



INDEPENDENT SCHOOLS INSPECTORATE

**INTEGRATED INSPECTION
STANBOROUGH SECONDARY SCHOOL**

INDEPENDENT SCHOOLS INSPECTORATE

Stanborough Secondary School

Full Name of School	Stanborough Secondary School
DfE Number	919/6154
Registered Charity Number	1044071
Address	Stanborough Park Watford Hertfordshire WD25 9JT England
Telephone Number	01923 673268
Fax Number	01923 893943
Email Address	ldixon@spsch.org
Head Teacher	Mrs Lorraine Dixon
Chair of Governors	Mr Berton Samuel
Age Range	11 to 18
Total Number of Pupils	72
Gender of Pupils	Mixed (44 boys; 28 girls)
Number of Day Pupils	Total: 53
Number of Boarders	Total: 19 Full: 8 Weekly: 11
Inspection Dates	08 Mar 2016 to 11 Mar 2016

PREFACE

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) Regulations 2014. The range of these Regulations can be viewed on the website www.legislation.gov.uk. Additionally, inspections will consider the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment introduced by the School Standards and Framework Act 1998.

This inspection report follows the *ISI schedule*. The inspection on which the report is based took place over a period of four continuous days in the school.

The previous ISI boarding intermediate inspection was in March 2013 and the previous ISI interim inspection was in November 2011.

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 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.

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 children aged under two), 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 and another governor, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited the 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 George Fisher	Reporting Inspector
Mr David Bell	Team Inspector (Former headmaster, ISA school)
Mrs Elizabeth Ferrand	Team Inspector (Former deputy head, HMC school)
Mr Matthew March	Co-ordinating Inspector for Boarding

CONTENTS

	Page
1 THE CHARACTERISTICS OF THE SCHOOL	1
2 THE SUCCESS OF THE SCHOOL	2
(a) Main findings	2
(b) Action points	3
(i) Compliance with regulatory requirements	3
(ii) Recommendations for further improvement	4
3 THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS	5
(a) The quality of the pupils' achievements and learning	5
(b) The contribution of curricular and extra-curricular provision (including community links of benefit to pupils)	6
(c) The contribution of teaching	7
4 THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT	9
(a) The spiritual, moral, social and cultural development of the pupils	9
(b) The contribution of arrangements for pastoral care	10
(c) The contribution of arrangements for welfare, health and safety	10
(d) The quality of boarding	11
5 THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT	14
(a) The quality of governance	14
(b) The quality of leadership and management, including links with parents, carers and guardians	14

