



INDEPENDENT SCHOOLS INSPECTORATE

INTEGRATED INSPECTION

ST JAMES' SCHOOL

INDEPENDENT SCHOOLS INSPECTORATE

St James' School

Full Name of School	St James' School
DfE Number	812/6000
EYFS Number	EY291034
Registered Charity Number	1099060
Address	St James' School 22 Bargate Grimsby Lincolnshire DN34 4SY
Telephone Number	01472 503260
Fax Number	01472 503275
Email Address	enquiries@saintjameschool.co.uk
Head	Dr John Price
Chair of Governors	Mr Barry Hannington
Age Range	2 to 18
Total Number of Pupils	244
Gender of Pupils	Mixed (120 boys; 124 girls;)
Numbers by Age	0-2 (EYFS): 21 5-11: 104 3-5 (EYFS): 45 11-18: 74
Number of Day Pupils	Total: 204
Number of Boarders	Total: 40 Full: 40 Weekly: 0
Head of EYFS Setting	Mrs Christine Fillingham
EYFS Gender	Mixed
Inspection Dates	03 to 06 Feb 2015

PREFACE

This inspection report follows the *ISI schedule*, which occupies a period of four continuous days in the school. The previous ISI inspection of the whole school was in September 2009.

The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools belonging to the Independent Schools Council (ISC) Associations and reporting on compliance with the Education (Independent School Standards) Regulations 2014. The range of these Regulations can be viewed on the website www.legislation.gov.uk. Additionally, inspections will consider the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment introduced by the School Standards and Framework Act 1998.

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.

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, with the chair of governors and other 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

Mr Michael Buchanan	Reporting Inspector
Mrs Victoria Hall	Team Inspector (Head, GSA junior school)
Mr Clive O'Donnell	Team Inspector (Head, SH junior school)
Mr Jonathan Ullmer MBE	Team Inspector (Principal, ISA school)
Ms Myra Rodgers	Co-ordinating Inspector for Boarding
Miss Jacqueline Scotney	Co-ordinating Inspector for Early Years

CONTENTS

	Page
1 THE CHARACTERISTICS OF THE SCHOOL	1
2 THE SUCCESS OF THE SCHOOL	2
(a) Main findings	2
(b) Action points	3
(i) Compliance with regulatory requirements	3
(ii) Recommendations for further improvement	4
3 THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS	5
(a) The quality of the pupils' achievements and learning	5
(b) The contribution of curricular and extra-curricular provision (including community links of benefit to pupils)	6
(c) The contribution of teaching	7
4 THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT	9
(a) The spiritual, moral, social and cultural development of the pupils	9
(b) The contribution of arrangements for pastoral care	10
(c) The contribution of arrangements for welfare, health and safety	10
(d) The quality of boarding	11
5 THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT	13
(a) The quality of governance	13
(b) The quality of leadership and management, including links with parents, carers and guardians	13
6 THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION STAGE	16
(a) How well the early years provision meets the needs of the range of children who attend	16
(b) The contribution of the early years provision to children's well-being	16
(c) The leadership and management of the early years provision	17
(d) The overall quality and standards of the early years provision	17

