



INDEPENDENT SCHOOLS INSPECTORATE

TOCKINGTON MANOR SCHOOL

INTEGRATED INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

Full Name of School	Tockington Manor School
DfE Number	803/6004
EYFS Number	EY347953
Registered Charity Number	311716
Address	Tockington Manor School Tockington Bristol BS32 4NY
Telephone Number	01454 613229
Fax Number	01454 613676
Email Address	admin@tockingtonmanorschool.com
Headmaster	Mr Richard Tovey
Chair of Governors	Mr Peter Smith
Age Range	2 to 14
Total Number of Pupils	208
Gender of Pupils	Mixed (112 boys; 96 girls)
Numbers by Age	0-2 (EYFS): 18 5-11: 99 3-5 (EYFS): 72 11-18: 19
Number of Day Pupils	Total: 195
Number of Boarders	Total: 13 Full: 11 Weekly: 2
Heads of EYFS Setting	Miss Jane Sheppard and Mrs Sally Reynolds
EYFS Gender	Mixed
Inspection dates	28 February 2012 to 02 March 2012

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 February 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. The range of these Regulations, which replace those first introduced on 1 September 2003, can be viewed through the following link: www.legislation.gov.uk. Search for Independent School Standards Regulations and enter date 2010, to find Schedule 1, Parts 1-7.

Legislation additional to Part 3, Welfare, health and safety of pupils, is as follows.

- (i) The Equality Act 2010 (including race, gender, special educational needs and disability).
- (ii) The School Standards and Framework Act 1998, banning corporal punishment.

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

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 31st 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 Children, Schools and Families (DCSF) and follows the requirements of the Childcare Act 2006 as subsequently amended.

Under Government arrangements, the inspection of boarding became an integrated part of ISI inspections from 1 September 2011. 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. Boarding inspections were previously carried out by the Office for Standards in Education (Ofsted), Children's Services and Skills. The relevant Ofsted report refers to an inspection in December 2009 and can be found at www.ofsted.gov.uk under Children's social care/Boarding school.

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.

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. The grades used by ISI and Ofsted are different to 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 for Achievement the descriptor 'exceptional' is available in addition. 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', 'satisfactory' 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 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