1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Stanborough Secondary School is a co-educational day and boarding school for pupils from the ages of 11 to 18, which is managed by the Seventh-day Adventist Church. Its aims are to foster understanding and tolerance, to develop a personal relationship with God, to develop a caring attitude and to fulfil each pupil's academic potential. The school is owned by a registered charity, the British Union Conference (BUC) of the Seventh-day Adventists. Governance is provided through a board of governors, some of whom are members of the BUC.
- 1.2 The school was founded in 1919 and the current complex, including the boarding accommodation, was completed in 1991. It occupies a 40-acre site in Garston, a suburb of Watford, Hertfordshire. On the same site, but registered separately and not part of this inspection, is International Stanborough School; boarding pupils from both schools share the boarding accommodation. Since the previous inspection the school has stopped providing education for pupils in Years 12 and 13, and, at the time of this inspection, the oldest pupils attending were in Year 11. Further changes have been the appointment of a new head teacher and chair of governors, and the refurbishment of several areas within the school, including the boarding house.
- 1.3 At the time of the inspection there were 72 pupils on roll, including 44 boys and 28 girls. Of these, 19 are boarders, eight of whom are full boarders and 11 of whom are weekly boarders.
- 1.4 Inspection evidence, together with the school's own assessments, shows that the ability profile of the school is in line with the national average. Pupils come from a wide range of ethnic and socio-economic backgrounds, with about two-thirds being Adventists. Six pupils require support for a variety of special educational needs and/or disabilities (SEND) and three pupils receive support for English as an additional language (EAL). No pupil has an education, health and care (EHC) plan or a statement of special educational needs.
- 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 The school is successful in meeting its aims overall. The quality of pupils' achievements and learning is good. Throughout the school, pupils have a positive attitude to learning and apply their skills confidently. Pupils, including those with SEND and EAL, were seen to make good progress within lessons. More able pupils also make good progress, in part through extension work outside lessons rather than through the teaching itself, where in some lessons they are not challenged at their own level of ability, so that the recommendation following the previous inspection is only partially met. Pupils enjoy some success in the limited range of extra-curricular activities. The curriculum is sound, and includes a wide-ranging set of subjects in Years 7 to 9, together with a suitable level of choice at GCSE. The quality of teaching is good, representing a significant improvement since the previous inspection. Lessons are well planned and teaching is enthusiastic, supported by good subject knowledge. Pupils benefit from detailed feedback on their work, and the quality of marking is excellent, meaning that this recommendation from the previous inspection is fully met.
- 2.2 The quality of the pupils' personal development is excellent. Their self-knowledge is strongly developed and they practise self-reflection through regular opportunities for prayer. They show tolerance and maturity and their behaviour is generally excellent. Pastoral care is sound, and staff provide effective support and guidance, including within the boarding house. However, staff are not always constructive in their application of the behaviour policy or consistently fair concerning the giving of rewards and sanctions. The quality of boarding is sound. Boarding provision and care are good, and boarders have a good standard of personal development. The quality of arrangements for ensuring the welfare, health and safety of pupils is unsatisfactory. The necessary checks on some staff prior to their appointment have not all been made and they are not all accurately recorded on the single central register of appointments; both of these were issues at the time of the previous inspection. In addition, the school's safeguarding policy has not been implemented correctly concerning always referring on to external agencies any concerns expeditiously, so that pupils' welfare has potentially been put at risk. The admission register does not contain all of the required information, and the school does not inform the local authority where a pupil of compulsory school age leaves and the next school is not known. The range, presentation and quality of the food provided at meal times is poor overall, and the school does not provide snacks between main meals, although boarders have the facility to prepare their own food and water is always available.
- 2.3 The quality of governance is sound. There is a satisfactory oversight of the school, with a strong focus on upholding its Christian ethos and upon improving academic performance. In response to the previous inspection, there has been a restructuring of governance with the creation of a number of committees to monitor the school's activities and provide challenge for the staff. However, governance has failed to oversee correctly the school's recruitment procedures, and to ensure the proper implementation of the safeguarding policy, although they review the safeguarding policy annually and ensure the designated safeguarding lead (DSL) is appropriately trained; these represent improvements since the previous inspection. The effectiveness of leadership and management is sound. Senior leadership has been successful in securing the excellent personal development of the pupils, and,

through stronger monitoring by middle management, it has improved the quality of teaching, thus meeting a recommendation of the previous inspection. However, there is no objective system by which to measure pupils' progress. The management structure lacks coherence and does not clarify responsibility and accountability. Within boarding the induction arrangements for new boarders has been improved, the understanding by assistant staff of their responsibilities has been clarified, there is improved training for staff and volunteers, and the handbooks and other documentation have been made more consistent. Thus all of the recommendations following the previous boarding inspection have been met. The parents who replied to the pre-inspection questionnaire expressed a high level of satisfaction with the quality of the education and care which their children receive.

2.(b) Action points

(i) Compliance with regulatory requirements

2.4 The school does not meet all the requirements of the Education (Independent School Standards) Regulations 2014, and therefore it is required to take the following actions.

- Ensure that the admission register contains all of the required information about pupils, and that the school notifies the local authority when a pupil of compulsory school age leaves and the next school is not known [Part 3, paragraph 15, under Welfare, health and safety].
- Implement all required safeguarding arrangements by ensuring that all pre-employment checks are carried out and that the safeguarding policy is followed concerning timely referrals to external agencies [Part 3, paragraphs 7.(a) and (b) and 8.(a) and (b), under Welfare, health and safety; and, for the same reason, National Minimum Standard 11, under Child protection].
- Complete all required vetting checks, including checks on qualifications, right to work in the UK and any overseas checks, medical fitness, prohibition orders from teaching and references before a person starts work [Part 4, paragraphs 18.(2)(b), (c), (f) and 18.(3), under Suitability of staff and proprietors; and, for the same reason, National Minimum Standard 14.1, under Staff recruitment and checks on other adults].
- Maintain an accurate single central register of appointments, showing that all required checks have been carried out, by whom and the date on which each such check was completed or the certificate obtained or verified [Part 4, paragraphs 21.(3)(a)(iv), (vi), (vii) and (b), under Suitability of staff and proprietors].
- Ensure that persons with leadership and management responsibilities demonstrate good skills and knowledge to fulfil their responsibilities effectively, so that the independent school standards are met consistently, and that they actively promote the well-being of pupils [Part 8, paragraphs 34.(1)(a), (b) and (c), under Quality of leadership and management in schools; and, for the same reason, National Minimum Standards 13.3, 13.4 and 13.5, under Management and development of boarding].