1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 St James' School is a small, co-educational school for children aged 2 to 18, located in the Bargate area of Grimsby. Founded in 1880, the school seeks to educate young people within a caring community based on Christian principles and to provide a happy, family atmosphere in which each pupil can develop academically, emotionally, physically and socially. The school is organised into preparatory and senior departments. The preparatory department includes a day care nursery and Reception class which together make up the Early Years Foundation Stage (EYFS). The senior department includes a small sixth form and boarding in one of two houses located within the campus, one for girls and one for boys. The school is owned by the Woodard Corporation, which appoints members to the School Council to oversee the governance of the school. The corporation's aim is faith, unity and vision, built on a Christian ethos. The School Council has a number of committees overseeing education, finance and marketing. A governor is designated to oversee the EYFS. A new headmaster of the school was appointed in September 2014.
- 1.2 There are 244 pupils in total with 66 in the EYFS, 104 in the remainder of the preparatory department and 74 in the senior department, of whom 26 are in the sixth form. There are approximately equal numbers of boys and girls in the school. There are 40 full-time boarders. The pupils' ability on entry covers a wide range and includes some of high ability. Overall, the pupils in the preparatory department are of average ability while those in the senior department are below the national average in ability. Pupils come largely from families with professional or business backgrounds in Grimsby and the towns and villages of North Lincolnshire and South Yorkshire. Most boarders are from south-east Asia. A few day pupils have backgrounds from ethnic minorities.
- 1.3 The number of pupils requiring support for special educational needs and/or disabilities (SEND) is 35 including 3 EYFS children. Two children have statements of special educational needs or education, health and care (EHC) plans. Pupils with SEND require support with a wide range of disabilities including dyslexia and dyscalculia. There are 50 pupils with English as an additional language (EAL) for which they receive specialist support.
- 1.4 National Curriculum (NC) nomenclature is used throughout this report to refer to year groups in the preparatory and senior departments. The year group nomenclature used by the school for the EYFS and its National Curriculum equivalence are shown in the following table.

Early Years Foundation Stage Setting

School	NC name
Fledglings	Pre-nursery
Sparrows	Nursery
Reception	Reception

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 The quality of the pupils' achievements and learning is good. Pupils of all ages including in the EYFS demonstrate good subject knowledge, skills and understanding. They are articulate, listen well, read and write at levels appropriate for their ability, and apply mathematical ideas and scientific skills competently. They show creativity in their work. Achievement in information and communication technology (ICT) is limited by a lack of equipment. From a young age pupils reason, research and investigate for themselves. The pupils' physical achievements are good as a result of an effective programme of sporting and other activities. Pupils involve themselves readily in music making and good standards are achieved. Attainment in national tests and in their work show good standards are achieved by preparatory pupils when compared to pupils of similar ability and that they make good progress. Attainment at GCSE and A level and in work seen show satisfactory standards compared to those of similar ability and they make sound progress. In the preparatory department pupils with SEND and EAL make good progress, as do some of those in the senior department. However, some pupils with EAL make unsatisfactory progress. The most able pupils across the school make good progress. Overall teaching is good; some is excellent. A very small minority in both sections of the school affects the progress of pupils with EAL, SEND and the most able because their needs are not being met well enough. Throughout the school pupils have highly positive attitudes to learning. Marking is not yet consistent in quality; it is strongest in the upper preparatory department and the lower end of the senior department, where clear use of levels is well understood by pupils. Too much marking fails to show pupils how to do better.
- 2.2 The personal development of the pupils is excellent in all sections of the school, including the EYFS, as a result of the school's active involvement and its nurturing ethos. Pupils are confident, emotionally mature for their age and have a well-developed sense of themselves and an appreciation of others. The pupils' spiritual development is good. Throughout the school pupils are able to reflect thoughtfully on values, showing empathy and understanding of others. They know the difference between right and wrong. They are considerate, courteous, respectful and exceptionally kind. Pupils communicate with confidence. Their cultural awareness is excellent. All pupils leave the school well prepared for the transition to a new setting or the challenge of adult life, understanding tolerance and respect within a framework of British values. The quality of boarding is good and the outcomes for boarders are excellent. A strong family atmosphere is successfully promoted by staff and boarders. Staff work with great commitment to care for boarders. Parents of boarders appreciate the close contact that they have with boarding staff.
- 2.3 The quality of governance is sound and that of leadership and management is good. A new committee structure for governance provides clear terms of reference for oversight of key areas. However, the monitoring of policies, their updating and their implementation has not been sufficiently rigorous, and arrangements for safeguarding and disability are not effective; safer recruitment checks have not always been carried out correctly and in a timely manner. Governors and the leadership have made some good progress in addressing the recommendations from the previous inspection with regard to the development of ICT, the monitoring of teaching and learning, and in providing opportunities for independent investigative work. The new leadership of the school has provided vision, energy and drive with

outstanding impact since the beginning of the academic year. A number of aspects of leadership are excellent. The day to day management of safeguarding is good. Links with parents are excellent. Parents greatly appreciate the approachable and engaging leadership. The large majority of parents are highly supportive of the school and are happy with the education and care provided. They are especially pleased with the way that their child is well looked after, the high standards of behaviour and how the school is led and managed. Almost all parents agreed that their children are happy and safe whilst at school.

