



INDEPENDENT SCHOOLS INSPECTORATE

INTEGRATED INSPECTION

SANDROYD SCHOOL

INDEPENDENT SCHOOLS INSPECTORATE

Sandroyd School

Full Name of School	Sandroyd School		
DfE Number	865/6004		
Registered Charity Number	309490		
Address	Sandroyd School Rushmore House Tollard Royal Salisbury Wiltshire SP5 5QD England		
Telephone Number	01725 516264		
Fax Number	01725 516441		
Email Address	office@sandroyd.com		
Head	Mr Martin J Harris		
Chair of Governors	Mr R G L Thomas		
Age Range	5 to 13		
Total Number of Pupils	202		
Gender of Pupils	Mixed (118 boys; 84 girls;)		
Numbers by Age	0-2 (EYFS):	5-11:	123
	3-5 (EYFS):	11-13:	76
Number of Day Pupils	Total:	59	
Number of Boarders	Total:	143	
	Full:	100	Weekly: 43
Head of EYFS Setting	Mrs K Blomfield		
EYFS Gender	Mixed		
Inspection Dates	14 Oct 2014 to 17 Oct 2014		

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 May 2011.

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

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

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

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

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

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

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

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

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

INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with senior members of staff and with the chair of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited boarding houses and the facilities for sick or injured pupils. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

Inspectors

Graham Gorton

Marcus Culverwell

Stephen Lea

Susan Wade

Anne Longton

Ros Ford

Reporting Inspector

Team Inspector (Head, IAPS school)

Team Inspector (Director of Music, IAPS school)

Team Inspector (Deputy Head, IAPS school)

Co-ordinating Inspector for Boarding

Co-ordinating Inspector for Early Years

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Sandroyd School is a boarding and day school for boys and girls from the ages of five to thirteen. The school began in a private house in 1888, moving to an estate in Surrey shortly afterwards and then to its present home on the Wiltshire/Dorset border near Shaftesbury in 1939. The school is a charitable trust and is administered by its board of governors. The school's pre-prep department, for pupils from the ages of three to seven, known as The Walled Garden, includes the Early Years Foundation Stage (EYFS) for pupils aged three to five
- 1.2 The school aims to inspire each child to strive for excellence in all aspects of school life and to create a caring, encouraging and purposeful community within a safe rural environment. It seeks to combine the best in modern learning and teaching methods with an emphasis on the virtues of good manners, self-discipline and respect for others, enabling pupils to be happy, self-confident and able to meet all of life's many challenges.
- 1.3 Since the previous inspection the school has built a new sports hall and girls' changing rooms as well as two new courts used for netball and tennis. The school has also made improvements to the outdoor provision for EYFS pupils and a new adventure playground has been added. Improvements have been made to the boarding accommodation for senior girls and a head of boarding has been appointed. The school has also introduced both academic and pastoral management teams.
- 1.4 At the time of inspection, there were 202 pupils on roll (118 boys and 84 girls). There were 3 children in the Early Years Foundation Stage (EYFS) aged between three to five, 123 pupils in Years 1 to 6 and 76 in Years 7 to 8. There are 143 boarders, aged between seven and thirteen, who live in four boarding areas within the main school building. Pupils are drawn mainly from professional families but the catchment area is predominantly rural and this is reflected in the family backgrounds. Standardised tests indicate that the ability profile of the school is above the national average. There are 11 pupils for whom English is an additional language (EAL). Thirty-seven pupils have been identified as having special educational needs and/or disabilities (SEND). One pupil has a statement of special educational needs. A few pupils are from ethnic minority backgrounds.
