INDEPENDENT SCHOOLS INSPECTORATE

INTEGRATED INSPECTION

RYDE SCHOOL WITH UPPER CHINE

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Ryde School with Upper Chine

Full Name of School	**Ryde School with Upper Chine**			
DfE Number	**921/6002**			
Registered Charity Number	**307409**			
Address	**Ryde School with Upper Chine** **Queen's Road** **Ryde** **Isle of Wight** **PO33 3BE**			
Telephone Number	**01983 617925**			
Fax Number	**01983 564714**			
Email Address	**headmaster@rydeschool.net**			
Headmaster	**Mr Mark Waldron**			
Chair of Governors	**Dr Christopher Martin**			
Age Range	**3 to 18**			
Total Number of Pupils	**762**			
Gender of Pupils	**Mixed (401 boys; 361 girls)**			
Numbers by Age	3-5 (EYFS):	**57**	5-11:	**188**
	11-18:	**517**		
Number of Day Pupils	Total:	**699**		
Number of Boarders	Total:	**63**		
	Full:	**57**	Weekly:	**6**
Head of EYFS Setting	**Mrs Sally Davies**			
EYFS Gender	**Mixed**			
Inspection Dates	**25 Mar 2014 to 28 Mar 2014**			

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PREFACE

This inspection report follows the *ISI schedule,* which occupies a period of four continuous days in the school. The previous ISI inspection was in October 2008.

The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools belonging to the Independent Schools Council (ISC) Associations and reporting on compliance with the Education (Independent School Standards) (England) Regulations 2010, as amended. The range of these Regulations, which replace those first introduced on 1 September 2003, can be viewed on the website www.legislation.gov.uk. Additionally, inspections will consider the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment introduced by the School Standards and Framework Act 1998.

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

ISI is also approved to inspect the Early Years Foundation Stage (EYFS), which was introduced in September 2008 and applies to all children in England from birth to 31 August following their fifth birthday. This report evaluates the extent to which the setting fulfils the requirements of the Early Years Foundation Stage Statutory Framework published by the Department for Education (DfE) and follows the requirements of the Childcare Act 2006 as subsequently amended.

This inspection contains specific judgements on the National Minimum Standards for Boarding Schools. It comments on the progress made by the school in meeting the recommendations set out in the most recent statutory boarding inspection and evaluates the quality of the boarding experience and its contribution to pupils' education, personal development and welfare. Until September 2011, Boarding inspections were carried out by the Office for Standards in Education (Ofsted), Children's Services and Skills.

The inspection of the school is from an educational perspective and provides limited inspection of other aspects, although inspectors comment on any significant hazards or problems they encounter which have an adverse impact on children. The inspection does not include:

(i) an exhaustive health and safety audit
(ii) an in-depth examination of the structural condition of the school, its services or other physical features
(iii) an investigation of the financial viability of the school or its accounting procedures
(iv) an in-depth investigation of the school's compliance with employment law.

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

Both Ofsted and ISI inspect and report on the Independent School Standards Regulations. However, they apply different frameworks and have different criteria for judging school quality that are suited to the different types of schools they inspect. Both use a four point scale when making judgements of quality but, whilst the ISI terminology reflects quality judgements that are at least equivalent to those used by Ofsted, they also reflect the differences in approach. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement on each aspect of the school's work at the beginning of each section. **These headline statements must include one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory', and where Achievement is 'exceptional' that term may be used for the top grade.** Elsewhere in the report,

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inspectors may use a range of different adjectives to make judgements. **For EYFS registered provision (for pupils aged under three), reports are required to use the same terminology ('outstanding', 'good', 'requires improvement' and 'inadequate') as Ofsted reports.**

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INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with senior members of staff and with the chair of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited 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

Mrs Julia Burns	Reporting Inspector
Miss Judith Bate	Team Inspector (Head of Junior School, IAPS school)
Mr Michael Hewett	Team Inspector (Former Headmaster, ISA school)
Mrs Virginia Jackson	Team Inspector (Deputy Head, IAPS school)
Dr David James	Team Inspector (Director of International Baccalaureate, HMC school)
Mr Jonathan Reddin	Team Inspector (Deputy Head, HMC school)
Mrs Jan Scarrow	Team Inspector (Former Headmistress, GSA school)
Mr Alun Watkins	Team Inspector (Headmaster, HMC school)
Mrs Cathy Williamson	Team Inspector (Former Deputy Head, GSA school)
Mr Richard Gibbs	Co-ordinating Inspector for Boarding
Mr Richard Balding	Co-ordinating Inspector for Early Years