2.(b) Action points

(i) Compliance with regulatory requirements

- 2.4 The school does not meet all the requirements of the Education (Independent School Standards) Regulations 2014, and therefore it is required to:
- ensure that the required recruitment checks, including barred list, references, identity and medical checks, are made on all staff, supply staff, governors and volunteers as applicable, before they begin work at the school [Part 4, paragraphs 18(3), 19(2)(c)(e), 19(3); 21(3)(a)(ii); 21(3)(a)(vi), 21(4), 21(5)(a)(ii) and 21(7)(a) under the Suitability of staff, supply staff and proprietors; and, for the same reason, Part 3, paragraphs 7(a)(b), under Welfare, health and safety of pupils; and, for the same reason, National Minimum Standard 14.1, under Staff Recruitment and Checks on Other Adults,];
 - ensure that an annual review of safeguarding policies and practice is undertaken by governors [Part 3, paragraphs 7(a)(b), under Welfare, health and safety of pupils; and, for the same reason, National Minimum Standard 11, under Child Protection];
 - devise a three-year accessibility plan with suitable timescales for implementation [under Schedule 10 of the Equality Act 2010];
 - ensure the leadership and management of the school fulfil their responsibilities effectively so that the independent school standards are met consistently [Part 8, paragraph 34(1)(b) under Quality of leadership in and management of schools].
- 2.5 The school does not meet all the National Minimum Standards for Boarding Schools 2013, as described above.
- 2.6 In order to comply with the safeguarding and welfare requirements of the Early Years Foundation Stage, the school is required to:
- ensure that all required checks are undertaken on staff prior to the commencement of employment, and that these are suitably recorded.
- 2.7 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

- 2.8 In addition to the above regulatory action points, the school is advised to make the following improvements.
1. Provide effective governance that evaluates the quality of the school's outcomes, and monitors the implementation of plans, procedures and policies.
 2. Provide sufficient time and other resources to enable leaders at all levels to identify areas for development and to implement improvement.
 3. Extend the tracking of pupils' academic progress to all areas of the senior department.
 4. Ensure that teaching across the school always meets the needs of the most able as well as those with EAL/SEND.
 5. Ensure that ICT is used more widely to enhance teaching and learning.
 6. Implement the newly formalised arrangements for staff supervision in the EYFS.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

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

- 3.1 The quality of the pupils' achievements and learning is good.
- 3.2 The school is successful in meeting its aim of enabling and encouraging pupils to fulfil their potential academically, emotionally, physically and socially. Pupils of all ages demonstrate good subject knowledge, skills and understanding in relation to their ages and starting points.
- 3.3 Pupils in the preparatory section gain a good grounding in literacy and this is developed well in the senior section including the sixth form. They are articulate and coherent in expressing their views. They listen well, and read and write at levels appropriate for their ability. Pupils write effectively for a range of purposes including creatively. Pupils of all ages competently apply mathematical ideas and scientific skills. Achievement in ICT is limited by a lack of equipment, which also restricts the opportunities to use ICT in lessons to support learning. The newly introduced whole school focus on the development of personal learning and thinking skills successfully enables children from a young age to reason, research and investigate for themselves. Their creative skills are evident in imaginative, good quality artwork and the success of pupils of all ages in speech and drama examinations. The pupils' physical achievements are good as a result of an effective programme of sporting and other activities. For example, recent successes in district and regional table tennis competitions and the selection of a number of boys for national swimming finals.
- 3.4 Pupils involve themselves readily in music making, for example, in the local minster church choir which is made up of many pupils from the school. Good standards are achieved in instrumental music and singing. Other achievements include success in national and regional mathematics competitions such as the British mathematics Olympiad. Many pupils from the preparatory department are successful in gaining places at selective maintained schools at the age of 11. Most sixth form pupils achieve places on higher education courses or on vocational courses at college.
- 3.5 The following analysis uses the national data for the years 2011 – 2013, the most recent years for which comparative statistics are available. Results in national tests at the age of 7 for this period vary; there are no data for 2011. Overall, pupils' attainment at this age is similar to the national average for maintained primary schools, with attainment in reading and writing being above the average. At the age of 11, overall results in writing are in line with the average for maintained primary schools, with results in reading being well above average and in mathematics below the average. At GCSE, performance is similar to the national average for maintained schools. In 2012 girls' results were above the national average for girls in maintained schools, and in 2013 boys' results were above the national average. The IGCSE Chinese results were above the worldwide and UK averages while IGCSE EAL results were below worldwide averages. At A level, results are below the national average for maintained schools. In the preparatory department, the level of attainment in standardised tests at the ages of 7 and 11, as well as observations in lesson, interviews with pupils and scrutiny of their work, show that all pupils are making good progress relative to the average for pupils of similar ability. Pupils in the senior department, including the more able and those in the sixth form, are making sound progress overall; the most able pupils across the school make good progress. Pupils with SEND and EAL in the preparatory department made