- 2.5 The school does not meet all the National Minimum Standards for Boarding Schools 2015, as described above.
- 2.6 The school does not meet additional National Minimum Standards for Boarding, and therefore must take the following action.
- Improve the range, presentation and quality of the food provided to all pupils at meal times [National Minimum Standard 8.1, under Provision and preparation of food and drinks].

(ii) Recommendations for further improvement

In addition to the above regulatory action points, the school is advised to make the following improvements.

1. Provide boarders with some snacks between main meals.
2. Implement an objective system by which to measure pupils' progress.
3. Ensure a constructive and consistent response to any breaches of discipline.
4. Devise a coherent management structure which clarifies responsibility and strengthens accountability.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

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

The pupils' quality of achievements and learning is good.

The aim of the school to realise each pupil's academic potential is generally met effectively and pupils' knowledge, skills and understanding are good across a wide range of subjects and activities. Pupils are articulate, especially where taking part in formal and informal discussions. They also communicate confidently in both their own and in modern foreign languages. Strong listening skills are evident, with pupils paying close attention to each other in lessons and carefully considering others' views before responding. Pupils are adept at reading many forms of written material, including quite complex language, as seen in a business studies lesson where pupils studied the data protection act. Complex sentence structuring and sophisticated vocabulary are evident in pupils' written work, including within essays and creative writing such as poetry.

Pupils are capable of clear logical thought, notably within the sciences and mathematics. Strong creativity is apparent in art, and pupils' physical skills are demonstrated in physical education lessons. They are highly effective in applying their numeracy skills, for example in science and geography. Pupils use their information and communication technology (ICT) skills confidently, both as an aid to their learning, such as when creating and sorting data-bases, and for research purposes when using the internet.

Pupils perform successfully in a small range of extra-curricular activities, with a few gaining certificates in external music examinations and others participating successfully in the Independent Schools Association national athletics finals. The senior boys' basketball team has had success in local tournaments. Pupils have received awards for their community service work in India, and some have received recognition within a national scheme to develop 'young leaders'. All pupils move on to A-level study at other schools or colleges when they leave at the end of Year 11.

The following analysis uses the national data for the years 2013 to 2015. These are the most recent three years for which comparative statistics are currently available. Pupils' attainment at GCSE is similar to the national average for maintained schools. This level of attainment indicates that pupils make appropriate progress in relation to pupils of similar ability. However, classroom observations, the examination of pupils' work and interviews with them indicate that pupils are currently making good progress in lessons. A stronger focus on teaching and learning in recent times has had an impact in raising standards. A very small minority of parents in their responses to the pre-inspection questionnaire indicated that they were concerned about the progress that their child makes. Inspectors do not agree with their views, as evidence shows that most pupils are currently making good progress. Pupils with SEND make progress in line with their peers because their needs are carefully identified and notified to staff. Pupils with EAL make effective progress because of the strong specialist support which they receive. The more able also generally make good progress, often through opportunities for extension work outside lessons, but they are not always challenged at their own level of ability within lessons. All parents who responded to the questionnaire indicated that they believe more able pupils receive appropriate support.

Pupils' attitudes to learning are very positive. In many lessons, and within interviews, pupils show a real enthusiasm for their studies and an enjoyment of learning. They work successfully by themselves or co-operatively with one other, and show initiative in asking questions of their teachers to increase their understanding. They are generally well

organised in their approach to learning. In their responses to the pre-inspection questionnaire, almost all pupils indicated that they are making good progress in the work.

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

The contribution of the curricular and extra-curricular provision is sound.

The curriculum is effective in supporting the school's aim to fulfil the potential of each pupil and makes a suitable contribution to the pupils' achievements. It gives appropriate emphasis to all subjects and is adequate in meeting the needs of all pupils, including those with SEND, EAL and the more able.

In Years 7 to 9, planning is effective in promoting knowledge and understanding across a wide-ranging curriculum covering the required areas of learning, including within modern foreign languages, creative and technological subjects, and science. The inclusion of horticulture and computer keyboarding skills in Years 7 and 8 supports the practical element of the provision, which also includes home economics, although this is not available at GCSE. The time allocated to physical education and games is restricted in Year 9.

Within Years 10 and 11 a suitable range of options supplements the core provision of English, mathematics and science, which includes a strong place for religious education (RE), thus supporting the ethos of the school. Since the previous inspection the organisation of the curriculum has been changed so that there is now a two-weekly timetable cycle with lessons of one hour in length. This has been effective in enabling a better distribution of time across subjects, and has led to more structured lessons. However, timetabling and staffing restrictions prevent some pupils from following their preferred subjects at GCSE.