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1. THE CHARACTERISTICS OF THE SCHOOL

1.1 Ryde School with Upper Chine is a day and boarding school which provides education for boys and girls aged three to eighteen. It is situated on the Isle of Wight. Ryde School was founded in 1921 to provide a Christian education for boys. In 1992 the school opened Fiveways, which caters for pupils in the Nursery, Reception and Years 1 and 2. Upper Chine was founded as a Girls' School in Shanklin on the Isle of Wight in 1914. The two schools merged in 1994 to form Ryde School with Upper Chine and in 1996 the School took over Bembridge School. As a result of these acquisitions and mergers the school is now fully co-educational. Boarding provision is situated on a coastal site of 117 acres in nearby Bembridge.

1.2 The school aims to: provide a carefully structured and thorough education that enables day and boarding pupils to achieve their academic and personal potential and to develop skills appropriate to the twenty-first century; enable pupils to develop as citizens of integrity, as communicators and listeners with the confidence and self-esteem to lead others; ensure a civilised, caring, healthy and happy community; encourage pupils to participate in an extensive range of sporting, cultural and enriching activities and to develop an understanding of their responsibilities and duties of service.

1.3 Since the previous inspection in 2008, the International Baccalaureate (IB) Diploma has been introduced. A new art and design technology (DT) building and dining hall have been built. A new headmaster was appointed in September 2013.

1.4 The EYFS is attended by 57 children and the junior school by 188 pupils. The senior school is attended by 517 pupils, including 144 pupils in the sixth form. In total, 63 pupils are boarders, of whom 57 board full-time and 6 are weekly boarders. An additional two pupils board on a flexible basis. Overall, the ability profile of the school is above the national average, with a fairly wide spread of abilities and variations in average ability between cohorts. The ability profile of the sixth form is slightly above the national average.

1.5 The school has identified 150 pupils as having special educational needs and/or disabilities (SEND). One pupil has a statement of special educational needs. The school provides learning support for 55 pupils. Of the 53 pupils who have English as an additional language (EAL); 21 receive extra support to help them with their studies. The majority of pupils come from the Isle of Wight from mostly professional backgrounds, with a small number from similar backgrounds travelling from the Portsmouth area each day. There are 45 pupils from overseas, representing a range of nationalities, with the largest groups coming from the Far East and Eastern Europe.

1.6 The majority of pupils in the junior school transfer to the senior school at the age of 11. Many Year 11 pupils stay on into the sixth form and are joined by others who enter the school at that stage.

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1.7 National Curriculum (NC) nomenclature is used by the school for Years 1 to 11 and throughout this report to refer to year groups. The year group nomenclature used by the school for the EYFS and for the sixth form, and its National Curriculum equivalence are shown in the following tables.

Early Years Foundation Stage Setting

School	NC name
F1	Nursery
F2	Nursery
F3	Reception

Sixth Form

School	NC name
Lower Sixth	Year 12
Upper Sixth	Year 13

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2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

2.1 The school is largely successful in fulfilling its aims because it enables the day and the majority of boarding pupils to achieve their academic and personal potential and to develop skills appropriate to the world of work and life in the twenty-first century. The school has gone some way to address the recommendation of the previous inspection to share and implement best practice in marking and to provide levels of work in class that are more closely matched to the different abilities of the pupils. The recommendation to clarify and develop the role of teaching assistants in the EYFS has been fully met.

2.2 Pupils, including those with SEND or EAL, achieve highly and make good progress in their learning owing to their very positive attitudes and the good teaching they receive, typified by strong subject knowledge and careful lesson planning. Progress in the EYFS and in the sixth form is excellent. More able pupils achieve well when they are challenged in lessons, but this is not consistent throughout the school. There are examples of independent learning but opportunities are limited. An excellent curriculum and range of extra-curricular activities and trips, and a strong personal, social and health education (PSHE) programme also enable pupils to gain a broad base of knowledge and skills.

2.3 The pupils' personal development is excellent. The vast majority enjoy highly positive relationships with each other and with the staff. Pupils are polite, courteous and mature. They willingly take on positions of responsibility and are keen to contribute both to the life of the school and to the wider community. Pupils engage in regular fund raising for a range of charities. The care given by staff throughout the school is excellent. Pupils' spiritual development is very strong and their moral awareness highly developed. They demonstrate excellent social development and have a clear appreciation of cultural matters. The arrangements for welfare, health and safety, including safeguarding, are excellent; they make a highly effective contribution to pupils' well-being and personal development. The quality of boarding is good overall, but there are few leadership opportunities to enable boarders to contribute to the smooth running of the boarding community.