- 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 Pupils, including those in the EYFS, demonstrate excellent achievement. A strong focus on academic achievement, as the pupils move towards Common Entrance, is supported by excellent achievement in other areas of school life such as sport, music, drama and in a wide range of extra-curricular activities. Pupils who are able, or who have SEND or EAL, receive targeted support, enabling them to make excellent progress. The pupils' high level of achievement is supported by their excellent attitude towards their learning. Pupils are hard-working, conscientious and show a real love for learning. They work well collaboratively and are effective in supporting one another. Excellent teaching is instrumental in the high level of pupil achievement. Teachers demonstrate a wide range of teaching styles which engages the pupils and instils in them a desire to succeed. Teaching is most effective when whole-school approaches are adopted although this requires further refinement in some subject areas. The quality of marking has improved since the previous inspection. The broad and balanced curriculum provides the pupils with challenges in all the pre-requisite subject areas combined with an outstanding extra-curricular programme. The outdoor provision in the EYFS has been improved significantly since the previous inspection.
- 2.2 The pupils' personal development is of the highest order. Their spiritual, moral, social and cultural development is excellent and they have highly refined interpersonal skills that prepare them effectively to meet the challenges of life after Sandroyd. They are outstanding citizens in every respect. Beginning in the EYFS and continuing throughout the school there is very strong pastoral support for all the pupils. The school tutors, teachers, boarding staff and medical centre team provide an environment where pupils feel valued and supported. All pupils know who to talk to should they need help or guidance. The welfare and health and safety of the pupils is of extremely high quality. Excellence in boarding is a cornerstone of school life and pupils thoroughly enjoy the experience. They feel well cared for and appreciate the time and attention that is given to their lives away from home. Boarders, however, do find that evening meals vary in quality and quantity.
- 2.3 The school is governed and led in an excellent manner. High quality governance provides a platform for both current school oversight and strategic development. Governors are well qualified in their roles and carry out their responsibilities rigorously to ensure the school meets all regulatory requirements. This is an improvement since the previous inspection. Pupil safeguarding is given an extremely high priority by governors and the school's leadership and management. Senior managers and leaders set clear educational and pastoral goals and constantly evaluate their practice to ensure high standards are maintained. However, some subject leaders are not rigorous enough in ensuring that best practice is disseminated across all parts of the school and that the curriculum that they deliver effectively links the prep and pre-prep departments. Since the previous inspection there have been significant improvements in the arrangements for monitoring and evaluation in the EYFS. There are excellent links with parents, who give strong support to the work and life of the school. Their questionnaire responses show high levels of satisfaction.