good progress as a result of focused and effective support offered in lessons and one-to-one sessions. Progress of such pupils in the senior department varies according to the effectiveness of the teaching in meeting their needs. Most of these pupils make good progress, but a very small number of pupils with EAL make unsatisfactory progress because the teaching does not support their particular language needs and hence they cannot always follow the lesson.

- 3.6 Throughout the school, pupils have positive attitudes to learning. In the preparatory department the children contribute articulately. They join in willingly and industriously. In the senior department some pupils are less engaged in lessons due to the quality of teaching and this limits their achievement. Overall and at all ages they produce an appropriate volume of work for their age and ability. Presentation is often good, with pupils taking pride in their work. For example, younger pupils spoke with enthusiasm about a project they had completed analysing bias in the media.

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

- 3.7 The contribution of curricular and extra-curricular provision is good.
- 3.8 Throughout the school the curriculum is carefully planned and suited to all ages, abilities, needs and nationalities. It fulfils the school's aim to provide balance and coherence which encourages both independence of mind and teamwork. Almost all parents and pupils expressed satisfaction in the questionnaires with the curricular and extra-curricular provision. The school has responded successfully to the recommendation in the previous inspection to provide more opportunities for pupils to engage in independent investigative work. Pupils in the preparatory department regularly challenge themselves to be 'independent enquirers', 'creative thinkers' and 'self-managers'. The recommendation to develop further the use of ICT in teaching and learning has met with limited success.
- 3.9 In the preparatory department, the curriculum is broad with pupils given many opportunities for independent thinking. Work becomes progressively more challenging with able pupils undertaking extension work, for example, as in a literacy lesson where they were given the task of writing to the chief executive of an international company regarding gender stereotyping in its products. In response to requests, practice in verbal reasoning takes place in Years 3 to 5 to assist those pupils preparing for examinations at the age of 11 for entry to selective maintained schools.
- 3.10 In the senior department, the successful revision of the timetable at the start of the academic year has given more time for the core subjects of English, mathematics and science. The pupils' GCSE choices are tailored to match pupil needs and optional subjects have been organised in such a way as to allow students with EAL to study an apt range of courses as well as having sufficient time to improve their English language skills. There is a suitable and expanding range of A-level subjects and activities which is flexibly organised to suit. Provision for pupils with SEND is good; many are provided with detailed individual plans to assist teachers in lessons. Their needs are very well supported by specialist one-to-one sessions. Support in lessons is less consistent in its quality. The provision for supporting the English language needs of pupils with EAL also varies too much, according to quality of teaching in subject lessons; specialist support is also inconsistent in quality.
- 3.11 The curriculum is enriched through a programme of business enterprise. For example, in the preparatory department, pupils took on a variety of roles for a book

fair to cover advertising, organisation, marketing and sales. In the senior department, graphics and outdoor education broaden opportunities for pupils of all abilities as does the range and scope of external visits. For example, choristers and other pupils visited London during the inspection for a cultural tour and drama workshop following a performance of a musical. Visiting speakers enrich the curriculum. Where political matters are introduced, they are treated even-handedly.