Effective provision for pupils with SEND is made through communicating the particular needs of these pupils to teaching staff. Subject-specific strategies are not routinely apparent, however, although all staff contribute to a regular review of the progress made by each pupil. There is stronger support for pupils with EAL through well planned and carefully directed one-to-one sessions with a specialist tutor. Sometimes teaching staff provide effective additional support, for example through helping pupils with subject-specific terminology, but at times the language level used within teaching is too advanced. Provision for the more able is made in part through additional stimulus outside the school day, but it is not an integral part of all lesson planning. The curriculum is adapted sensitively to meet individual needs. For example, less able pupils, or new entrants to the school who arrive mid-year, may study a reduced number of subjects at GCSE, and, on occasion, the more able are encouraged to sit their examinations at an earlier age.

A helpful careers programme operates throughout the school and, together with the work experience week in Year 10, it enables pupils to make informed choices about the next stage of their education and future career. A well-planned scheme of personal, social, health, and economic education (PSHEE), taught by form tutors and specialist teachers, and sometimes supplemented by talks from external speakers, successfully addresses issues such as democracy and tolerance, and promotes respect for others. It is effective in ensuring that the school does not undermine British values, and this is evident throughout the curriculum. There is a balanced presentation of opposing views in the coverage of political issues. A small programme of well-planned and carefully targeted visits complements pupils' classroom experiences, extending their understanding and knowledge.

There is a limited range of extra-curricular activities, both during the lunch-hour and after school; all parents who responded to the questionnaire indicated that they are satisfied with the range. This includes subject 'clinics' to provide additional support for pupils, as well as

activities such as football, badminton and drama. All pupils now learn a musical instrument in Years 7 to 9. Curricular links with the community are sound and developing. Well-established connections with Christian groups in Watford are supplemented by initiatives such as the annual 'service day' in which all pupils carry out a range of tasks which are beneficial to the local community. Some pupils undertake valuable work in the global community when visiting an orphanage in India.

3.(c) The contribution of teaching

The contribution of teaching is good.

Teaching is effective in promoting pupils' progress and meeting the aims of the school. Most teaching is characterised by a fast pace and high expectations. It is well planned and generally caters for all abilities. Short-term planning is evidenced in detailed lesson plans, and longer-term planning is seen in the well-structured schemes of work. These, together with the teaching, ensure that key values are not undermined.

Teachers have good subject knowledge, and make effective use of a range of resources, including well-prepared hand-outs. Use of the well-stocked library is promoted effectively by teaching, both as a place for research and for quiet study. Computer-based resources, including the school's intranet, make a significant impact on pupils' learning. Teaching is enhanced by the confident and frequent use of computer technology within a range of classroom applications.

Strong time-management skills are generally evident in the careful structuring of lessons, with frequent changes of activity being used to retain the pupils' attention and enthusiasm and to promote good progress. In their questionnaire responses, almost all pupils comment that they are encouraged to do things for themselves and to work independently, and that their teachers help them to learn; a small minority said that they do not always find the work interesting. In the small number of less successful lessons observed, the teaching allows pupils to drift off-task because it does not sufficiently engage them, or pupils are rushed in their work, thereby resulting in a loss of depth of understanding.

Teaching shows a good understanding of pupils' needs, and small class sizes allow pupils to receive the personal attention required to support their specific learning needs. Both in the questionnaire and in interviews, pupils said that they appreciate the help and support they are given by their teachers, with some receiving one-to-one support in subject clinics which are held at the end of the school day. In the best lessons, teaching caters highly effectively for the particular learning needs of pupils with SEND and EAL. Most teaching provides sufficient challenge for the more able pupils, but this is not always the case, so that the recommendation from the previous inspection, to ensure that lessons always challenge and stimulate more able pupils, is only partially met.

Teaching is highly effective in promoting tolerance and respect and it is non-partisan in its coverage of political issues. The essential values of the school are promoted within every lesson, usually including moments of silent reflection, accompanied by a prayer which is often pupil led. This empathetic approach was demonstrated in an art lesson, where pupils were encouraged to feel the mood of a painted scene through their brush strokes.