2.4 The quality of governance is excellent. Through the committee structure the governors are able to discharge effectively their responsibilities for monitoring educational standards, and for investment in human and material resources and accommodation. Robust procedures are in place to ensure regulatory compliance, including safeguarding. The governors have a detailed knowledge and understanding of all aspects of school life; they enjoy regular contact with senior leadership and contribute to the strategic development of the school. The quality of leadership and management is good. Senior leaders have a clear vision for the development of the school; they regularly evaluate the school development plan to identify educational needs. The recommendation of the previous inspection with regard to monitoring is yet to be fully implemented. Assessment, including marking and reporting, is inconsistent and there is great variety of practice between departments. The school has appointed a new senior manager to oversee teaching and learning, monitor academic staff and lead curriculum development. It promotes excellent links with parents, who are very positive about virtually all areas of school life.

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2.(b) Action points

(i) Compliance with regulatory requirements

2.5 The school meets all the requirements of the Independent School Standards Regulations 2010.

2.6 The school meets all the National Minimum Standards for Boarding Schools 2013.

(ii) Recommendations for further improvement

2.7 The school is advised to make the following improvements.

1. Monitor the effectiveness of academic practice more rigorously.
2. Extend the existing examples of excellent teaching throughout the school, so that the needs of pupils of all abilities are fully met.
3. Improve the quality and consistency of assessment, including marking and reporting, throughout the school to give clear guidance for improvement.
4. Increase opportunities for boarders to contribute to the smooth running of the boarding community in order to enhance their personal development.

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3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

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

3.1 The quality of the pupils' achievements and learning is excellent.

3.2 Pupils are well educated in line with the school's aims to encourage them to achieve their academic and personal potential and to develop skills appropriate to the twenty-first century. At all ages, pupils develop a breadth of skills, knowledge and understanding through both curricular and extra-curricular activities.

3.3 In the EYFS children enjoy their learning. By the end of Nursery, they can order numbers up to ten, recognise two-dimensional shapes and use information and communication technology (ICT) equipment creatively. In Reception, children deal confidently with numbers up to 20, adding or subtracting single digit numbers. Most children are beginning to read fluently, have excellent handwriting and can write simple sentences independently. Children engage in imaginative and creative role play, demonstrating an excellent ability to choose activities for themselves. They become increasingly articulate and confident as they talk happily to each other and to adults in the setting. Children, including those with SEND or EAL, make excellent progress relative to their starting points.

3.4 In many academic and extra-curricular activities, pupils throughout the school demonstrate high levels of subject knowledge and understanding, coupled with good creative and physical skills. Standards of literacy are high; pupils are articulate and express themselves extremely well. They are good at manipulating numbers and data in a variety of subjects and demonstrate competence in science. Their linguistic skills are of a high quality. They make use of their ICT skills when opportunities arise; more able pupils show logical and independent thought and high level reasoning.

3.5 Most pupils go on to higher education at the end of their sixth-form studies, taking up places at a variety of universities and colleges, frequently at their first choice of destination, and often at institutions with demanding entry requirements.

3.6 Pupils achieve much success both nationally and locally in science Olympiads, the UK Maths Challenge and a local speech, drama and music festival. Pupils have been awarded flying scholarships in the Combined Cadet Force (CCF), and participation in The Duke of Edinburgh's Award (DofE) results in success for many; 20 pupils achieved the gold award in 2013. Pupils have enjoyed an extensive list of achievements at local, regional and national level in numerous sporting activities, notably rugby, netball, athletics and sailing.

3.7 In the junior school, the pupils' attainment cannot be measured in relation to average performance in national tests but from nationally standardised progress data that is available, it is judged to be similar to national age-related expectations. Inspection evidence, including lesson observations, work scrutiny and pupil interviews, supports this judgement. This attainment, as judged, indicates appropriate progress relative to pupils of similar ability.

3.8 The following analysis uses the national data for the years 2011 to 2013. These are the most recent three years for which comparative statistics are available. Results at GCSE have been above the national average for maintained schools, with boys' results in 2012 stronger than girls' and similar to the national average for boys in

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maintained selective schools. In 2013, GCSE A* and A grades accounted for just under half of all grades achieved. This level of attainment at GCSE, and the nationally standardised progress data that is available, indicate that pupils make progress that is good relative to the average for pupils of similar abilities. Inspection evidence confirms this view. Results at A level have been above the national average for maintained schools and above the national average for maintained selective schools. In 2013, nearly three-quarters of grades achieved were A* to B. Results in the IB in 2012 were above the worldwide average. These levels of attainment indicate that pupils make progress that is high in relation to pupils of similar abilities.

