



INDEPENDENT SCHOOLS INSPECTORATE

STANBRIDGE EARLS SCHOOL

STANDARD INSPECTION

FINAL VISIT

INDEPENDENT SCHOOLS INSPECTORATE

Stanbridge Earls School

Full Name of School	Stanbridge Earls School
DCSF Number	850/6065
Registered Charity Number	307342
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Head	Mr Geoff Link
Chair of Governors	Mr David Beeby
Age Range	10 to 19
Total Number of Pupils	185
Gender of Pupils	Mixed (147 boys; 38 girls;)
Numbers by Age	10 to 19: 185
Number of Day Pupils	34
Number of Boarders	Total: 151 Full: 151
Inspection date	02 Feb 2010 to 03 Feb 2010
Final (team) visit	01 Mar 2010 to 03 Mar 2010

PREFACE

This inspection report follows the STANDARD *ISI schedule*. It consists of two parts: an INITIAL two-day inspection of regulatory requirements followed by a three-day FINAL (team) inspection of the school's broader educational provision. The previous ISI inspection was in January/February 2006

The Independent Schools Inspectorate (ISI) is the body approved by the Government 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 2003 as subsequently amended with effect from January 2005, May 2007 and February 2009. The range of these Regulations is as follows.

- (a) The quality of education provided (Curriculum)
- (b) The quality of education provided (Teaching)
- (c) The spiritual, moral, social and cultural development of pupils
- (d) The welfare, health and safety of pupils
- (e) The suitability of staff, supply staff and proprietors
- (f) The premises and accommodation
- (g) The provision of information
- (h) The manner in which complaints are to be handled

Legislation additional to the welfare, health and safety Standard is as follows.

- (i) The Special Educational Needs and Disability Act (SENDA).
- (ii) Race, gender and sexual discrimination legislation.
- (iii) Corporal punishment.

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

Under the Care Standards Act 2000, an inspection of boarding was carried out at the same time by the Children's Directorate of the Office for Standards in Education (Ofsted). The report of this inspection is available separately at www.ofsted.gov.uk under Inspection reports/Boarding schools.

The inspection does not examine the financial viability of the school or investigate its accounting procedures. The inspectors check the school's health and safety procedures and comment on any significant hazards they encounter: they do not carry out an exhaustive health and safety examination. Their inspection of the premises is from an educational perspective and does not include in-depth examination of the structural condition of the school, its services or other physical features.

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1. THE CHARACTERISTICS OF THE SCHOOL.

- 1.1 Stanbridge Earls School is a co-educational day and boarding school for pupils of ten to nineteen years. It was founded in 1952 on its present 52-acre woodland site on the edge of the New Forest, in an adapted and extended former manor house dating back to the sixteenth century together with purpose-built accommodation. Recent projects include an indoor swimming pool, the development of a music school, complete refurbishment of science facilities and the installation of new information communication technology (ICT) facilities and resources. A new sixth form boarding house is under construction. The school aims to provide a high standard of pastoral care, developing confidence and self esteem and assisting all pupils to reach their potential within a family environment. The school is governed by a council of fourteen governors supported by an Executive Committee which works in conjunction with three further committees, Education, Finance and Property and Risk.
- 1.2 Currently the school has 185 pupils on roll, of these 37 are girls and 3 of the pupils attend school part-time. The majority of pupils are boarders. Pupils come from diverse backgrounds, representing as many as 20 different nationalities and from all areas of the UK. The school specialises in teaching pupils with specific learning difficulties and those with statements of special educational needs (SEN). This may include pupils who have been badly bullied, had serious illness or become school phobic. The school delivers individual learning programmes within a broad curriculum supported by a varied extracurricular programme. Four specialised centres provide one to one tuition for children with dyslexia, dyscalculia, with speech and language deficits, dyspraxic problems and a life skills course. Of the 185 pupils on roll 163 have specialist help. Sixty-six pupils have SEN. Nine pupils have English as an additional language (EAL) and of these, four receive support for their English. Standardised baseline tests show that around two-thirds of pupils are of below average ability, with 12% above average. The overall ability profile of the school is below the national average. The school enters pupils for GCSE and A Level examinations and a wide variety of other certificated courses.
- 1.3 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