2.(b) Action points**(i) Compliance with regulatory requirements**

2.4 The school meets all the requirements of the Independent School Standards Regulations 2014.

2.5 The school meets all the National Minimum Standards for Boarding Schools 2011.

(ii) Recommendations for further improvement

2.6 The school is advised to make the following improvements.

1. To strengthen the links between all areas of the school to ensure effective continuity between all year groups, including the EYFS.
2. To ensure the quality of subject leadership is consistent in its impact across all areas of teaching and learning.
3. To ensure that the evening meals for boarders are appropriate to their needs, and that the boarders' views on them are sought regularly and given suitable responses by the school.

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' achievement and learning is excellent.
- 3.2 The school's aim, to strive to ensure that the pupils are happy, self-confident and well prepared to meet the challenges of the future, is met most successfully.
- 3.3 The school is extremely successful in ensuring that pupils are well prepared for each stage of their education and prepares each child for an appropriate senior school that suits their academic and personal needs. The pupils feel extremely positive about their education and involve themselves fully in all that the school has to offer. By the time they leave Sandroyd they are confident learners with a positive and enthusiastic outlook on life. This is a strong feature of the school.
- 3.4 Pupils achieve high levels of knowledge, skills and understanding in all areas of learning. In the EYFS the children thrive and make excellent progress relative to their ability and needs, with the overwhelming majority reaching and often exceeding the expected levels of attainment. All children are given opportunities to develop excellent speaking and listening skills. They read confidently and expressively from an early age and their numeracy skills are extremely well-developed.
- 3.5 As pupils move through the school, their reading shows increasing fluency and their writing matures in both content and detail for a range of different audiences. Pupils' written work is generally of an extremely high standard, showing evidence of incisive thinking, reflection and creativity. Pupils are extremely articulate and express themselves with great confidence. Mathematical skills are effectively applied to investigation and problem-solving work in other subjects. In science activities they are prepared to experiment for themselves and to test hypotheses and form conclusions. Pupils use ICT successfully to carry out research in most areas of the curriculum, an improvement since the previous inspection. Further development of ICT to support pupils' learning remains a priority in the school's development plan. Pupils' creative skills and talents are of a high order as shown in many activities, such as choirs, music ensembles and orchestra. They display flair and talent in art, design technology, dance and drama.
- 3.6 Pupils achieve high standards in a wide range of sporting activities in local and regional competitions at both individual and team level. Pupils perform well in ballet and music examinations, as they do in competitions in areas such as mathematics challenges, chemistry festivals and writing poetry. Notable achievement in a wide range of sports and activities is a strong feature of the life of pupils at Sandroyd.
- 3.7 Pupils' attainment cannot be measured in relation to average performance against national tests, but on the evidence available it is judged to be high in relation to national age-related expectations. This represents good progress in comparison with the pupils' starting points, based upon lesson observations, scrutiny of work, discussions and the school's own records. Those pupils with SEND, including in the EYFS, are identified early and the excellent level of one-to-one support coupled with carefully planned classroom activities ensures that such pupils make excellent progress. Individual education plans (IEPs) are provided for all pupils who have any extra need and staff work closely with them to ensure a strong level of progress and achievement. The most able pupils are extended effectively in almost all lessons through the high expectations of their teachers. The achievement of pupils with EAL

is excellent because of the individual one-to-one tuition and empathetic class teaching, which allows them to make rapid progress.

- 3.8 The pupils' overall achievement is supported by their outstanding attitudes to learning, their positive behaviour and the very strong relationships with their teachers. In the EYFS, children are motivated and enthusiastic learners who respond well to the staff's high expectations of them. Pupils of all ages are hard-working, dedicated and approach their learning with enthusiasm. Pupils speak fondly of their school and in their general love of the learning process. Pupils work very well together when the opportunity arises, and effectively use collaborative skills to enhance their learning. Pupils have wide-ranging opportunities to develop independent thinking skills, both during and outside of lessons, and they respond by exhibiting high levels of self-motivation and initiative.

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

- 3.9 The contribution of curricular and extra-curricular provision is excellent.
- 3.10 In accordance with its aims of educating pupils to a high standard using a broad curriculum, pupils are given experience in a full range of subjects and activities, with a focus on the preparation for the Common Entrance examination. Parental survey responses were overwhelmingly supportive of the curricular and extra-curricular provision.
- 3.11 In the EYFS, an excellent balance of adult-led and child-initiated activities provides opportunities that encourage independent learning, problem-solving and exploration. The setting offers a bright and lively environment both indoors and outside, which is very well equipped and organised so that resources are easily accessible to children. Ready access to the newly-refurbished outside classroom and play area allows many more opportunities to enhance the curriculum and promote outdoor learning. The EYFS curriculum is enhanced by the use of specialist staff for French, music, swimming and games. Children also benefit from interesting and challenging experiences which are effective in promoting, in an age-appropriate manner, their language, communication and personal, social and emotional development.
- 3.12 Excellent provision for personal, health and social education (PHSE) is made within the curriculum as well as through assembly themes and tutor sessions. It is supplemented by classes in life-long learning, reasoning and thinking skills.
- 3.13 A comprehensive academic development plan is in place and regularly reviewed, and a pupil academic council provides excellent feedback via form representatives. Since the previous inspection, the school has reviewed its digital learning programme and this is now more widely implemented and integrated into the curriculum. There is excellent evidence of cross-curricular initiatives such as a geography project in Year 4 which also involves work in digital learning, and the school stage production involving the drama, music and art departments, allowing the pupils excellent opportunities for creative expression. Some subjects have an integrated scheme of work across the whole school from Year 1, but some subject areas show an insufficient overview of provision for learning across the various parts of the school.
- 3.14 The curriculum carefully supports the needs of those of different abilities and ages and has high-quality provision for pupils with SEND and EAL. They receive effective individual specialist support and strong assistance is provided by most subject staff within the classroom. As a result, pupils integrate with ease into all aspects of

school life. There is a register for able and talented pupils and a very broad range of extension tasks and extra-curricular activities ensure they are supported appropriately.