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Reporting Inspector

Deputy Head IAPS school

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Tockington Manor School is a co-educational preparatory school for boys and girls aged from two to fourteen years, with boarding available from the age of seven. The school, founded in 1947, is situated in the village of Tockington close to the city of Bristol. It is surrounded by extensive grounds and occupies a large manor house with additional educational buildings and facilities. The school operates as a charitable educational trust administered by a board of ten governors. A Nursery opened in 1989 and is housed in a separate building. The Lower School accommodates pupils in Reception to Year 2 and the Upper School caters for pupils in Years 3 to 8.
- 1.2 The school seeks to ensure that the health and happiness of the pupils, along with their spiritual and moral development, is the foundation upon which all else is built. It endeavours to bring out the best in each individual by encouraging pupils to develop a sense of responsibility and independence, together with a high standard of politeness and consideration for others. It aims to create a happy and disciplined environment based on Christian principles and to provide pastoral care and teaching of the highest quality.
- 1.3 Currently 112 boys and 96 girls attend the school. Of these thirteen pupils, six girls and seven boys, are boarders, two of whom board weekly; in addition, up to sixteen can be accommodated on an occasional basis and a few overseas boarders attend for short periods to learn English. The Early Years Foundation Stage (EYFS) provides for a total of 72 children in the Nursery classes known as Wrens, Robins and Owls; of these 18 are under three. EYFS also contains 18 pupils in Reception. 34 pupils are accommodated in Years 1 and 2, 60 pupils in Years 3 to 6 and 24 in Years 7 and 8.
- 1.4 The Early Years Foundation Stage operates throughout the year and is complemented by the Tree Top Holiday Club, which runs during the school holidays for children in Years 1 to 8; these children come from within the school and also from the wider community.
- 1.5 Standardised tests indicate that the ability profile of the pupils is above the national average, with a wide spread. Twenty-four pupils have been identified as having special educational needs of disabilities (SEND) and twenty-one receive specialist support. Currently, twenty-two pupils have English as an additional language (EAL) of whom sixteen receive specialist help to consolidate their language. Up to 25 pupils are enrolled for part or all of each summer term for short-term courses in English. Pupils come from a range of cultural backgrounds though most are of white British heritage. The majority of pupils leave at the end of Year 8 to join independent day and boarding schools.
- 1.6 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 The education provided successfully fulfills the schools' aims in most respects. Children in EYFS receive an outstanding start to school life. They benefit from inside and outside activities which encourage investigation and exploration. The EYFS fosters a strong partnership with parents but recognise that opportunities for them to be directly involved in their child's learning are more limited. The excellent boarding experience strongly supports the boarders' personal development and contributes effectively to the school's aims. The curriculum is broad and covers an appropriate range of activities. Some inconsistencies exist in the time provided for core subjects and subject plans vary in quality. Teaching is good overall, with a significant number of excellent lessons. On occasions, the style of teaching does not encourage independent thought. Pupils, including those with special educational needs and/or disabilities (SEND), English as an additional language (EAL) and the most able, flourish in a secure and happy community. Consequently achievement is high, enabling pupils to secure places at the school of their first choice, often receiving scholarships and awards. In this caring and happy environment the pupils grow into confident, mature young people who are thoroughly prepared for the next stage of their lives and their future well being.
- 2.2 All staff are extremely committed to the care and well-being of the pupils in their charge, whether day or boarding. The excellent pastoral care encourages pupils to learn and contributes significantly to their personal development. Boarding pupils have an extremely positive experience and are well supported. Overseas boarders are fully integrated into the life of the school community. The friendly relationships between staff and pupils and pupils themselves are a particularly strong feature of the school. Sport, music and drama, together with the wide range of visits and activities, all make a significant contribution to the pupils' personal development.
- 2.3 The good leadership and management, together with enthusiastic and hardworking staff, and the effective support of the school governors, ensure the ethos and values of the school are successfully maintained. Through effective self evaluation the school has analysed its own strengths and identified areas for development. As the school's development plan approaches its end of life, a new one is in the advanced stages of preparation; it covers the review and development of all aspects of school life. Governors and all staff are dedicated to ensuring the best for the pupils and work hard. However, the monitoring of policy and practice is not carried out consistently throughout the school. Parents' replies to the pre-inspection questionnaires indicated they are extremely happy with the education provided and the high standard of care. No concerns were raised by significant numbers of parents. The school has made good progress in response to the recommendations of the last inspection. Pupils of all ages are well educated, enjoy school and are happy.

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

(The range of the Independent School Standards Regulations is available through the link described in the Preface)

- 2.4 The school meets all the requirements of the Independent School Standards Regulations 2010.
- 2.5 The school meets all the National Minimum Standards for Boarding Schools 2011.
- 2.6 See the end of the Early Years Foundation Stage section 6 for the inspection findings in relation to the requirements of the Childcare Act 2006 for children under three.

(ii) Recommendations for further improvement

- 2.7 The school is advised to make the following improvements.
 - 1. Strengthen arrangements for monitoring the implementation of policies and procedures at all levels.
 - 2. Ensure a consistent approach to planning and reviewing the curriculum across the whole school.
 - 3. In the EYFS, develop further ways of involving parents directly in their children's learning.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