3.9 Pupils with SEND or EAL also achieve well in examinations and make good progress in lessons because of the high quality individual sessions that they attend. The achievement of more able pupils is facilitated in some lessons where they are challenged with open-ended tasks that allow them to take the initiative and work both independently and collaboratively with others, but this is not consistent in all subjects.

3.10 Good quality teaching makes an effective contribution to the pupils' learning and achievement, as do their very positive and enthusiastic attitudes, their excellent behaviour and the relationships they enjoy with the staff and each other.

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

3.11 The contribution of curricular and extra-curricular provision is excellent.

3.12 Throughout the school, the curriculum covers the requisite areas of learning well. It is consistent with the school's aim to provide a carefully structured and thorough education.

3.13 In the EYFS the broad and balanced educational programmes and activities, planned across the seven areas of learning, enable children to express themselves clearly, confidently and with evident enjoyment. They provide well for the needs of those children with SEND or EAL.

3.14 The junior school curriculum includes the National Curriculum subjects with the addition of PSHE and religious education; French is taught by a subject specialist. The curriculum prepares pupils very well for entry to the senior school and is set out in excellent schemes of work. In the senior school a wide range of subjects is studied from Years 7 to 9, although the provision for modern foreign languages is limited to the study of French. Pupils can choose from a broad range of options at GCSE. In the sixth form they can opt to study A levels or the IB. A satisfactory careers programme is delivered in Years 7 to 11; more effective provision is made in the sixth form to prepare pupils for higher education and the world of work. The comprehensive PSHE programme, including citizenship, provides an excellent basis for the pupils' personal development. Provision for ICT is excellent; the school is continuing to develop the use of a collaborative learning platform to ensure that ICT is embedded in all subject areas.

3.15 Throughout the school, pupils with SEND or EAL are identified successfully; their needs are met well. The provision for more able pupils beyond the classroom is excellent; opportunities include the Art Solutions Society, clubs for Latin and Mandarin, and 'Pi' club for those wishing to develop their computing skills.

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3.16 An excellent range of extra-curricular activities is provided for pupils of all ages. Drama and music follow well-established programmes and pupils regularly participate in local and regional concerts. Senior school pupils work collaboratively during the house song competition and many participate in the annual drama and musical productions. In Years 10 to 13 a very high number of pupils participate in the DofE and the CCF is highly successful. Many pupils participate in sporting activities including netball, hockey, rugby, squash, badminton, dance, tennis, sailing and gymnastics.

3.17 Links within the local community are excellent. Elderly residents are invited to junior school productions and the choir sings evensong at a local church, while fund-raising events in school support the Isle of Wight food bank and various national charities.

3.18 The curriculum is strengthened by a programme of daytime, evening and residential trips, visits and workshops. Pupils of all ages benefit from visits to school by local professionals, and their academic work is enhanced by trips to Carisbrooke Castle, an industrial museum and the Houses of Parliament, as well as conferences held at local universities. Pupils have enjoyed cultural tours to Barcelona, Siena and Assisi, while sports teams have been on tour to Bath and Belgium.

3.(c) The contribution of teaching

3.19 The contribution of teaching is good.

3.20 Teaching is mostly effective in supporting the aims of the school to enable all pupils to achieve their academic potential and to be effective communicators and listeners.

3.21 In the EYFS, the children respond to the high expectations of the staff, enthusiastically taking part in all class activities. Diligent observation, recording and tracking ensure that all staff know the needs of each child extremely well. Planned, detailed educational programmes enable all children to learn and become more independent as they develop. There are many opportunities for the children to initiate activities for themselves. They benefit from welcoming and well-resourced rooms, with exemplary displays of their work throughout the setting. Easily accessible outdoor areas support all aspects of learning and physical development.

3.22 Throughout the school, the best examples of teaching are well planned and meet the needs of pupils, with the result that pupils of all abilities are fully engaged in lessons and are able to take the initiative in their learning. Teachers display excellent knowledge of and often strong enthusiasm for their subjects. They know the pupils very well, with whom there is a good rapport, based on mutual respect. The most successful lessons include a range of teaching styles and are delivered with pace and energy. The best teaching is open ended and imaginative, and incorporates a number of different, but equally challenging, phases, with outcomes clearly designed to suit different abilities. Less successful teaching is not effectively planned, with lessons overly teacher led; learning is inhibited by unimaginative tasks and unfocused objectives. Occasionally, pupils are encouraged to undertake independent learning, such as an online international mathematics challenge, but such opportunities are limited.