The quality of assessment is good. The school has its own system for recording and tracking progress, and this is helpful in motivating pupils towards continual improvement. However, the school does not use a nationally standardised measure as a base-line from which GCSE targets can be set and pupils' progress can be measured more objectively. Marking is regular and frequent with few instances of poor marking. Many instances were seen where pupils' work was marked meticulously and detailed guidance was given on how

to improve, as well as providing recognition of the strengths of the piece. Pupils are encouraged to respond to marking guidance and make adjustments to their work, including corrections. At interview, pupils confirmed that they found the comments from their teachers very helpful and that being asked to act upon them made sure that they completed all of their work correctly. Following the recommendation of the previous inspection, excellent progress has been made in the quality of marking.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

- 4.1 The spiritual, moral, social and cultural development of the pupils is excellent.
- 4.2 The school is highly successful in developing its aim of promoting caring attitudes and the fostering of understanding and tolerance towards those holding different beliefs and opinions. The school is active in promoting British values.
- 4.3 The pupils' spiritual development is outstanding. Their self-knowledge is strongly developed. For example, in an RE lesson pupils were asked to record aspects of their own spirituality and were able to do so confidently and without any self-consciousness. Pupils demonstrate self-reflection and an inner confidence through the regular opportunities for prayer which are a notable feature of school life. Pupils' self-esteem is enhanced through the positive messages which are conveyed within lessons, assemblies and the work of the chaplaincy. The diverse school community enables pupils to gain a good understanding of different beliefs, with Christians, Muslims and Hindus all living together harmoniously.
- 4.4 Pupils' moral development is excellent. They have a strong sense of right and wrong, and see a duty to act positively where things are amiss. For example, during a discussion with boarders about bullying, pupils said, 'We will all do something about it; we know when something is wrong.' There is a palpable mutual respect, irrespective of racial or cultural background, including for those pupils protected by the Equality Act 2010. Pupils understand and respect the civil and criminal law of England, for example recognising the importance of the data protection act in protecting the citizen. They understand the need to contribute positively to society and appreciate that service without any thought of personal gain is laudable. This is exemplified by their desire to support those who are less fortunate than themselves, for instance in donating items for an annual 'shoe-box' appeal for children in Togo.
- 4.5 The pupils' social development is excellent. Pupils embrace strongly a code of conduct which highlights the British values of respect and tolerance. Older pupils demonstrate care for younger ones and their interactions with one another are constructive, as seen in the dining hall where pupils of various ages mingle and eat together. This is highlighted in the ethos of the boarding school which emphasises respect for the community and a belief in the essential goodness of its members. Pupils value democracy, the rule of law and individual liberty, and their understanding is heightened through the PSHEE programme which provides a sharp focus on the roles of the police and the judiciary, together with a clear insight into their own responsibilities as citizens. The PSHEE programme also provides pupils with a clear understanding of the public institutions and services of England. The democratically elected student association takes the lead in charitable fund-raising and provides helpful opportunities for pupils to assume leadership roles.
- 4.6 The cultural development of the pupils is excellent. Pupils within the diverse community mix together easily and there is a natural sharing and understanding of the characteristics of other cultures. Cultural awareness is further enhanced through events such as international nights where pupils run stalls displaying items which are characteristic of their country of origin, and themed lunches where pupils, in conjunction with the catering department, provide a variety of foods. Throughout the school, pupils acquire a strong appreciation of, and a respect for, their own and other cultures.

- 4.7 By the time they leave the school, pupils are emotionally mature and caring individuals, who are ready to play their part as citizens in British society.

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

- 4.8 The contribution of arrangements for pastoral care is sound.
- 4.9 Staff provide effective support and guidance for pupils of all ages, in line with the school's aim, making an appropriate contribution to pupils' personal development. Communication between staff is thorough and ensures that information about pupils is appropriately shared and recorded. Form tutors know their pupils well, so enabling a swift and supportive response to their needs. All parents who responded to the pre-inspection questionnaire indicated that they believe their child is well looked after at the school.
- 4.10 Relationships across the school are generally characterised by mutual respect, both between teachers and pupils and within the pupil body itself. Pupils are confident of receiving support from staff, should any problems arise. They are encouraged to adopt healthy lifestyles, emphasised in assemblies and through PSHEE classes. The sporting programme provides opportunity for pupils to engage in regular exercise. Nutritious, vegetarian food is available at meal times, but the range, presentation and quality of this is unsatisfactory.
- 4.11 The behaviour of pupils is generally excellent. Incidents of harassment or bullying, including cyber-bullying, are rare and evidence from the scrutiny of the school's documentation and pupil interviews indicates that such incidents are dealt with swiftly and effectively, with due account being taken of any pupils with SEND. In the questionnaire responses around one-half of pupils reported that teachers were not always fair in their allocation of rewards and sanctions. Inspectors agree with this view. Inspection evidence, including examination of records and interviews with pupils, shows that there is some inconsistency in the way in which the school's behaviour policy is applied, and that the relatively few instances of poor behaviour are not always dealt with constructively.
- 4.12 In the questionnaire one-half of the pupils expressed concern that the school did not seek and listen to their views, and inspectors would agree overall. Inspection evidence noted that the student association is effective in organising social events for pupils, but that there is no formal system for seeking pupils' views. A recent food survey was initiated by the school, but its response to the outcomes has not improved pupils' view of the provision.
- 4.13 The school has an appropriate plan to improve educational access for pupils with SEND.