2. THE SUCCESS OF THE SCHOOL AND ACTION POINTS

2.(a) Main findings

- 2.1 The achievements of pupils at Stanbridge Earls School are excellent; pupils make outstanding progress within the highly appropriate curriculum supported by expert teaching. Many of the pupils have experienced great social and academic difficulties before they join the school. However, the understanding throughout the school of the needs of pupils with SEN, the excellent resources, careful academic and pastoral monitoring and the personal knowledge all staff have of their pupils makes the school a highly positive environment in which pupils develop excellent attitudes to their learning and relationships with both their peers and the staff. As they move through the school pupils understand how they are progressing and develop great motivation to sustain their success.
- 2.2 The personal development of pupils is outstanding. The arrangements and systems for the welfare of the pupils are of high quality, creating a calm and safe environment for pupils. The disciplinary system, with its emphasis on the positive, supports the development of self-control and self-awareness and pupils achieve highly supportive relationships with peers, learn to solve problems and to avoid confrontation. The school council gives the pupils a valued voice. In both the questionnaire and interviews pupils spoke highly of the support they receive in all areas and the positive experience they have of life at the school. The pupils form a generous community, working hard to support charities and to offer their support to local organisations. Pupils of many cultures live harmoniously together and enjoy celebrating festivals. The commitment of the management team and staff to the progress and well-being of pupils is outstanding.
- 2.3 The common vision and the aims of the school are fulfilled through the close links between the governors and management of the school. The governors have detailed oversight and understanding of the work of the school and fulfil their legal responsibilities. Highly effective development planning has been established by the management team supported by the governors. Major developments in a number of areas have been completed and the construction of a new senior boarding house is in progress. Refurbishments and new buildings are of high quality to support pupils' learning and personal development. Careful monitoring in all areas has contributed to raising the standards of teaching and learning throughout the school. Parents are highly supportive of the standards and work of the school.

2.(b) Action points

(i) Compliance with regulatory requirements

(The range of the Independent School Standards Regulations is given in the Preface)

2.4 At the time of the initial visit, the school met all the requirements of the Independent School Standards Regulations 2003, as subsequently amended.

(ii) Recommended action

2.5 The school is advised to make the following improvements:

1. to further investigate and develop the use of existing expertise amongst staff to provide training, in particular in working with pupils with SEN and the use of ICT for all staff
2. to continue to research and stay abreast of the latest developments in technology to support pupils with SEN.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

3.(a) The quality of the pupils' achievements and their learning, attitudes and skills

- 3.1 The quality of the pupils' achievements and their learning, attitudes and skills is outstanding. The excellent education pupils receive fulfils the aims of the school. In particular, the culture of praise and respect for the individual encourages the development of self confidence and self esteem. The support pupils receive from both special needs and mainstream teachers enables them to become competent, enthusiastic learners who make maximum improvement in their special educational needs. In Years 7 and 8 the pupils, who have a wide range of special needs, some of them complex, develop the basic skills of literacy and numeracy necessary for progress through the curriculum. However, their learning goes far beyond the basics; they become competent speakers, able to express their opinions and ideas fluently, they learn to listen effectively, to work well with others and to take great enjoyment and benefit from their lessons. By Year 9 they have consolidated these foundations for learning and are able to work independently and use their skills in other contexts. In interviews, Year 9 pupils expressed a clear understanding of the ways in which their learning skills had developed alongside their abilities to cope with their learning difficulties. Through Years 10 and 11 pupils continue to develop their capacity to learn and to understand how the subjects they are studying are preparing them for the next stage of their lives. This progression continues through the sixth form, in a wide variety of courses. Older pupils take mature responsibility for their studies, and understand what they have to do to succeed. Pupils of all ages are articulate. They have opportunities to use and develop their creativity in art, music, drama and in personal writing. They use ICT, often skilfully, to research, to present their work attractively and to make presentations. Practical skills are developed through motor mechanics, design technology, in some home economics lessons and the new practical computing course.
- 3.2 The ability profile of pupils, measured by nationally standardised tests is below the national average, and all the pupils have identified specific learning difficulties or special educational needs, some of them complex. These standardised measures show that pupils achieve better GCSE results than the national average. The very small numbers of A level pupils do not allow a valid statistical analysis. However, the results show that pupils are making good progress for their abilities. Taking the special educational needs of the pupils into account these results represent excellent achievement. Both the GCSE and A level results and the wide variety of other certificated courses taken enable pupils to move on successfully to their chosen next phase of education or to work.
- 3.3 In discussion, pupils of all ages said that they felt that they could and would succeed and their positive attitudes to learning shone through all they had to say about their lives at school and their work. They felt that the teachers and other pupils understood their difficulties and that enabled them to enjoy work: one pupil explained that since he started at the school he had improved at everything but had had fun doing it.