3.23 In a few subjects, excellent forms of assessment, including marking and reporting, both in folders and online, have been introduced, in response to the recommendation of the previous inspection. At its best, such marking gives pupils clear and personal feedback, often through the school's collaborative learning

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platform. In the majority of subjects in both the senior and junior schools, assessment is inconsistent; much of the marking is uninformative and perfunctory. This limits the pupils' understanding of what they need to do to improve.

3.24 Pupils with SEND or EAL are fully integrated in lessons, and their individual needs are also supported in smaller, more focused classes. Opportunities for the more able outside the classroom are extensive, but in lessons these pupils are not always presented with sufficiently challenging tasks or given the opportunity to pursue independent lines of inquiry.

3.25 Appropriate training and guidance for teachers ensure appropriate provision for any pupils with a statement of special educational needs.

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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 This supports the school's aim to enable pupils to develop as citizens of integrity, who place service to others above themselves. At all ages pupils are extremely well prepared, through their personal development, for the next stage of their education.

4.3 The spiritual development of pupils is excellent. Pupils of all ages and backgrounds, including those in the EYFS, develop a high degree of spiritual awareness. A positive Christian ethos permeates the school and results, overall, in excellent relationships and high standards of behaviour. Pupils appreciate time for reflection on spiritual truths and moral issues; they find opportunities to think beyond the everyday. Year 9 pupils showed great sensitivity when presented with the image of a toddler's shoe in consideration of the Holocaust, and sixth-form pupils grappled with questions related to the birth of the universe when reflecting on a visit to the research site at Cern. Throughout the school, pupils are self-aware and confident.

4.4 Pupils have a highly developed sense of right and wrong. The youngest absorb the 'golden rules' that inform their day-to-day behaviour; older pupils are emotionally mature, open and friendly towards each other. The pupils' behaviour is excellent. In the EYFS the children willingly share, take turns, and show genuine care and respect for one another. Older pupils understand their role in demonstrating high standards to younger pupils and so all contribute to the well-being of their school community. Discussion of a range of moral and ethical issues in PSHE lessons enables pupils to develop strong values and a great respect for the rights of others.

4.5 Pupils accept responsibility readily, leading assemblies, organising charity committees and cultural events, training as listeners to younger pupils, and helping with a wide variety of clubs and activities. From the youngest age pupils understand the school's ideal of service to the community, when singing to a group of elderly residents. Relationships with adults are relaxed but respectful. Pupils are accepting of those who are different from themselves; the school is a harmonious and tolerant community. Pupils of all ages support local and national charities by fund raising and volunteering. The junior school holds popular events to raise money for their chosen charity, older pupils help to run DT workshops for a school for those with hearing impairments and others volunteer to help with a local initiative in support of those with dementia. Pupils gain a good understanding of political, judicial and economic systems through the comprehensive programme of PSHE.

4.6 The cultural development of pupils is excellent. Pupils participate in an extensive range of musical, dramatic and artistic opportunities within and outside the curriculum. Musicians play in concerts and drama productions in school, and participate in community events; around 100 pupils take part in the annual Global Rock competition as dancers and support crew. Displays of the pupils' artwork and DT projects contribute to the aesthetic life of school. The great majority of pupils from other countries say that they are made to feel very welcome. Those of all faiths and cultures are respected. Pupils extend their knowledge of other faiths and cultures in lessons such as Year 1's study of Aboriginal art, food and cave painting. In the senior school, pupils enjoyed African Sanctus, an exploration of a religious journey through African dance, drama and music. Trips and visits at home and abroad enable pupils to experience other cultures at first hand. Musicians explore

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European cultural heritage on the annual music tour and Year 6 boys enjoyed a football tour of Malta.

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

4.7 The contribution of arrangements for pastoral care is excellent.

4.8 The school is successful in fulfilling its aim to promote a civilised, caring, healthy and happy community.

4.9 In the EYFS key people ensure that the children are happy and feel secure in a warm and welcoming environment. Children are encouraged to develop their independence as they learn to explore their surroundings. They work and play co-operatively together, listen well, and talk happily to each other and to adults. Class teachers in Years 1 to 6 and form teachers in the senior school are well supported by both pastoral leaders and by the senior leadership team to establish good communication amongst all staff regarding the welfare and care of pupils. Pupils throughout the school are extremely well cared for, supported and guided. Overall, relationships between staff and pupils are excellent, as are those amongst the pupils themselves. A small number of boarders who share a common language and background do not engage readily with others in social activities or develop a sense of empathy with others in the school, in spite of positive encouragement to do so by the staff.