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

- 3.1 The quality of pupils' achievements and learning is good.
- 3.2 Pupils are well educated and the school is successful in fulfilling its principle aim of bringing out the best in each individual. In all age groups, pupils gain a strong grounding in knowledge, understanding and skills. This is particularly evident in literacy where, from an early age, pupils are quick to learn the basic skills of reading and writing and apply these skills with confidence. Extended writing skills are well-developed in many subjects. For example, pupils write interesting and topical accounts in the 'Totally Tockington Magazine' produced by the pupils. Increasing use is made of note-taking to organise and plan work. Pupils listen attentively and often discuss issues cogently. They have well-developed mathematical skills and use these skills effectively in subjects such as science, geography and food technology. In many aspects of the curriculum, pupils are encouraged in problem solving and investigative work that extends their independent thinking well, but this is not consistent in all subjects. Pupils work well together in groups and develop effective organisational skills through the use of planners and homework diaries. Most pupils are competent with information and communication technology (ICT) and use their ICT skills well to record data, present information and for research. Pupils made excellent use of animation software to develop their skills of storytelling. At all stages, pupils achieve high standards in relation to the aesthetic and physical areas of the curriculum. They develop their ideas creatively and are accomplished performers in concerts and productions.
- 3.3 Pupils' achievements are notable in a wide range of accomplishments. Pupils are successful in entry examinations to senior schools and, in addition to academic and general scholarships, pupils gain awards in art, music, and sport. Many achieve well in external music examinations. The performance choir achieved Choir of the Year in the Thornbury Eisteddfod. Team and individual sporting successes are well established in a wide range of sports, at local, county and sometimes national level. Other notable achievements include pupils winning public speaking competitions, gaining awards in national junior mathematical challenges, having their poetry published in a book and completing outstanding, personal projects.
- 3.4 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 level of attainment, as judged, indicates that pupils make consistently good progress in relation to pupils of similar ability as also indicated by lesson observation, work produced and curriculum interviews. On the few occasions when the style of teaching does not encourage pupils to take initiative for their own learning, progress slows. The school no longer undertakes national tests. Standardised tests are used by the school and results confirm the overall high levels of achievement observed. Pupils with SEND make good progress as indicated by assessments, their achievement of increasingly more difficult targets in English and the improved standard of their writing, spelling, reading and numeracy over time. EAL pupils often make rapid progress as is shown by their contribution to discussions, the way they answer questions, and their ability to integrate quickly into the class. The most able pupils make equally good progress and achieve high standards, as seen in their excellent research projects and through their success in competitions, such as a national debating competition. Pupils' successful achievement is supported by their positive attitudes to learning, their good behaviour

and the happy and constructive relationships they enjoy between themselves and with staff. They are attentive and speak of their enjoyment of their learning. Most are well motivated, and apply good levels of concentration and perseverance.

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

- 3.5 The quality of the curriculum and extra-curricular provision is good.
- 3.6 The curriculum meets its aims of promoting positive attitudes towards learning well. It covers all the requisite areas of study and is enhanced by starting French, Spanish and German in the Lower School. At all stages, the pupils have the opportunity to follow a broad range of subjects including, music, drama, personal, social, health and citizenship education (PSHCE), art and a wide variety of sporting activities. Latin is taught in Years 6 to 8. As pupils move through the school, they benefit from increased subject specialism. Teachers often teach in both the Upper School and Lower School to share good practice. The school recognises that the balance of core subjects is uneven in some year groups and is working towards a more even distribution of subjects. Appropriate ICT provision enables pupils to develop their skills from the youngest age. Cross-curricular links are good between many subjects, for example food technology and history, when studying chocolate, and between PSHCE and science, with sex education.
- 3.7 Curriculum planning is good overall. Subject leaders have worked hard to produce subject development plans but they vary in quality; the best show clearly identified aims and objectives. Schemes of work are detailed and show good progression. Some, but not all, subject leaders are effectively monitoring standards within their department but this policy is in its infancy. The school has made good progress in acting upon the recommendations from the previous inspection. Learning support has been provided for classes in the Upper School. Whole school and academic target setting, is beginning to be introduced but is not yet implemented consistently.
- 3.8 The curriculum is suitable for all pupils. In particular, the school makes excellent provision for pupils with SEND and EAL. The Learning Support team plans exceptionally well and targets pupils' individual needs precisely. Clear and purposeful individual educational plans (IEPS), together with pupils producing their own targets for future learning, helps them make significant progress. EAL pupils are also supported extremely well and benefit from the language-enriched environment. Pupils identified as gifted and talented are given good opportunities to be extended and have produced some excellent biographies.
- 3.9 The extra-curricular provision is good, being broad and varied and it allows pupils to develop both existing talents and new interests. The programme includes activities such as judo, ceramics, creative writing and swimming club. Pupils have the opportunity to play a variety of instruments and to join the choir and school orchestra. An effective sports programme ensures all pupils have the opportunity to take part in a wide range of sports and all Upper School pupils run the cross-country course once a week. Pupils participate in netball, football, rugby, cricket, tennis, swimming, archery, athletics and rounders; fixtures for some of these are extensive. The school provides good quality extended care for all pupils before and at the end of the school day. In addition optional holiday clubs provide an extensive and fun range of activities for all children from the EYFS upwards. Pupils benefit from effective links with the extended community; the local vicar takes assemblies, coaches from the swimming and cricket club train the pupils regularly and children from the local community attend the holiday clubs.