- 3.15 The school's range of extra-curricular activities is outstanding. It includes sporting opportunities for both boys and girls, supported by committed sports staff and modern, purpose built facilities. Additionally it offers a varied and extensive choice of other activities, including music, dance, outdoor activities and water based sports. A wide programme of trips and visits is organised, which supports topics within the curriculum such as a biology trip to a nearby zoo, a science day at a university, a Year 7 visit to a military museum and a residential trip to France. These trips make a significant contribution to the pupils' personal and academic development. Pupils often visit senior schools for activity days in mathematics, science, design technology and music, helping them prepare for the next stage of their education. Excellent links have been developed with the local community. These include assisting with food bank distribution, a programme of community service with the local parish councils, and choir links with two local parish churches. Musically gifted pupils take part with success in local music festivals, and broaden their musical experience singing with local amateur choral societies.

3.(c) The contribution of teaching

- 3.16 The contribution of teaching is excellent.
- 3.17 The school's aim to inspire each child to strive for excellence is well supported by high quality teaching and by teachers who are both dedicated and who are outstanding role models. The quality of teaching has improved since the previous inspection.
- 3.18 Staff in the EYFS setting make excellent use of detailed planning and observations to identify progress and the next steps in the children's learning, which is adapted to their changing needs and interests. Excellent use is made of high quality resources. The staffs' high expectations ensure that children are highly motivated and enthusiastic.
- 3.19 Detailed subject handbooks consider planning, resources and learning support appropriately. Lesson planning throughout the school is excellent with short-term planning giving clear guidance for meeting the pupils' differing needs. Most teaching includes good time management, clear learning objectives, thorough explanations, appropriate tasks to meet the needs of all pupils and use of a range of stimulating resources. Some very effective lessons encouraged independence in investigation by using ICT. Teachers have very strong subject knowledge and a broad range of experience and interests, providing a diversity of learning opportunities from Latin through to horse riding. Teaching assistants and GAP-year students greatly support the excellent teaching.
- 3.20 Almost all of the teaching enables pupils to think independently, work co-operatively, be creative and evaluative and establish life-long learning skills. In a very small number of lessons, less effective classroom management, an over-reliance on work sheets, and limited opportunities for collaborative work meant that pupils were not extended as well as they could have been.
- 3.21 Positive relationships between teachers and pupils are a strength of the school. Pupils say that they feel well supported and are able to seek help with their work

whenever necessary. They also feel that teacher expectations are fair and that there is a good balance of challenge and support.

- 3.22 Excellent one-to-one teaching, supported by effective classroom practice, meets the needs of pupils with SEND or EAL. There is a high level of challenge for the most able. Well-structured question and answer sessions develop deeper thinking and understanding. Enrichment activities, within and outside of school, designed to stretch intellectual capacity and broaden understanding are used to excellent effect. Teaching meets the needs of pupils who have a statement of special educational needs.
- 3.23 Marking is generally of a high standard and follows the school's marking policy. Assessment is regular and standardised testing information is used by teachers to plan work and set targets for each pupil. Assessment is also used well to identify pupils who may benefit from extra support from time to time.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