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

- 4.14 The contribution of arrangements for welfare, health and safety is unsatisfactory.
- 4.15 Staff overall have an adequate understanding of their responsibilities with regard to safeguarding. Child-protection training for all staff is updated regularly and in line with recent guidance, for example relating to measures to prevent extremism. The DSL has also received appropriate training, an improvement since the previous inspection. Training records are accurately maintained. The recently revised and re-structured safeguarding policy meets all current requirements and there are productive links with local safeguarding agencies. However, in the recent past,

concerns have not always been reported appropriately and expeditiously to external agencies in line with policy. This has caused a potential risk to pupils' welfare. Furthermore, the necessary checks on some staff, particularly concerning prohibition order from teaching checks, right to work in the UK and overseas checks, qualifications, references, and medical fitness checks, have not always been made prior to appointment, so that safe recruitment procedures have not been followed, an issue at the time of the previous inspection. The single central register of staff appointments does not record all of the dates required, also an issue at that time, and shows some discrepancies with the records in staff files.

- 4.16 Health and safety policies are implemented satisfactorily throughout the school. All of the necessary measures are in place to reduce the risk from fire and emergency evacuation practices take place termly. There are regular and thorough inspections to reduce the risks posed by other hazards. Risk assessments for activities both on and off the school premises are complete, although some are generic in nature, and therefore of limited value. Overall, the site is clean and in good order, and provides a secure environment in which to learn. All parents who responded to the questionnaire indicated that their child is happy and feels safe at the school.
- 4.17 The first-aid policy is thorough and helpful in identifying the procedures to be followed. Satisfactory medical care is provided for pupils who are sick or injured, and many staff have first-aid training, enabling them to assist in the care of pupils. The needs of pupils with SEND are carefully identified, and appropriate support is provided.
- 4.18 The admission register is suitably stored but does not contain all of the required information about pupils. Attendance registers are suitably maintained and stored. Absences are followed up promptly, but the school has not always notified the local authority when a pupil of compulsory school age leaves, and the next school is not known.

4.(d) The quality of boarding

- 4.19 The quality of boarding is sound.
- 4.20 Outcomes for boarders are good. Boarders have a good standard of personal development and show confidence in their relations with each other and with the boarding staff. Boarders enjoy the boarding environment, feeling that it promotes self-reliance and enables the development of friendly and positive relationships. Co-operation and mutual support are the norm and boarders from a wide variety of backgrounds and cultures live in harmony. Boarders show high standards of behaviour and are aware of the need to support one another, showing both tolerance and integrity in their relationships. They report that personal issues are resolved informally through discussion and negotiation but that the formal paths of resolution are clearly understood. New members of the community are integrated quickly and the room-sharing policy means that support is always on hand. Those with SEND, EAL and other needs are well catered for and they leave the school able to meet the challenges of the world outside effectively. There is no formal prefectorial system, but the more senior boarders assume responsibility for alerting staff to any problems, and boarders all contribute to the smooth running of their house, for example through ensuring that their rooms and the kitchen remain tidy.
- 4.21 The quality of boarding provision and care is good. Boarders feel well supported by staff and almost all who responded to the questionnaire say that boarding staff treat

them fairly. Boarding accommodation is warm and comfortable. Boarders occupy twin-bedded rooms, often for single occupancy, which have en-suite facilities. Clothes and bedding are kept suitably clean and rooms are properly furnished for study purposes. There are appropriate common-room facilities with networked computers and a well-equipped kitchen in which there are secure lockers for boarders' use. Boarders benefit from living together in a collaborative and relaxed atmosphere and are encouraged to express their views in discussion with house staff. They report that, whilst there is currently no house council, informal communication mechanisms do exist, and that their views are taken seriously. Boarders can contact friends and family easily, although for some overseas pupils time differences can make this difficult; this explains why a small minority of boarders indicated in their questionnaire that this was a problem. They are aware of the existence of external support bodies, including the independent listener. The school communicates effectively with parents, carers and guardians. In their responses to the questionnaire a small minority of boarders reported that ensuring security of their possessions was a problem. Inspection evidence noted that boarders' rooms are lockable and that the house office acts as a secure place in which they may deposit valuables.