3.(c) The contribution of teaching

- 3.10 The quality of teaching is good.
- 3.11 Teaching is effective in promoting pupils' learning and meets the school's aim of providing teaching of high quality well. Well-planned lessons and teachers' awareness of the needs of all pupils ensure good progress is made throughout the school. Pupils feel well-supported in their work by teachers who are always willing to give them individual attention. Teachers provide pupils with guidance to help them set and achieve targets, which in turn helps them approach their work positively. The dedicated approach of the staff encourages the pupils to be aspirational in everything they do, both inside the classroom and in sporting and artistic activities. Marking is positive and much of it helps pupils by providing them with clear guidance on how they can improve. On occasions it is perfunctory with just a tick. Assessments for monitoring pupils' progress are constructive and information is compiled effectively using standardised and other tests. Whilst this information is beginning to be developed more carefully to inform future learning, some inconsistency exists across the school. For instance, pupils' levels of achievement in science are monitored carefully and provide valuable information for identifying weak and strong areas, but this information is not available in all subjects. Additional assessments provide good quality information for both the able and less able pupils.
- 3.12 Class teachers and subject specialist teachers use their depth of knowledge and enthusiasm to deliver well-paced lessons that are enjoyable and stimulating. The tasks set are usually appropriate and challenging and project work allows pupils to practise a wide range of cross-curricular skills. Where teaching was excellent, pupils were consistently provided with opportunities to think critically and carry out independent research such as in geography field work and mathematics projects. On occasions, the style of teaching, such as an over-reliance on the use of worksheets, restricts the scope for independent and creative thought. Good use is made of available resources, including ICT, and classroom walls are used well to display pupils' work. Most staff and pupils use the interactive whiteboards effectively to enhance learning, but they are placed too high on the wall for some younger pupils to use comfortably. Frequent use is made of the extensive grounds to provide creative stimulation. The strong relationships between teachers and pupils help create an atmosphere which fosters application and endeavour, and pupils are encouraged to take pride in their achievements.
- 3.13 Learning support teachers work closely with staff to ensure continuity of care. Consequently, SEND and EAL pupils are enabled to participate fully in the learning activities. Significant progress has been made since the last inspection in improving planning in this area. Pupils recognised as being gifted or talented in particular fields are given good opportunities to develop further through intellectual challenges and creative writing. Teachers ensure that pupils' learning is enhanced with many enrichment opportunities, including a wide range of educational visits and field work.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

- 4.1 The pupils' personal development is excellent.
- 4.2 The school is highly successful in providing a happy and disciplined environment for its pupils in line with its aims. This helps promote thoughtful behaviour and positive relationships throughout the school.
- 4.3 Pupils' have excellent spiritual awareness. The school ethos is strongly underpinned by Christian principles, and pupils develop a broad spiritual education which fosters tolerance and an awareness of the non-material aspects of life. Pupils' understanding of world religions is developed through religious education lessons. Pupils can also follow and develop their own faith in local churches. Pupils reflect on a wide range of stimulating topics covered in PSHCE lessons and well-planned assemblies. World Book day allowed them to reflect on the importance of reading and appreciate a wide range of books. Pupils see beauty in the world around them when they visit the Brecon Beacons and through their enjoyment of nature in their own extensive grounds. Pupils' strong self-awareness is fostered through the family atmosphere central to the ethos of the school.
- 4.4 Pupils' strong moral sense is evident throughout the school. Pupils show a well-developed understanding of the rules of the community and benefit from the effective system for rewarding good behaviour. They show a clear sense of right and wrong and appreciate the importance of friendliness, good manners and behaviour. They grow to see the value of being responsible citizens, who show respect and tolerance and consider the needs of others. School monitors lead by example taking a lively interest in the well-being of younger pupils.
- 4.5 The strong relationships seen throughout the school are a result of the pupils' excellent social development in a caring community. Pupils demonstrate a good understanding of public-institutions and current affairs as well as an appreciation of how society works. At all levels pupils willingly accept responsibility when provided. Pupils state that their views are listened to and that changes have been made in response to their ideas, such as the choice of books for the library. The well planned PSHCE provision and residential visits helps to foster a wide range of life skills.
- 4.6 Pupils show an excellent appreciation of their own and other cultures. They gain a strong insight into other cultures from fellow pupils, who are encouraged to share their traditions and experiences. They demonstrate a lively interest in global issues through their support for a wide range of charities and through their links with schools in Spain and Malawi. Pupils enjoy a wide range of culturally enriching experiences, including world musical evenings and sharing in celebrations from around the world such as Diwali and Chinese New Year. Their cultural values and experiences are broadened effectively through studying subjects such as art, French and music, together with their involvement in school events such as local Eisteddfods and their visits out of school and to other countries.
- 4.7 By the time they leave the school, pupils' personal development is excellent, shown by their mature attitude and ability to discuss complex issues with confidence and sensitivity.