3.(b) The contribution of curricular and extra-curricular provision (including community links of benefit to pupils)

- 3.4 The curriculum is outstanding in both the ways it meets the needs of the pupils, and fulfils the aims of the school. It provides full national curriculum coverage and also incorporates practical subjects which are highly appropriate for some pupils at the school. The work of the four centres for special needs supports pupils' specific needs and enables them to access the curriculum and to progress well. The range of courses included as options for pupils as they progress through the school is excellent and if a pupil expresses an interest in a subject at AS level, for example because they have previous experience in that subject, the school will usually make that subject available. The innovative computer course, the Certificate of Personal Effectiveness (COPE) and Life Skills courses provide additional appropriate skills, experience and qualifications. Pupils expressed great satisfaction with the curriculum saying that they appreciated the flexibility to build an individual timetable and the resulting reduction of pressure, having in some cases experienced great stress within an inappropriate mainstream curriculum, and that they were enabled to do well in the programme they were undertaking.
- 3.5 All staff contribute to both regular weekday activities and to the varied programme of weekend activities, trips and visits. This results in pupils having many opportunities to experience extra-curricular activities both on and off site including sports, drama, and major school productions. The indoor pool and the sports hall provide excellent facilities for sporting activities and pupils are regularly able to swim as an evening activity. The school offers participation in the Duke of Edinburgh's Award scheme which enhances the pupils' education and offers further challenge. Staff offer some unusual activities, for example a "meet the reptiles" session which was mentioned in assembly as well as routine shopping trips, special outings and visits at the weekend. Day pupils said that they sometimes come in for weekend activities which they enjoy. The school curriculum is well supported by varied educational trips to places such as museums and art galleries, and pupils learn in many different ways from the range of residential trips which are planned for the different age groups.
- 3.6 Successful links with the community have been built through a wide variety of fundraising activities, many of which result from a school fundraising club, activities such as singing in local residential homes and the work of service in the Duke of Edinburgh's Award scheme.

3.(c) The contribution of teaching

- 3.7 Teaching is highly effective in promoting pupils' progress and fully supports the aims of the school. The strengths in teaching of the school lie in the in-depth knowledge and understanding of the abilities and needs of the pupils shown by all the staff, and their ability to present lessons in ways that enable pupils to learn. The high level of interaction between the SENCO, the special needs teachers and the mainstream staff ensures that teachers have the information about pupils that they need to ensure that their lessons cater for all the needs of the pupils and that consequently all pupils make progress according to or in many cases above their ability.
- 3.8 Teachers are excellent role models; they set very high expectations of behaviour and co-operation from their pupils, and in their understanding of the challenges their pupils face create calm and supportive classrooms where pupils feel safe and able to learn. There are very supportive systems to help pupils meet these high expectations, and teachers have effective strategies at hand if a pupil becomes distressed or behaviour begins to deteriorate. The small class sizes, the use of teaching assistants and the well-planned rooms all support this individual and positive approach to learning. Excellent ICT resources are available across the school and are used in many different ways to support learning.
- 3.9 The quality of both long and short term planning is excellent. Learning support lessons provide carefully structured activities to reinforce the basics and to help pupils cope with their difficulties. Mainstream teachers, aware of the need for multi-sensory approaches, use their laptops and projectors to create resources which enhance pupils' experiences, and have many other approaches in their repertoire to capture pupils' enthusiasms and interests. In many lessons teachers include group or pair work, discussion and feedback, challenging questions and they do not give easy answers but expect pupils to think things out for themselves. The school policy for marking is clearly framed; as a result marking is very carefully done with an emphasis on giving encouragement and positive feedback to enable pupils to improve. As older pupils approach GCSE, marking relates realistically to exam standards. A programme of careful monitoring using frequent internal reports and consultations with staff ensures that teachers are fully informed of pupils' learning and progress, and can respond quickly if a pupil is identified as having difficulty.
- 3.10 The high level of expertise shown in the planning of lessons, the provision of resources including ICT, the presentation of lessons appropriate to the needs of the pupils and expert behaviour management creates a very positive learning environment for the pupils. In the response to pupil questionnaires and in interviews pupils said that they felt that if they have difficulties they can approach teachers who are always willing to help them.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