- 4.22 A limited number of physical activities is available after school so that boarders are encouraged to remain fit and healthy. The weekly programme of activities is complemented by weekend visits to places of interest, as well as shopping trips. Whilst members of the teaching staff do not fulfil formal boarding responsibilities, boarders and boarding staff report that academic staff are readily available to help boarders with any difficulties in their work should they arise, and that there is good communication between boarding and teaching staff. The provision for health and well-being is good; medical arrangements are suitable and, in their responses to the questionnaire, almost all boarders commented that they were well looked after if they felt ill or were injured, and that they felt safe in the boarding house. Boarders are consistent in their criticism of the food provided for them, and this was apparent in the very large majority of questionnaire respondents who commented adversely on the quality of the food. This view was supported by inspection evidence which also noted the limited range of options and the unappealing manner of its presentation. A minority of boarders raised concerns about the availability of snacks and drinks outside formal meal times. Even though the school does not provide snacks between main meals, they do enable boarders to prepare their own food at reasonable times, and water is always available through a number of drinking fountains. Fire drills are carried out regularly and recorded appropriately.
- 4.23 Arrangements for welfare and safeguarding are unsatisfactory. There are deficiencies with regard to the recruitment procedures for staff, thus posing a potential risk to boarders' welfare. Furthermore, there have been failures to always implement correctly the school's safeguarding policy. However, boarding staff are thoroughly trained and the annual induction process for new assistant staff is comprehensive. Boarding staff are aware of their safeguarding and welfare responsibilities. The number of staff on duty is sufficient to meet the needs of boarders, and supervision is thorough, so that boarders know that a member of staff is available, should they need help, at any time day or night. Boarding staff maintain an accurate record of boarders' whereabouts so that staff can always contact boarders should this be necessary. The ethos within the house is one of co-operation and mutual respect, and there are clearly understood measures to guard against bullying, including cyber-bullying, and harassment should they arise. Good behaviour is actively promoted through the Adventist philosophy of negotiation and

compromise, and boarders feel confident that any misbehaviour would be dealt with fairly and appropriately. A study of the house records shows that boarders understand risk and how to manage it within the boarding environment. Entry to the boarding area is secure.

- 4.24 The effectiveness of the leadership and management of the boarding provision is sound. The principles upon which boarding operates are clearly stated and boarders themselves are fully aware of them, feeling that they reflect the ethos of the school itself. A detailed self-evaluation of policies and procedures has led to the recent formulation of a comprehensive action plan. This has been a helpful catalyst for a current systematic review of provision, as well as the updating of documentation to reflect changes in legislation. Since the previous boarding inspection, the induction programme for new boarders has been improved, there is more coherent and rigorous support for new staff, and the quality of the training for boarding staff has been improved. Thus, all of the recommendations have been successfully resolved. However, school leadership and management have not been rigorous in ensuring the full implementation of safe recruitment procedures and of the school's safeguarding policy. Senior leadership of the boarding area is sympathetic and encouraging so that both boarding staff and pupils feel confident and comfortable in discussing issues with one another. Boarding staff are in regular contact with parents or guardians as necessary. The required records are carefully maintained, and information is shared both at the regular team meetings, and throughout the day as required. Initiatives which are of potential benefit to the boarding community are given careful consideration, and are implemented where appropriate. All parents who responded to the questionnaire concerning boarding were fully supportive of all aspects of the quality of boarding.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is sound.
- 5.2 The governing body has a satisfactory oversight of the work of the school and is highly supportive of its Christian ethos. Governance is well informed by reports from senior leadership, and from the various committees whose establishment was recommended by the previous inspection. The committees have been successful in strengthening both the understanding and monitoring of the school's provision with regard to academic standards. However, whilst the full board meets every half-term, several of the committees only meet on an annual basis which limits their effectiveness. The work of senior leadership is evaluated annually, with personal objectives being set, alongside key performance measures for the school. Governance is effective in meeting its responsibilities for financial planning and the investment in staffing, accommodation and learning resources. An action plan is currently being formulated which it is intended will enable governance to provide even more focused support and challenge. A significant minority of the governing body are current members of staff or parents so that there is a good insight into the day-to-day operation of the school, including strong support for school events.
- 5.3 Safeguarding is given appropriate consideration, and a suitably trained governor provides support in this area. The safeguarding policy has been revised recently and is reviewed annually by the governing body, an improvement since the previous inspection. However, governance has not been rigorous in ensuring the full implementation of this policy, including the requirement to always make referrals to external agencies quickly and oversee the school's recruitment procedures so that all staff checks are completed before they begin work at the school and are accurately recorded.
- 5.4 Health and safety matters are monitored satisfactorily through reports from the school and occasional meetings of a governors' committee. Induction training is helpful in providing new members of the board with an appropriate understanding of their responsibilities, and governors also undertake additional training of relevance to their role.