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

- 4.8 The arrangements for pastoral care are excellent.
- 4.9 The sensitive and individual support provided by all members of staff enable the school to achieve its aim of ensuring it provides the highest quality pastoral care. Well-established pastoral care systems are supported by clear policies and implemented successfully. Pupils understand the procedures and in conversations with inspectors stated that they know who to turn to if they have a problem; they feel confident they can talk to an adult for help or advice and they feel safe and secure. The high quality support provided by the staff facilitates a caring, family atmosphere. Form teachers are, in the first instance, responsible for monitoring pupils' progress and their overall well-being. Regular meetings of key staff are held to discuss the progress and care of every pupil in their class. These arrangements, together with excellent relationships between adults and pupils, are highly effective in the evaluation of provision and the support given to each pupil.
- 4.10 The school's procedures for promoting good discipline and behaviour, taking due account of any related difficulty or disability, are highly effective. Pupils fully understand the system of rewards and sanctions that encourage positive behaviour. They understand the procedures to guard against bullying and are confident that if it occurred, it would be dealt with quickly and constructively. The school strongly encourages a healthy lifestyle. Pupils benefit from high quality lunches and have plenty of opportunities for exercise through the wide range of sport and recreational activities. The school has effective policies for the physical and educational access for pupils with special educational needs and/or disabilities. A three year plan has been written to improve their access to accommodation, curriculum and information but the school recognises it is limited in scope and is planning further refinement. Pupils have many opportunities to share their views with staff either in the day with their teachers, or for boarders, in the evening during 'family time' or by posting ideas or concerns in the school's post box.

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

- 4.11 The contribution of arrangements for welfare, health and safety is sound.
- 4.12 The school has a clear child protection policy that has regard to official guidance. Its procedures are reviewed on an annual basis and properly implemented. Comprehensive guidance is provided in the staff handbook. All staff are trained in child protection and the designated child protection officers have received training in inter-agency working.
- 4.13 Appropriate measures are taken to reduce the risk from fire and other hazards. The school has recently commissioned an audit of fire safety throughout the school to make assessments and give advice. Checks and tests on fire safety appliances and electrical appliances are carried out and recorded. Evacuation practices take place regularly including a boarding house practice.
- 4.14 The health and safety committee meets regularly and is involved in regular site checks. However, on occasions their oversight of policies and procedures has not been carried out with sufficient rigour. For example, risk assessments are undertaken for most areas of the school but vary in quality and effectiveness. Careful procedures are undertaken for the swimming pool and staff receive lifesaving training.

- 4.15 Health care is thorough and effective. Pupils, who are ill, injured or have SEND are well cared for by the school nurse or by staff trained in first aid. The medical room is well equipped and overall appropriate for its needs. Accident and incident books are maintained efficiently. The admission and attendance registers meet requirements for their completion and maintenance.