- 4.1 The pupils' spiritual, moral, social and cultural development is excellent.
- 4.2 The pupils' spiritual awareness is very strong. Pupils are emotionally mature for their age, having excellent levels of confidence and self-esteem, developed through the regular use of praise and the celebration of their many and varied achievements. Their eager participation and enjoyment in making music and creating artwork shows a well-developed aesthetic awareness and appreciation of the non-material aspects of life. For example, during assemblies, including in the EYFS, pupils are attentive and thoughtful when listening to readings and they sing hymns and say prayers with feeling and expression.
- 4.3 The moral development of pupils is excellent. They respond positively to advice from staff and understand and appreciate the school's system of rewards and sanctions. They exhibit courtesy, maturity and thoughtfulness in action and deed. They respect each other and the adults who care for them, and articulate a profound sense of loyalty to their school. Pupils demonstrate a well-developed sense of right and wrong in all they undertake. In lessons older pupils demonstrate a keen understanding of the importance of maintaining a balanced viewpoint, for example when discussing religious conflicts around the world.
- 4.4 Social awareness is extremely well developed, encouraged by the pupils' strong sense of community. Children from the EYFS interact very well with older pupils at playtimes and lunch and, as a result, transfer smoothly from Reception and Year 1. Older pupils are enthusiastic about taking responsibility, for example as deacons, form captains, school and academic council representatives. Whether in class or more widely around the school, the pupils' positive social interactions are a hallmark. There is an excellent appreciation of those less fortunate, demonstrated through their voluntary work and fundraising for other charities. Pupils gain a broad general knowledge of public institutions and services in England. The school's curriculum and ethos precludes the promotion of partisan political views. The school council gives pupils an excellent understanding of representation. Pupils' concerns are valued and this contributes very well to them understanding how to seek change and canvas opinion. These skills were to the fore when pupils talked animatedly about the issue of independence for Scotland and a subsequent mock referendum.
- 4.5 Cultural development is excellent. The pupils respect other faiths and cultures within and beyond the school community, and show clearly that they value the contributions and achievements of those whose backgrounds are different to their own. Relationships with those from different backgrounds are harmonious. The pupils are enthusiastic about the opportunities they have to gain a better understanding of diversity. Empathy and understanding are strong features of the pupils' cultural development. Pupils play a very full part in the dramatic, artistic and musical life of the school.
- 4.6 In the EYFS all children make excellent progress in their personal and social development. They share resources, take turns and develop independence to a high level by the end of Reception. Children trust and respect their teachers, relate well to each other and their behaviour is exemplary. By the time pupils leave Sandroyd they have an outstanding standard of personal development.

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

- 4.7 The contribution of arrangements for pastoral care is excellent.
- 4.8 Pupils of all ages receive effective support and guidance from the staff. In the EYFS, children are helped to feel safe, behave well and form positive relationships. Adults actively promote co-operation and respect for others through gentle reminders about sharing and remembering the setting's rules. Each child has a key person who makes sure, in close partnership with parents, that needs are identified and met. Children become aware of healthy eating, enjoying freshly prepared lunches and a selection of fruit at snack time. Pupils at all levels of the school are supported and encouraged to achieve their full potential through effective daily liaison between teaching, boarding and nursing staff, who act as excellent role models.
- 4.9 Relationships between staff and pupils, and between the pupils themselves are strong and relaxed. Friendships develop across the different year groups, encouraged by the cross-year tutor group system. Pupils report that staff treat them fairly and there is always someone to help them if extra support is needed.
- 4.10 Pupils receive good encouragement to be healthy. The wide curriculum offers pupils regular sport or other physical activity on a daily basis to encourage a healthy lifestyle. Meals are nutritious and appealing, and healthy snacks, including fruit, are offered during the morning and afternoon breaks. The school has a suitable policy to improve educational access for pupils with SEND. The school is effective in promoting good behaviour and guarding against any bullying. There are clear policies and procedures which focus on rewarding positive behaviour. On the rare occasions when misbehaviour or bullying do occur, pupils say they are confident that the school will take swift action; they see the school's approach to discipline as fair.
- 4.11 Views of pupils are consistently sought via school council meetings, boarding meetings, informally and during weekly extended tutor periods. Pupils report that they feel comfortable about approaching staff around any worrying issues and are aware of the Children's Listener and her contact details.