- 4.1 The quality of the pupils' personal development is excellent, meeting the aim of the school to raise the self-confidence and self-esteem of all pupils "by praising the positive and ensuring that everyone knows that they are important in their own right".
- 4.2 Pupils develop excellent levels of self-esteem and self-confidence through encouragement to react positively and be respectful and considerate towards others, and through the many opportunities they experience to succeed. Pupils are encouraging and supportive to their peers. In a session to develop life skills pupils showed a strong appreciation of each other and of the value of activities offered to them in the lesson. They are equally appreciative of music and art, and sensitive to the plight of others as represented through assemblies. Pupils are spontaneously generous; an assembly held on the small joys that had emerged from the tragedy of the Haiti earthquake prompted a group of pupils who had been earning money for their World Challenge project to give these funds to the Haiti disaster fund.
- 4.3 Pupils have a clear sense of morality. They know and understand the difference between right and wrong and have a clear and strong sense of justice. The school council operates successfully and the pupils appreciate the opportunity to express their voice. They value the rewards system at school and hold the Certificate of Excellence in high regard, but can understand fairness and appreciate that sanctions may sometimes need to be used. Pupils are involved in collections for charity and many opt for fund-raising as an activity. They speak enthusiastically about collections for the Terence Higgins Trust, for example, and realise that their contributions can make a difference to those less fortunate than themselves. This connection also enables pupils to learn about AIDs and HIV and the importance of personal decisions.
- 4.4 Pupils' social development is excellent; they are well mannered, polite and sociable. Pupil interviews showed that they appreciate the care and support the school provides, and they are proud of the strong sense of community. They can empathise with others and share their experiences with visitors. They are caring and sympathetic and will take turns, and are good listeners as noted in a number of lessons. Pupils with communication difficulties will act promptly on advice. All value the high standards of behaviour set before them by the staff and exhibit a calm and dignified demeanour as they move around the school. Since the previous inspection the school has successfully developed the religious and cultural experiences for the pupils within the curriculum. Cultural development of the pupils is good and is supported by trips to museums, theatres and galleries. The citizenship, PSHE and RS elements of the curriculum ensure that pupils experience aspects of one another's diverse religions and cultures; for instance, Year 7 have studied a number of religions and festivals. Pupils of many different cultures live harmoniously together and enjoy sharing in the celebrations of festivals such as Chinese New Year. In citizenship lessons pupils learn about things beyond their personal experience, and the programme is supported by visiting speakers who have a wide range of experiences to share, such as fire protection or life as a soldier in Afghanistan