4.(d) The quality of boarding

- 4.16 The quality of boarding education is excellent.
- 4.17 Boarders have an excellent standard of personal development. They are confident and self-reliant, demonstrating a high standard of integrity. They sustain friendly and constructive relationships with one another and enjoy particularly strong relationships with the boarding staff, for whom they have a high regard. They are at their ease in boarding and greatly enjoy life in their house, expressing considerable loyalty towards it and regarding it as their term-time home. They personalise their rooms with reminders of home and of things which interest them. They are well behaved and interact easily with others from different backgrounds. Those with EAL mix with English-speaking boarders and are successful in their learning of the English language. Boarders contribute to the smooth running of their house, willingly assuming responsibilities and taking pride in their contribution. They take advantage of the extensive opportunities and activities available to them in the evenings and at weekends, but they also have ample time for recreation and organising their own activities. Through their excellent relationship with the house staff, who offer a range of means such as 'Choc & Chat' and a suggestion box to ascertain the views of the boarding community, boarders are confident that their views carry weight and they point to changes for which they have been responsible. They take care to keep safe, fit and healthy. They are well prepared for the next stage of life at school or beyond and look forward to increasing independence and responsibility.
- 4.18 The pastoral arrangements for boarders are excellent. The house staff know the boarders extremely well as individuals, and new boarders are put at their ease. Care is taken to understand each boarder's social and academic needs, and house and academic staff work very well together. Opportunities for responsibility are available in regular tasks and in house competitions and events. The house staff are concerned for the health and well-being of the boarders and take great care to provide for the needs of each. They praise those who contribute strongly to house spirit and who have notable individual achievements, and they celebrate these achievements regularly through the use of different reward schemes.
- 4.19 The care for sick or injured boarders is of a high quality and the new medical room, though small, provides adequate facilities for their treatment. Any care plans are well formulated and their implementation is closely followed. In addition to the provision on site, boarders also have access to local medical and dental services. Boarders are able to contact their parents, carers and families and the school ensures that this is facilitated throughout the week. Boarding accommodation is of an appropriate standard and mostly well maintained, with pleasant common rooms, washing facilities and provision for study. Many areas have been redecorated and new furniture and carpets have been provided in some parts of the boarding house, though not all parts have been upgraded. Food is plentiful, nutritious and varied, with care to accommodate individual dietary needs. Great care is taken to ensure that clothes and bedding are kept suitably clean and stored efficiently. Excellent

provision exists to help those with SEND or EAL both in their academic and social or emotional needs.

- 4.20 Leadership and management are clearly exercised and apparent in the high quality of all handbooks and procedures, the friendly and positive atmosphere in the houses and the excellent relationships among boarders and with house staff. Clear boarding priorities are established in line with the aims of the school and derived from a commitment by staff for ensuring continual improvement. This promotes strong house loyalty by the pupils and pride in each others' achievements. Boarders have many opportunities for personal development and responsibility and enjoy the benefits available from a range of facilities and activities. Policies are of high quality and thoroughly implemented. Boarders are enthusiastic about their lives in boarding and are aware that it helps them develop their understanding of themselves and of others. The house runs smoothly and pleasantly, with noticeable harmony of purpose. Boarders are cared for outstandingly well and attention is paid to developing the boarding provision through identifying priorities for improvement. Boarders' views are deliberately sought and sympathetically received, and contact with parents is well maintained and indicative of a highly effective partnership. Induction and appraisal programmes for new GAP year assistants are thorough, though some boarding staff have not yet participated in a formal appraisal of their performance.
- 4.21 Arrangements are effective in ensuring compliance with the National Minimum Standards for Boarding Schools in matters of safeguarding and welfare. Staffing levels are thoroughly maintained and most staff have undertaken specific training in best practice for looking after boarders. Staff are also vigilant in their management of behaviour and in the prevention of bullying. The needs of individual boarders are well known and records are well maintained. In response to the pre-inspection questionnaire, parents report that their children enjoy the boarding experience and appreciate the support provided by the staff responsible for their care. Likewise, in their questionnaire responses, the boarders expressed high levels of satisfaction with all aspects of their boarding life. The inspection team is in agreement with the views expressed. The two recommendations made by Ofsted at the time of the previous inspection have been implemented. Checks of identity against an official document are now verified from the recruitment records; and boarding staff are increasingly benefiting from a regular review of their performance.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is good.
- 5.2 Governance is effective in setting and securing appropriate aims and values for the school. The governing body meets regularly and its work is facilitated by the use of sub-committees who bring recommendations to the main board. This structure, together with regular reports from the head, enables governors to have a secure understanding of performance and standards throughout the school. Governors work closely with the finance manager in matters of finance, accommodation and staffing.
- 5.3 Members of the governing body are appropriately experienced and qualified and they are strongly committed to the school and its development. They ensure the regular review and evaluation of school policies for most aspects of school life. However, their role in ensuring their implementation is not so clearly defined. Governors are highly supportive of the school and its activities and have increasingly ensured more direct involvement. They visit the school, have lunch with the staff and pupils and attend school functions. In addition, staff make subject presentations about the work of their department. Governors are now fully involved in assisting the school's leadership in updating and revising the development plan.
- 5.4 The governors are aware of their responsibilities and delegate them appropriately. They are kept fully informed of issues relating to welfare, health and safety by the relevant committees. Governors ensure the annual review of the safeguarding policy and arrangements. All governors have received training in child protection. One governor with specific responsibility for child protection liaises regularly with the school's child protection officer.