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

- 4.12 The contribution of arrangements for welfare, health and safety is excellent.
- 4.13 The school places a high priority on the safeguarding of pupils and in ensuring their health and safety. The school maintains meticulous records on all matters relating to safeguarding, welfare, health and safety. The safeguarding arrangements, including in the EYFS, have regard to official guidance, are extremely thorough and are very effective across all aspects of school life. Staff receive appropriate training in child protection that is kept up-to-date. Pupil safeguarding is taken very seriously by every member of the school community.
- 4.14 The school has clear procedures, which are implemented carefully, for the administration of medicines, and for looking after pupils who are sick or injured. The school sick bay and the presence of school matrons and nurses ensure that the needs of the pupils are very well met at all times. Members of staff are appropriately trained in first aid, including suitable paediatric first aid qualifications in the EYFS. Records are kept of any accidents or injuries and the school has clear procedures

for informing parents. The school ensures it monitors carefully the welfare of those pupils who have SEND.

- 4.15 Good arrangements are in place to reduce the risk from fire and other hazards throughout the school. Regular checks on fire safety equipment is carried out and fire evacuation drills are practised at different times, both in the day and evenings, for the safety of both day and boarding pupils. Potential risks in classrooms, around the school site and on visits out of school are identified and evaluated. Comprehensive risk assessments are in place for every aspect of school life. The school site is checked regularly by the maintenance team and any potential hazards are dealt with efficiently. The school is extremely well-maintained and excellent attention is given to food hygiene.
- 4.16 The admission and attendance registers are properly maintained and correctly stored for the previous three years.

4.(d) The quality of boarding

- 4.17 The quality of the boarding provision is excellent.
- 4.18 The outcomes for boarders are excellent. The broad opportunities offered and experienced encourages the boarders to learn, explore and recognise their own personal strengths, so increasing their tolerance, self-confidence and integrity.
- 4.19 Boarders enjoy being members of the school community and are provided with outstanding opportunities to contribute their views and opinions through the regular boarding meetings, mixed age tutor groups and the opportunity to take extra responsibility as a "Deacon" in their final year. The positive and constructive relationships that develop between peers and staff in the boarding houses are encouraged by participation in the regular all-age activities, including social evenings, school outings and the many extra-curricular activities offered to all boarders.
- 4.20 The individual care of boarders is paramount to the staff, who ensure all their needs are met. New boarders are supported by a pupil guide to assist them with becoming familiar with the boarding house and the routines involved. Boarders report they feel well supported and feel confident that there is always someone to approach if they have a concern, feel lonely or are unwell.
- 4.21 The quality of boarding provision and care is excellent. The health centre is on-site and provides 24-hour nursing cover for the boarders; appropriate policies for the health needs of boarders are implemented carefully and documentation efficiently maintained. Pupil care plans are now shared with the boarding staff. Medication is safely stored and administered centrally, being issued only by the nursing staff. The efficient communication systems that exist between the nurses, pastoral and teaching staff encourages holistic care of all boarders. The accommodation for sick or injured boarders is light and bright, and allows them to easily contact the duty nurse, as necessary. Confidentiality is understood and respected by the nurses.
- 4.22 The dormitory accommodation is spacious and boarders are encouraged to personalise their own bed space areas. The boarding areas are safe and secure and effective staff duty rotas, roll calls, fire drills and equipment checks, further support this.