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

- 4.5 The pastoral care provided by the school is outstanding and fulfils the aim of the school to safeguard the welfare of everyone within the school community.
- 4.6 The school has a strong structure for its pastoral care system, based on the house system, which is efficiently managed, recorded and monitored. The team of pastoral staff offers outstanding nurture and support to the pupils within a secure framework allowing pupils' personal development to flourish in a protected, secure environment. An ethos of praise and encouragement promotes growth in self confidence and independence enabling older pupils to become more autonomous with their organisation and independent study. In pupil interviews, sixth formers spoke enthusiastically about having opportunities to manage their own domestic tasks and said they enjoy taking responsibility in their houses, as prefects and monitors because these positions are based on trust. Pupils feel well prepared for work or further education when they leave the school, and the services of a careers officer based at the school are highly valued by staff, parents and pupils.
- 4.7 Relationships between staff and pupils and between pupils themselves are excellent. The mutual respect and warm relationships between staff and pupils allow pupils to thrive in a family atmosphere. Staff know their pupils well and provide activities to stimulate and encourage them. They take account of pupils' organisational and learning difficulties and help pupils to overcome or cope with these problems. Any issues about the care of children are quickly picked up by a robust communication system. In responses to questionnaires and interviews pupils say that they know who to go to if they have a problem and acknowledge there is a wide support system available. Pastoral issues about pupils are discussed in regular pastoral meetings and steps are taken to resolve them promptly. The school has excellent procedures for the promotion of good behaviour; as a result behaviour within and beyond the classroom is exemplary, and pupils have a sensitive consideration and courtesy for the community. Pupils believe bullying is rare and say that incidents are dealt with promptly, fairly and constructively with equal regard to the personal development of both the perpetrator and the victim. Should the need arise a school counsellor is on site and independent listeners are available.
- 4.8 The safeguarding of pupils is outstanding and policies and procedures meet the regulatory requirements; staff at all levels have received appropriate training. Medical care and procedures are excellent and the facilities for the care of sick pupils are appropriate, giving pupils another place where they feel safe and where they receive a high standard of care. The school has made complete and effective checks for health and safety and these meet all requirements. Pupils are encouraged to eat healthily; school meals are nutritious and allow for choice. In addition, pupils are encouraged to participate in a wide range of sporting activities, including at weekends. An accessibility plan has been established, which fulfils the requirements of the Special Educational Needs and Disability Act, and work has been done to improve both physical access to buildings and access to the curriculum. Admission and attendance registers are accurately maintained and kept.

4.(c) The quality of boarding education

- 4.9 The quality of the boarding experience for pupils is outstanding. The experience of life as a boarder at the school is judged to contribute significantly to the pupils' abilities to benefit from the educational opportunities offered to them. Many different aspects of boarding life enable pupils to learn the independence they need for their future lives. These strengths include the warm and positive relationships with boarding staff, the many opportunities for activities, the excellent relationships between pupils and not least the very controlled and careful development of prep, which is structured to teach pupils how to manage their time, how to organise their own work and how to eventually take responsibility themselves.
- 4.10 Boarding helps pupils to learn how to build strong relationships with their peers, to show understanding to each other, to be supportive and how to solve disagreements and arguments, which for some may initially be a challenge. However they rise to the challenge and live comfortably together. The highly experienced staff, the high quality of the boarding accommodation which gives pupils privacy, personal space and social areas in which to mix, the many facilities available and the spacious school site all contribute to this positive experience.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is judged to be excellent. The Council has a wide overview, which fully supports the vision and mission statement of the school. It receives full information through the minutes of the four committees, and regular reports from the head covering all aspects of the life and work of the school. The committee structure enables the governing body to benefit from the wide variety of professional expertise offered by their members. The Council has successfully overseen and supported the development planning for the school and enabled the development to be undertaken with careful and prudent financial planning. The Council, comprising all members of the governing body, has effective oversight of educational standards through both the head's reports and the membership of key SMT members on the executive committee.
- 5.2 The Council has excellent communications with the head and senior staff. A comprehensive insight into the working of the school is achieved as all members of the Council serve on at least one committee. The Executive Committee, made up of key governors, the chairman of the Council, the chairmen of the other committees and members of the senior staff at the school, makes central use of the work of the other committees in preparation for the Council's consideration. This flow of information ensures that the Council fully understands the ways in which proposed developments at the school will enhance the experience and learning of pupils with moderate and serious learning difficulties.
- 5.3 The Council regularly approves, adopts and signs off all school policies. Further responsibilities are properly discharged, including the appointment of a governor with specific responsibility for child protection, the required annual child protection review and responsibility for welfare, health and safety throughout the school. Effective action has been taken to ensure that all the health and safety procedures required at the time of the last inspection have been put in place.