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

- 5.5 The quality of leadership and management is good.
- 5.6 At all levels of responsibility, the leadership and management of the school are effective in ensuring the aims of the school are fulfilled well. In particular, they maintain and enhance the happy, friendly and homely atmosphere so that all pupils, whether day or boarding, have the opportunity to do their best. Those with delegated responsibilities ensure policies are reviewed regularly and are overseen by the governing body. They are well documented in the comprehensive staff handbook. Procedures are properly implemented by the whole school community for the safeguarding of pupils.
- 5.7 The school benefits considerably from supportive, encouraging and experienced leadership and management. This ensures pupils are consistently provided with a fully-rounded and high quality education. The exemplary care that staff provide to all pupils is reflected in the high quality of their personal development. The school has a written development plan covering most areas of school life. It is now nearing the end of its time frame. Through a process of consultation and self evaluation, the school is redefining its vision, mission and values, to be incorporated in a new plan outlining clear and new priorities and the strategies by which they can be achieved.

- 5.8 The senior management team is a cohesive and hard-working group of managers who meet regularly to discuss immediate and whole-school matters of concern. Key staff have to uphold a number of management responsibilities, and insufficient time is available to ensure the regular monitoring and improvement of all school practices to gain consistency in the quality of provision throughout the whole school. Heads of subjects are mostly effective in the management of their subject and provide good support to their colleagues. Not all, however, systematically review and evaluate their own subject across the whole school. This means they do not have a complete overview of the areas that need to be developed.
- 5.9 The recruitment and deployment of staff is well managed, and the procedures for checking staff are robust. The school has been effective in securing and supporting well-qualified staff who are highly committed and hard working and who make a significant contribution to pupils' achievements and welfare. Learning assistants provide invaluable support and they work closely and effectively with form teachers. The management of pupils with learning difficulties, and for those who are learning English as an additional language, is well organised and extremely effective. As a result these pupils integrate fully into the school community. Gifted and talented pupils have been identified and they are encouraged to extend their talents through entering competitions such as a national debating competition and through the provision of challenging extension work. Induction procedures provide careful support for staff new to the school, including GAP year assistants who work alongside boarding staff. Staff are effectively trained for their roles in meeting the needs of all children and in particular, for matters of safeguarding and welfare, health and safety. A system for teacher appraisal is increasingly effective and additionally peer lesson observation supports individual teachers well. However, non-teaching staff are not yet part of a formalised appraisal system.
- 5.10 The school promotes a strong and effective partnership with parents, carers and guardians. Responses to the pre-inspection questionnaire indicate positive parental approval of all aspects of provision. Most parents are highly satisfied with the education and support provided for their children. There were no issues raised by significant numbers of parents. They especially commented favourably on pupils' safety, the availability of staff, and pastoral care. Links between the school and parents support the academic and personal development aims of the school well. Excellent links are also evident between boarding house parents and boarders' parents, and those of guardians.
- 5.11 Parents' considerable contributions to activities and outings are welcomed by staff. Parents are actively encouraged to be involved in the life of the school, and are keen to share their skills, for example, helping with cooking activities. During the inspection, an assembly was taken by a vicar who was also a parent. Daily interaction with staff and the use of e-mails enhances effective communication and ensures that concerns are dealt with swiftly. The 'Friends of Tockington Manor' parents committee significantly enriches home-school relationships. They are extremely active in supporting the school. They raise funds for additional equipment, help with charitable events and organise well attended social functions, such as wine tasting events and the 65th anniversary celebrations of the school.
- 5.12 The information sent to parents is of high quality and includes all that is required. Parents are kept fully informed through a wealth of information such as the school calendar, weekly newsletter, the annual school magazine, and a comprehensive handbook. An informative prospectus states the school's aims, ethos and expectations. Parents receive helpful information about the curriculum at the