- 4.23 The provision for the preparation of food and drink is suitable and the kitchen efficiently run. All necessary standards are met, including the highest award from the Food Standards Agency. Fresh food is sourced locally and children's specific dietary needs met, following liaison with parents and the medical centre staff. Feedback from the boarders' pre-inspection questionnaires and during interviews shows that a majority feel the evening meal is not always as consistent in quality and quantity as the other meals provided. Inspectors judge that the meals provided during the inspection were nutritious, plentiful and that catering arrangements allowed boarders to access extra food helpings, salads, fruit and fresh bread, as well as snacks and drinking water at other times.
- 4.24 Laundry arrangements ensure that bedding and clothing is kept clean and is stored appropriately. Any valuable items that the boarders bring to school are stored securely. There are suitable arrangements for boarders to purchase stationery and other items as needed.
- 4.25 All boarders have some free time during each day in which to relax as they choose. The extensive grounds offer a wide range of opportunities for boarders to take exercise, follow hobbies and relax. Quiet areas are available, and there are always opportunities to play table tennis, do model making or watch television. There is a very wide range of after-school and weekend activities.
- 4.26 Boarders have suitable opportunities to contact their families either by e-mail or telephone during their free time in the evening and letter writing to relatives is actively encouraged at the week-end. Boarders also have ample opportunities to keep abreast of news and events outside the school, including newspapers and television.
- 4.27 The arrangements for welfare and safeguarding are excellent. The school has appropriate policies with regard to safeguarding and implements them effectively to promote the welfare and safety of the boarders. All required records are kept. There are clear policies and procedures to promote tolerance and to counter bullying. Boarders report that they do not have any concerns regarding bullying and any negative behaviour is dealt with fairly. Staff recruitment procedures meet requirements and proper records are kept of all appointments. The boarding areas are secure and pupils' whereabouts monitored regularly throughout the day. Boarders report they feel safe and comfortable in the boarding accommodation. A suitable complaints policy exists.
- 4.28 Leadership and management are excellent. There is a clear statement of purpose for boarding, and there is effective leadership and management in line with aims. The houses are well run by resident house parents, supported by duty teachers, matrons and GAP-year students and overseen by the head of boarding. Staff are appraised and are keen to access appropriate training to further their professional development. A suitable induction programme has been developed for those involved with boarding.
- 4.29 Staff accommodation is appropriately separated from the dormitory areas with suitable arrangements for contact if required. Rotas are displayed to allow boarders to be aware of who will be on duty in their house each day of the week.
- 4.30 All members of the boarding team are highly committed to ensuring the houses run efficiently and provide a caring, safe environment for the boarders.

4.31 Recommendations from the previous report, regarding ensuring that written policies accurately reflect the school's practice, have been implemented. In their pre-inspection questionnaire responses, parents were overwhelmingly positive about boarding.

4.32 The school meets all the National Minimum standards for this inspection.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is excellent.
- 5.2 Governance at Sandroyd is highly effective in supporting the key element of the mission statement of aiming to inspire each child to strive for excellence in all aspects of school life through the creation of a caring, encouraging and purposeful community within a safe rural environment. The governing board has a broad range of professional expertise which, coupled with a good range of governor committees, oversee the key areas of school life. The work of all governor committees is focused upon the impact of provision on pupils' learning and on their pastoral care and personal development. Their excellent understanding of school life, especially that of boarding, ensures that governors have a clear and effective oversight of their role as monitors through which they provide support, challenge and a strong basis for development and improvement.
- 5.3 Governors have a perceptive insight into the needs of the school through regular formal and informal contact. A number of governors are current or past parents at the school and this provides an added positive dimension to their work. Involvement in school improvement planning ensures that governance effectively supports outcomes for the pupils. The recent appointment of a governor with specific responsibility for the EYFS enables greater governor oversight of further developments towards stronger links between the various parts of the school.
- 5.4 Strong links exist between the governors of the school and its senior leadership team, particularly between the chair of governors and the headmaster. Support and challenge provide vital ingredients for success.
- 5.5 The governors work closely with the bursar, administrative team and the senior leadership team to ensure that high levels and quality of staffing, accommodation and resourcing are realised and regularly reviewed to facilitate sustained improvement. The governing body fulfils its statutory responsibilities, including carrying out, as a body, the annual check on the working of safeguarding arrangements.

