of the house. Pupils feel they are consulted about school life, such as through the school council. For example, their ideas have been taken into account by the leadership in drawing up, the new behaviour code 'Glebe Five-a-Day'.
- 3.17 As they progress through the school, pupils demonstrate an emerging sense of spirituality in their extremely mature views about life. Their insight, such as when expressing the view that spirituality is about learning how to look after themselves and be happy, is developed through considerable opportunities to share their thoughts in assemblies and the comprehensive personal, social and health education (PSHE) programme, in an atmosphere where pupils say there is no fear of giving a wrong answer. Pupils demonstrate a strong appreciation of the contribution of art, music and drama in promoting feelings of well-being, requesting relaxing music to be played while they completed work. Their interest in the role of religion and other belief systems, is effectively developed in religious education (RE) lessons and assemblies, such as their mature reflection on the principles behind humanism after a talk given during the inspection. A notable aspect of pupils' behaviour is their great sensitivity and empathy for their peers. They have a deep understanding of kindness and assert that that are encouraged to think of others and anyone who needs help. Opportunities to explore the natural environment around the school have enabled pupils of all ages to develop a strong affinity with nature and keen awareness of human interaction with it.
- 3.18 Pupils have a clear understanding of right and wrong. Children in the EYFS readily respond to their teachers' high expectations and reminders about suitable behaviour and are proud of complying with their golden rules. Pupils discuss the importance of following rules and laws and accept responsibility for their own behaviour, having been involved in devising the new behaviour policy. Older pupils set a strong example to younger ones so that their assertion that the good behaviour in the school makes it a lovely place to be, is clearly evident. Older pupils' grasp of complex ethical issues is demonstrated in public speaking competitions where they research and speak persuasively on issues such as voting, euthanasia, testing on animals and racism. In the questionnaire all the pupils and most of the parents agreed that the school promotes good behaviour.

- 3.19 Pupils display excellent social awareness in their consideration to their peers. Children in the EYFS show they understand how to play and work together through being praised by staff when they see sharing and cooperation, and by Reception they are adept at purposefully working with a partner. Throughout the school pupils interact naturally with staff, visitors and their peers. Their strong collaborative skills are well-developed through the frequent opportunities they have to practise these both in class, in boarding, and as part of the house system. Pupils are mutually supportive. For example, older pupils instinctively support younger ones, as seen when they stopped to help a younger peer fasten their cuffs. The strong family atmosphere of the school further supports pupils' social development through opportunities for all ages to work together in whole school and house events. The school's size means that everyone is given the opportunity to participate in productions and school teams. Pupils therefore learn the necessity for team work and have a keen appreciation of the effort needed to work collaboratively towards a common goal, even when this is personally challenging. Boarders collaborate successfully to solve problems, for instance discussing and drawing up a risk assessment for an evening game.
- 3.20 Pupils take their positions of responsibility seriously. In the EYFS, younger children willingly undertake tasks such as pouring out milk at snack time, gently supported by an adult. Older pupils enjoy their duties and want to do them well, demonstrating a strong desire to live up to the trust placed in them. Pupils respect and value the work of the school council and are pleased that, during the course of their school career, all who wish have the opportunity to seek election for this role. Boarders appreciate the consultative atmosphere in the house where they have the confidence to raise issues and ideas with staff. Older pupils are keen to work for the benefit of others and contribute significantly to the wider community through charitable fund raising and singing to the elderly. In so doing they demonstrate their recognition that others are less fortunate than themselves. They state that a high spot of their leavers' programme is supporting local children with complex learning needs for a day out at a nature reserve. Pupils suggest charities to support, often arising out of their own experience, such as organising fund-raising events for a local bereavement charity which has supported members of their school community. Boarders are active in suggesting and undertaking charitable endeavours, such as beach cleans and sponsored walks.
- 3.21 Although pupils mainly come from similar cultural backgrounds, they are extremely receptive and appreciative of the need to enhance their understanding of diversity. The school provides ample opportunities for the development of pupils' understanding to take place through its RE programme which ensures a range of major faiths and traditions are understood, as well as in topics and assemblies which include festivals around the world. Pupils engage in discussion, ask relevant questions and are sensitive to the beliefs of others both in the school and the wider world. As a result of the school's inclusive ethos, they demonstrate a strong sense of the need to respect one another. Pupils told inspectors that although there are other cultures that they have not had very much first-hand experience of, they have learned about them. Pupils vehemently assert the need to be kind and fair to everyone regardless of cultural background or faith. In the questionnaires, all the pupils and parents agreed that the school encourages respect and tolerance of others.
- 3.22 The pupils understand how to stay safe and are very aware of what constitutes a healthy lifestyle. Starting in the EYFS, comprehensive teaching in PSHE, science and assemblies strongly contributes to their knowledge and understanding, as does encouragement to eat a balanced diet by staff who share meals with pupils. Pupils explained how creating a garden and keeping chickens for their eggs had developed their understanding of healthy eating. They say they feel safe and secure in school and enjoy the many opportunities they have for exercise as a result of the games programme, which ensures opportunities for all to be involved and is enhanced by a choice of physical pursuits in extra-curricular activities. Boarders understand the benefits of recreation, enjoying access to the fields and pool during boarding activities, and because the time they spend on prep is managed carefully by staff. Older pupils are aware that they need to manage their workload and boarders said staff help them with this. Pupils are keenly aware of the need to keep safe on the internet as a result of guidance given in their computing lessons. Pupils demonstrate a keen awareness of the importance of emotional

happiness and show care and consideration to any peers exhibiting signs of anxiety. Almost all pupils agreed that they knew how to keep safe when online, and that the school encourages them to follow a healthy lifestyle.

4. INSPECTION EVIDENCE

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

Inspectors

Mrs Jan Preece	Reporting inspector
Mr Julius Sidwell	Compliance team inspector (Vice principal, HMC school)
Mr Mike Crossley	Team inspector (Headmaster, IAPS school)
Mr Alastair Ramsay	Team inspector for boarding (Headmaster, IAPS school)
Miss Jacqueline Scotney	Co-ordinating inspector for early years (Former head of early years, ISA school)
Mrs Catherine Watts	Team inspector for EYFS (Deputy head, IAPS school)