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

- 5.5 The quality of leadership and management, including links with parents, carers and guardians is sound.
- 5.6 Senior leadership is effective in promoting the aims of the school to foster understanding and tolerance, to develop a personal relationship with God, to develop a caring attitude and to fulfil most pupils' academic potential. It is notably successful in encouraging respect for others and democracy, values which are evident in the ethos of the school. The school leadership has a clear vision of providing an uplifting spiritual and well-rounded education, and its success is reflected in the excellent personal development of the pupils and their good achievement; they are diligent and well-motivated learners. This vision is also reflected in the good quality of the teaching, which is a key factor in their progress. In practice, this leadership success is sometimes attributable to the energy and

resourcefulness of middle management, which is adept at fulfilling a multiplicity of roles, as is needed in a small school. The vision is less consistently realised in the school's pastoral management where behaviour is not always managed constructively, and the approach is inconsistent with the fair-minded and caring regime observed in the classroom.

- 5.7 Senior leadership has constructed a detailed school development plan for the current year, elements of which are scheduled to be further refined in the subsequent two years. Self-evaluation takes place at school-wide and departmental levels. This has included a two-day review of progress against the plan by all staff, with a detailed focus upon key elements. However, no written summary of the review has been produced to clarify the outcomes for staff. At departmental level, middle managers make excellent use of a range of quality improvement techniques, such as 'learning walks', formal and informal lesson observations, work scrutiny and well-structured lesson self-evaluation in a successful drive to monitor and to raise standards. The school has responded very successfully to the recommendation at the time of the previous inspection that it should strengthen the role of middle management in monitoring teaching and learning to improve the consistency of classroom practice.
- 5.8 The various responsibilities and lines of reporting within management are identified diagrammatically, but the structure is overly complex, particularly in view of the small size of the school, and the representation of roles does not entirely reflect the reality. Accountability is sometimes dependent upon the initiative and goodwill of middle management rather than on a clear assignment of responsibilities by senior leadership.
- 5.9 All staff receive a high quality of training in the safeguarding of pupils as well as in other areas of welfare, health and safety. However, senior leadership has not monitored carefully the implementation of the school's safeguarding policy, so that external agencies have not always been informed routinely and in a timely manner where there are concerns about potential risks to a child's welfare. Furthermore, the system for making the necessary pre-employment checks on staff has not been sufficiently robust so that some staff have been allowed to start work before all of the necessary checks have been completed and accurately recorded on the single central register, issues at the time of the previous inspection. Policies are reviewed regularly and many are extensive, with helpful cross-referencing. However, insufficient scrutiny of some of the details within the policies is illustrated by the large number of typographical errors which were noted.
- 5.10 Senior leadership has recently been successful in recruiting some high quality staff, sometimes with the assistance of the church's educational director. Senior pupils commented very positively on the effectiveness of these appointments. A helpful programme of in-service training is effective in developing teachers' capabilities, and there is an effective performance management programme so that the school is effective in retaining suitable staff. There is currently no formal appraisal system for support staff but they make a valuable contribution to the school's success.
- 5.11 Parents are generally highly satisfied with the quality of education and support which is provided for their children. A very small minority of the respondents to the questionnaire felt that their concerns had not been handled well. Inspection evidence, such as a study of the school's documentation, showed that the school responds promptly and sensitively to any concerns. The school has a published

complaints policy and all concerns in recent years have been resolved at the informal stage.

- 5.12 The quality of communication with parents is good, and the school uses a range of methods for providing helpful updates on school events and changes to daily routines, including through a text-messaging service, newsletters and the website.
- 5.13 Parents have appropriate opportunities to become involved in the work and progress of their children, as all those who responded to the questionnaire indicated. They can gain ready access to detailed information on homework requirements via the school's intranet. Through study planners and email contact, parents develop a valuable dialogue with staff. In addition, the school provides many opportunities for them to support their children in various charitable and social activities, often through the work of the parents' association.
- 5.14 The prospectus, together with the website, provides all of the required information about the school for parents of current and prospective pupils. Additionally, the annual school magazine, *The Stanboroughian*, and termly newsletters serve as colourful and informative records of the successes of the school over the course of the year.
- 5.15 The written reports to parents are of a satisfactory quality and are available through a secure internet link. They contain supportive and informative comments but do not always identify clear targets for improvement. The reports include a grade point average to indicate the child's level of achievement, but there is no explanation of the relative weighting which is given to tests, coursework and homework in determining that score.

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