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

- 5.6 The quality of leadership and management, including links with parents, carers and guardians is excellent.
- 5.7 The senior management and leadership team leads the school with passion, thoroughness and dedication. The clearly defined management structure of the school provides excellent opportunities for leadership at all levels to demonstrate their strengths and to make a positive contribution to the development of Sandroyd.
- 5.8 In the EYFS, a strong emphasis on self-evaluation now ensures that areas for development are being quickly identified and action taken to improve. Staff share a clear vision for the continued development of the setting and are now supported by the recent appointment of a governor with responsibility for EYFS. A more rigorous

system for planning, assessment and monitoring of the curriculum has recently been introduced but its impact has yet to be evaluated.

- 5.9 Leadership provides clear educational direction, as reflected in the high quality of the pupils' education and the excellent standard of their personal development. Heads of departments understand their roles and responsibilities, but the impact of their work in improving teaching and learning is not yet a consistent one; there is already much good practice to draw upon.
- 5.10 The school is effective in realistic self-evaluation, setting priorities and drawing up plans, monitoring their implementation and evaluating the outcomes. All associated school policies are reviewed regularly and monitored to show whether they are being implemented consistently. New arrangements for the monitoring and evaluation of the EYFS setting have been introduced and the setting demonstrates continuing capacity for improvement.
- 5.11 Management at all levels is generally successful in securing, supporting, developing and motivating sufficient high quality staff and ensuring they are suitably trained for their roles, particularly in relation to safeguarding, welfare, health and safety. An excellent induction process for newly appointed staff covers all the necessary areas of policy and implementation. Excellent training and support is offered both from within the school and from externally provided courses with a strong focus on pupil safeguarding, health and safety. In the EYFS staff are well qualified and their performance is regularly monitored so that areas for professional development are identified. Opportunities for staff to receive coaching to improve personal effectiveness are still in the early stages of development. Strong partnerships with parents and good links with external agencies contribute to the comprehensive understanding that adults have of each child.
- 5.12 The school has excellent links with parents. In their pre-inspection questionnaires and in conversation with inspectors, parents were overwhelmingly positive about the school and the support that the pupils are given. They were particularly supportive of the range of subject areas and extra-curricular opportunities, the high standards of behaviour and the support that the pupils receive.
- 5.13 A wide range of information about the school to both current and prospective parents, including the required policies, is available on the website. The recently introduced digital application also ensures that all school information is quickly disseminated and is easily accessible for all parents. School publications, such as The Sandroydian Magazine, provide excellent information on many aspects of school life.
- 5.14 The school has an open door policy to ensure concerns and other issues are dealt with quickly and efficiently. Parents of pupils have the opportunity to talk to staff at the start and end of the day and they can also contact staff by email. The procedure for parental complaints is suitable, implemented as intended and works fairly.
- 5.15 Parents receive high quality information about the progress of their child. Information evenings to inform parents about the curriculum, assessment and preparation for boarding are held throughout the year and are open for all parents to attend. Detailed child-friendly handbooks for pupils and parents joining the school are also provided. Parents receive excellent quality reports, which give detailed information about how pupils are achieving and set out targets to work towards. From Year 3 upwards, parents receive fortnightly assessments which are accessed

on-line via the parents' portal together with explanations of the grading system. Formal meetings with staff for each year group are held once a year.

- 5.16 There are many good opportunities for parents to be involved in activities. Parents provide strong levels of support to events such as sports fixtures, concerts, chapel services, plays and other productions. Parent volunteers assist with extra-curricular activities and costume making for plays and have also delivered talks as part of the headmaster's lecture series. The very supportive Friends of Sandroyd organise fundraising activities in aid of charity and school equipment and help organise events for the school such as reeling and Rock and Roll evenings.
- 5.17 For EYFS pupils the school has excellent links with parents. In their pre-inspection questionnaires and in conversation with inspectors, parents were overwhelmingly positive about the setting and the support their children are given. In the EYFS parents and carers contribute to their children's learning and make comments in the reading records. These are added to the informative learning journey records, which are freely available to view. In their pre-inspection questionnaires and in conversation with inspectors, parents were overwhelmingly positive about the warm friendly atmosphere of the setting and the information they receive about their child's progress.

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