4.10 The school promotes healthy living extremely well. All pupils, including in the EYFS, learn about healthy eating and enjoy nutritious, freshly cooked lunches. Pupils of all ages benefit from a range of physical activities and, through the comprehensive PSHE programme, gain a secure understanding of what is required for a healthy lifestyle.

4.11 The school is very effective in promoting good behaviour and guarding against bullying. In their responses to the pre-inspection questionnaires, a few parents expressed the view that the school does not deal well with cases of bullying. When interviewed, pupils were clear that bullying is rare and were confident that if it were to arise it would be dealt with speedily and comprehensively. Records confirm this to be the case. There are clear procedures for dealing with any unacceptable behaviour. In pre-inspection questionnaire responses a very small minority of pupils indicated the view that rewards and sanctions are not always applied consistently. Pupils from Years 3 to 9 said that they responded positively to merits and that sanctions are used effectively. Inspection evidence shows that rewards and sanctions are applied fairly. The school is in the process of reviewing its use of rewards and sanctions with older pupils.

4.12 A small minority of pupils who completed the pre-inspection questionnaire felt that the school does not ask for or respond to their opinions. Inspection evidence, confirmed in discussions with pupils, shows that their views are regularly sought through online surveys, the food, ecology and charity committees, and the senior school council. The boarding community is represented on the school council. The pupils' views are welcomed and listened to by staff. They are able to influence the school's actions and effect change where appropriate.

4.13 The school has a suitable plan to improve educational access for pupils with SEND.

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

4.14 The contribution of arrangements for welfare, health and safety is excellent.

4.15 Throughout the school, including the EYFS, highly effective policies and procedures promote the welfare of pupils, and contribute to their personal development and the fulfilment of the school's aims.

4.16 Safeguarding arrangements are thorough, systematic and well implemented. All staff receive regular training in child protection and designated figures are additionally trained in inter-agency working. Regular liaison with governors supports these arrangements. Recruitment checks on new staff adhere to safer recruitment guidance and all such staff receive an appropriate induction.

4.17 The health and safety policy and its implementation are reviewed regularly. All necessary measures are taken to reduce risk from fire and other hazards. Regular fire drills are held and members of staff receive appropriate training. Thorough risk assessments are carried out for buildings, curriculum activities and school trips, and there are effective accident reporting procedures.

4.18 First-aid kits are suitably placed in all areas of the school and the medical rooms provide appropriate facilities for pupils who are injured or fall ill during the school day. Medicines are stored and administered safely. A good number of staff are trained in first aid, including those in the EYFS, who have relevant paediatric training. Those pupils with specific medical needs are cared for very well by staff.

4.19 Registers accurately record the pupils' admission to and attendance at the school, and these are maintained and stored, as required, for three years.

4.(d) The quality of boarding

4.20 The quality of boarding is good.

4.21 The outcomes for boarders are good. A sense of community exists amongst most boarders at Bembridge. Boarders are made to feel welcome on arrival and most integrate well into the school. An effective induction programme is provided by the staff and existing boarders. A minority of boarders do not engage in social or sporting activities that are provided to enhance the residential experience. There is a strong commitment to boarding amongst the resident and care staff, and relationships across the community are generally good, demonstrating that the majority of boarders value the school as their term-time home.

4.22 Boarders enjoy each other's company and value the effect that boarding has on their education and personal development. They develop self-confidence and maturity. Boarders enjoy the relative freedom of the boarding site and many take advantage of the available facilities and activities, such as the sports hall, archery and the swimming pool. There are limited opportunities for boarders to come together as a group, and for them to take on responsibility. Senior pupils who hold positions within the community provide a link between the boarders and the staff, though their roles are essentially social. Boarders are able to contribute their views through whole-school mechanisms such as online surveys and a variety of committees. Representatives sit on the senior school council. These opportunities allow boarders to influence the school's actions and effect change where appropriate.