5.(b) The quality of leadership and management

- 5.4 The leadership and management of the school are outstanding. The vision of the school is clearly articulated in the mission statement and the aims of the school, and the leadership of the school is successful in making this a reality. The management team has clearly defined the admissions criteria for the school to ensure that the provision meets the needs of pupils joining the school.
- 5.5 The high quality of education provided and the personal development achieved by pupils at the school reflects the excellent work of the management team. Many of the pupils arriving at the school have had both social and academic difficulties (for some pupils, great difficulties) in their previous schools. The wide, varied and flexible curriculum supports the integration of all pupils. Effective academic monitoring, a strong and caring pastoral system and supportive disciplinary procedures, all contribute to pupils' development. The positive nature of the environment in which pupils live and work is greatly enhanced by the very high standard of new buildings and refurbishment, giving pupils access to excellent facilities and resources, particularly for ICT, to enable them to learn.
- 5.6 A reflective and enquiring approach to management has been achieved. The excellent links and communications between the management and the governors have resulted in high quality development planning and monitoring, with efficient implementation of plans. Management procedures include regular meetings and systems such as the school intranet for sharing and disseminating information, and are supported by well-qualified and supportive administrative, bursarial and technical support staff. Policies and procedures are regularly reviewed. The management team keeps up-to-date with new resources and technology developed to assist the learning of pupils with special educational needs.
- 5.7 The management has created a strong staff team with many areas of expertise in the teaching of pupils with SEN, and they have successfully recruited new staff. A well-established and effective procedure for appraisal supports the high quality of teaching and has led to the identification of training needs and staff expertise which is being used to provide. This expertise is also used to train students as part of a master's degree course in specific learning difficulties; the contact with a university department is another valuable resource for the school. A full programme of training for staff is in place for safeguarding, fire routines, and first aid.
- 5.8 The school has thorough arrangements in place for safeguarding procedures including safe recruitment of staff, volunteers and governors. All the actions identified at the time of the last inspection have been put in place.

5.(c) The quality of links with parents, carers and guardians

- 5.9 The links between the school and parents are excellent and strongly support the aims of the school. Responses to the pre-inspection questionnaire indicate that parents are highly supportive of the guidance and care that the school provides. Parents have supportive regard for the high standards of behaviour and feel that the curriculum offers an appropriate range of subject areas and experience. They also value the range of extra-curricular activities for boarders, for example provision of ICT, sport, music, drama and art. Parents considered the teaching to be of a high standard, and the support systems to help their children to make progress. They are satisfied with the governance and management of the school and also believe they can communicate freely through an open door policy, as well as email and the usual channels. A small number of parents expressed concerns about the level of information about pupils' progress and communication in response to parents' enquiries. Inspectors did not find any evidence to support these findings. There is an open door policy, email contact is encouraged and queries are responded to quickly. Parents are welcomed into the school for a number of special events such as school productions, sports day and speech day. Staff are regularly available when parents pick their children up at Saturday lunch time for an informal chat, and shortly after pupils join Year 7 parents are invited to a Saturday afternoon event consisting of a sports match, a short concert and a chance to meet staff informally.
- 5.10 Parents of pupils joining the school receive an informative handbook, all parents are invited to two parents meetings each year and two full written reports are provided. Further information to parents is comprehensive, including termly newsletters and regularly updated information on the school website.
- 5.11 A number of links with the community have been achieved through fund raising, work experience and the service element of the silver and bronze Duke of Edinburgh's Award scheme. Some students are members of local cadet forces and some play for local sports clubs. Organisations such as the Southampton Mission have held collections within the school and sometimes attend and officiate at the Sunday night chapel service. The sports hall and other facilities are regularly used by members of the community. The school also offers training for special needs teaching staff from other schools.

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

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 and a governors' representative, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited boarding houses and the facilities for sick or injured pupils. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

The National Minimum Standards for Boarding Schools were inspected by one Ofsted inspector over two days.

Inspectors

Mrs Gwen Caddock

Mrs Diane Durrant

Mr Tony Halliwell

Reporting inspector

Senior Team Inspector (Deputy Head, SHMIS)

Senior Team Inspector (Head, SHMIS)