beginning of each term. Copies of updated school policies, including the required child protection policy, together with academic results and news, appear on the school website, as well as being available at the school.

- 5.13 Parents with a concern or query regarding their child may contact the school at any time, as well as attending formal meetings at which they discuss their children's progress with staff. Good quality, written reports contain detailed information of pupils' knowledge and progress with a summary of work covered. In most instances they also include what is required in order for pupils to improve further. The school has clear procedures for the reporting of parents' concerns and handles these swiftly and with care.

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

6. THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION STAGE

6.(a) The overall effectiveness of the early years provision – how well the school meets the needs of children in the Early Years Foundation Stage

6.1 This is an outstanding setting. It meets the needs of all children whilst fully appreciating their individual differences. An excellent system of review and self-evaluation ensures the realisation of the school's aim to bring out the best in each individual. Staff sustain existing high standards through continuous improvement, and the creation of a stimulating environment where children feel valued and safe.

6.(b) The effectiveness of the leadership and management of the Early Years Foundation Stage

6.2 Leadership and management are outstanding. Governors have a good insight into the working of the EYFS and recently enjoyed a presentation on the curriculum. Excellent arrangements ensure that children are effectively safeguarded. All adults have been suitably checked, are well qualified and appropriately trained. Successful implementation of records, policies and procedures, promotes equality and eliminates discrimination. Regular and perceptive self-evaluation sustains excellent improvement, successfully identifying priorities for development. Proficient implementation of risk assessments ensures children's safety. Parents were overwhelmingly positive in response to the pre-inspection questionnaire, appreciating their children's progress, and the standard of their care. The school recognises that at present there is no facility to directly involve parents in all six areas of learning. The effective use and good management of resources, including those outdoors, leads to highly successful outcomes for all children.

6.(c) The quality of the provision in the Early Years Foundation Stage

6.3 The quality of provision is outstanding. All children learn and develop extremely well through stimulating play and valuable first-hand experiences. A well-judged balance exists between adult-led and child-initiated activities. Children benefit from both indoor and outdoor play, taking full advantage of the extensive grounds. The excellent identification of individual needs, the efficient use of information gathered from regular assessments and high-quality individual attention, ensure that all children are supported effectively, thus making rapid progress. Children under three benefit from well-planned routines which develop basic skills and nurture talents. Staff provide opportunities for older children to develop their thinking and curiosity through challenging questioning. All children's work and interests, reflected in colourful displays around the setting, are valued. Welfare, health and safety, are promoted effectively, and children are encouraged to eat healthy meals. Trained support staff encourage children's infectious enthusiasm for learning from the outset. The behaviour policy is implemented well, resulting in a happy and busy atmosphere, where children benefit fully from the opportunities provided.

6.(d) Outcomes for children in the Early Years Foundation Stage

- 6.4 Outcomes for children are outstanding. Children make rapid progress towards meeting all the Early Learning Goals. Children under three listen carefully to music during their keep fit sessions. Reception children recall and enact favourite stories in the woodland area, using sticks to make the three little pigs' house. They use computers effectively to solve number puzzles. During registration, older children choose to answer in German, French or English. All watched expectantly for eggs to hatch in an incubator. Children co-operate well, enjoy their learning and make choices and decisions. Increasing confidence and self-esteem prepares them for a successful transition to the next stage in learning. Children trust and respect their teachers and relate well to each other and to adults. They feel safe, enjoy their lunches and understand the importance of staying healthy. Children develop excellent skills for the future and respond to school life with considerable enthusiasm and enjoyment.

Compliance with statutory requirements for children under three

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

Section 2 includes what the Early Years Foundation Stage should do to improve its provision.