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4.23 The quality of boarding provision and care is good. In responses to the pre-inspection questionnaire a large majority of boarders said that they are not well looked after when ill or injured. Inspection evidence does not support this view. Inspectors found that arrangements for medical care are highly effective, both in the boarding accommodation and on the main school site. Suitably qualified staff take responsibility for injured or unwell boarders and ensure they are looked after appropriately, with effective communication between the main school, boarding staff and parents or guardians, as required. Boarders confirm that there are a number of appropriate adults they can approach to discuss personal issues, including residential and academic staff, as well as the school matron. Boarders expressed concern about the quality of food in the boarding house, and, although improvements have been noted this year, many feel, with some justification, that the quality of their dining experience is inferior to that offered at lunchtime on the main school site. Facilities are provided for cooking and the preparation of hot drinks and snacks, and boarders are given the opportunity to go to the local town to shop every Saturday.

4.24 Bedrooms and bathrooms are clean and well maintained, and each boarder has a lockable compartment for personal use. Boarding areas are secure from unauthorised access. An ongoing programme of electrical re-wiring is in process to improve the services within boarding. Female boarders commented that their showering facilities are inferior to those of the boys and inspection evidence supports this view. The laundry provision is excellent and staff ensure that clothing is clearly named. The Bembridge site is appreciated by boarders, and many enjoy safe access to the beach. A range of activities is offered during the evenings and at weekends, but older boarders comment that many of the choices are more suitable for younger pupils, and some feel that information about available opportunities could be better disseminated. Inspection evidence supports these views. Boarders have the ability to contact family and friends by telephone or through the internet. This is not always straightforward, owing to limitations imposed on the internet and to the variable signal strength of the wi-fi. Regular contact is maintained with parents. An effective complaints procedure is in place.

4.25 The arrangements for welfare, health and safety, including safeguarding, are good. Procedures and practices ensure that the safety of boarders is managed well by staff who are all suitably checked and trained. Fire drills are carried out regularly in boarding time, and boarders from overseas and those who board on a flexible basis are instructed in necessary procedures on their arrival. Anti-bullying and behavioural procedures are appropriate and boarders are sensitive to the needs of others and respect the rules. There are few opportunities for the community to meet and reflect on good and poor behaviour or to discuss any related issues. Sanctions for misbehaviour are in place and are applied fairly, although serious incidents are rare. All boarding staff, residential and ancillary, demonstrate understanding of up-to-date child protection procedures and of the required arrangements to follow in the event that a pupil goes missing. The majority of boarders feel that the boarding staff are approachable and that they receive appropriate guidance. Boarders report that they feel safe.

4.26 The effectiveness of leadership and management within the boarding provision is good. There is a strong sense of teamwork amongst the boarding staff and relationships with the academic staff are effective. Boarding staff have a good understanding of their roles and responsibilities, and a clear management structure is in place, led by senior staff. Liaison with other senior managers with regard to development planning and pastoral care is good. Boarding priorities are clearly laid

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down in the school development plan but there are no specific plans to address the welfare and pastoral needs of boarders. Boarding documentation and policies are up to date; boarding staff receive appropriate training in child protection and fire safety. All boarding staff are familiar with school policies and all regulatory requirements. The school has fulfilled the recommendation of the previous boarding welfare inspection by providing boarders judged suitable to hold their own medication with suitable lockable storage.

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5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

5.1 The quality of governance is excellent.

5.2 The governing body fully supports the aims and ethos of the school to provide a carefully structured and thorough education, which enables pupils to achieve their academic and personal potential. The governors bring a wide variety of expertise to the board and are a source of support and advice. Frequent visits to the school, observation of lessons and reports from the senior leadership enable them to gain a detailed knowledge and understanding of all aspects of school life. Governors provide high quality resources for the EYFS; they visit the setting regularly to ensure that all children are cared for in a safe and welcoming environment. Induction procedures for new governors are excellent; several members of the board have also undertaken further training in safer recruitment, child protection and self-evaluation.

5.3 The chair of governors meets with the leadership on a regular basis, and the board supports the senior leadership team with strategic planning, providing challenge and support for the school's future development. Through the committee structure the governors are able to discharge very effectively their responsibilities for monitoring educational standards, and investment in human and material resources, and accommodation. Evidence of the board's strong financial planning is seen in the refurbishment of several areas of the school since the previous inspection and in the construction of a new dining hall and facilities for art and DT. Suitable arrangements are in place for the appraisal of the leadership.

5.4 The governors ensure that they carry out their statutory responsibilities for welfare, health and safety assiduously, including the annual review of the school's safeguarding policy and procedures.

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 good.

5.6 At all levels of responsibility, including the EYFS, leadership and management fulfil the aims of the school and effectively discharge their delegated responsibilities, particularly those for policy implementation and the safeguarding of pupils.

5.7 The new leadership is beginning to formulate a vision for the future development of the school, working closely with governors and members of the senior leadership team to establish clear strategic goals and priorities. Senior leaders regularly evaluate the school development plan to identify academic and pastoral needs; policies and procedures are reviewed on a regular basis. All staff are involved in planning for the development of the school.

5.8 Senior leaders are accessible to and supportive of staff, and promote a well-operated environment in which all pupils have access to a broad curriculum and wide range of extra-curricular activities. Most pupils of all ages enjoy a very high standard of personal development.

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5.9 Strong leadership and very effective communication between management teams involved in pastoral care result in high quality support for pupils throughout the school. Regular and frequent meetings enable any concerns about individual pupils to be swiftly and appropriately addressed. In the EYFS, staff meet to evaluate the progress of all the children and to plan the next steps in learning.

5.10 Heads of senior school academic departments meet regularly and routinely liaise with subject leaders in the junior school to develop curriculum and teaching links and to facilitate the transition of pupils between key educational stages. Peer observation of lessons promotes the sharing of good practice in and between departments, although this is not fully embedded in departmental practice. The recommendation of the previous inspection has not yet been fully implemented. Inconsistencies in assessment have begun to be addressed through the appointment of a new senior leadership post to oversee teaching and learning, monitor academic staff and lead curriculum development.

5.11 The school has effective procedures for the recruitment of staff and is successful in appointing well-qualified teachers. Newly appointed staff are required to undergo a thorough process of induction into the policies and practices of the school. Background checks on new staff are carried out and recorded promptly, and all aspects of recruitment procedures are robust. All staff, including those in the EYFS, receive appropriate training in safeguarding and welfare, health and safety. Staff throughout the school, are appraised regularly and there is an effective system for supporting them in their continuing professional development. Courses attended are wide ranging. Staff in the EYFS benefit from the system of supervision established to provide direct support for all practitioners in the setting. Regular evaluation and discussion of future plans by all EYFS staff show a highly effective commitment to continuous improvement. The whole team shares an ambitious vision for the setting.

5.12 The school benefits from the excellent contribution made by non-teaching staff involved in catering, cleaning, premises and administration. They provide high quality support to pupils and enable the school to run very efficiently.

5.13 The school maintains very strong links with parents, in accordance with its aims; relationships with parents are excellent. The school ensures that parents are kept informed about its activities through weekly newsletters, email, homework diaries and a rolling calendar. There is also a weekly newsletter from each section of the school, providing a good overview of current events. This is also used to share concerns or matters of interest, such as internet safety. Junior school information is updated daily. Parents may contact staff by email and appreciate the subsequent prompt response.

5.14 A wide range of material, including required information and other documentation relating to the life of the school, is available on the school website and in hard copy, if requested. Parents of prospective pupils receive a range of helpful information on first contact, followed by more specific details pertaining to the school day, expectations of pupil behaviour and day-to-day procedures, shortly prior to their children's entry to the school.

5.15 In response to the pre-inspection questionnaire, most parents were very positive about the school. A very small minority felt that they are not encouraged to be involved in school events. Inspection evidence does not support this view. Parents are invited to attend assemblies in the junior school, sporting fixtures for pupils of all

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ages, concerts and an end-of-year ball. At all stages, the school welcomes parents' involvement. Each class has a small number of class representatives who liaise with other parents about events, collectively known as the Parents' Liaison Forum (PLF). They also represent opinions and contribute to discussions about changes to school practices, including modernising the uniform. The PLF is also responsible for organising events for the pupils, such as the 'onesie disco' and the Christmas fair.

5.16 In the EYFS, parents welcome the informal talks with staff at drop-off and collection times, as well as the regular reports about their children's progress. The close links with parents and external agencies ensure that appropriate support is provided for those children who need it. Parents feel closely involved in their children's learning and progress; responses to the pre-inspection questionnaires were overwhelmingly positive.

5.17 Throughout the junior and senior schools, there are regular parents' consultation evenings, where staff report fully on the progress and social development of the pupils. Written reports are sent out termly, but their quality varies considerably. The majority of the reports in the senior school lack sufficiently detailed information on pupil progress and do not provide specific advice on how to improve.

5.18 The school's complaints policy is clear and detailed, and available to parents on the school's website. The very small number of complaints received have been dealt with promptly and efficiently, and with due regard to the policy.

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

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