- 3.12 Provision for careers and university planning is satisfactory: pupils receive individual support and guidance as well as help with arranging work experience. Tutorials in the sixth form are helpful in preparing pupils for their university and college applications.
- 3.13 The provision for extra-curricular activities is excellent given the limited resources of the school. Pupils engage in varied activities such as tap dancing, knitting, gymnastics, film, team-building and French culture. Successful links have been formed with a range of local providers covering golf, squash, riding, hockey and sailing. Together, these enable many pupils to develop areas of personal interest and to explore something new.

3.(c) The contribution of teaching

- 3.14 The contribution of teaching is good.
- 3.15 Overall, teaching is effective in supporting the aims of the school. Most teaching shows command of the subject matter and careful planning. At its best, it demonstrates a knowledge of the needs of individual pupils, such as in a senior department mathematics lesson where each pupil was provided with bespoke objectives for completing the same open-ended task. A variety of methods is used to engage and extend the pupils, often with great energy, empathy, charisma and pace. In the upper years of the preparatory school and the senior school there is only limited use of ICT for teaching and learning beyond simple presentations and internet searching, reflecting in part the shortage of equipment. The pupils' understanding is regularly checked through skilful questioning or appropriate tasks such as asking pupils to demonstrate how to rotate a shape about a fixed point using a specialist piece of software. Most teaching effectively uses the detailed individual action plans provided for pupils with SEND to ensure their particular needs are addressed and that they make good progress. It also enables the most able and those with EAL to be appropriately stretched and supported through careful selection of tasks and skilful use of questioning designed to extend their understanding.
- 3.16 In the very small minority of cases where the teaching is unsatisfactory, it fails to take into account the particular needs of pupils with EAL or SEND or engage them. As a result, in isolated cases, some cannot participate in any meaningful way and make little or no progress during the lesson. Similarly, the most able pupils are not always challenged sufficiently well, for example when they are given tasks which limit the progress that they can make, a point noted at the previous inspection. The weaker teaching does not engage pupils because of ineffective planning, low pace, low expectations and lack of varied teaching methods.
- 3.17 Much marking and assessment is effective in promoting the pupils' progress, particularly in the upper end of the preparatory department and the lower end of the senior department, where extensive use of a common system of levels is in evidence. Pupils appreciate and understand this system. It enables them to track their own progress with ease and motivates them. The most helpful marking in both

the preparatory and senior departments is thorough and points to ways in which the pupils can improve their work or extend their understanding. As a result their work develops well and they make good progress. Too much marking, while giving a clear evaluation of attainment, does not show the pupils how they can improve.

- 3.18 Some good progress has been made in the preparatory and senior departments in implementing the recommendation from the previous inspection to provide more opportunities for pupils to engage in independent investigation. However, such provision is not yet routinely seen.
- 3.19 The teaching successfully meets the requirements set out for pupils with statements of educational needs or EHC plans.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

- 4.1 The spiritual, moral, social and cultural development of the pupils is excellent.
- 4.2 The school is effective in meeting its aims by actively creating an environment which ensures excellent personal development of the pupils whilst encouraging respect for themselves and others. Pupils are confident, emotionally mature for their age and have a well-developed sense of themselves and an appreciation of others. They leave the school very well prepared for the transition to a new setting or the challenges of adult life.
- 4.3 The pupils' spiritual development is good. Pupils develop self-knowledge and self-esteem as a result of the school's provision. Pupils in the preparatory department develop their appreciation of the non-material world and their spiritual awareness well. For example, the extensive use of the woodland environment enhances their understanding of the natural world. Throughout the school pupils are able to reflect thoughtfully on values, showing empathy and understanding of others in assemblies, for example. Their behaviour reflects the broadly Christian ethos of the school. In the preparatory department, pupils often lead assemblies with success based on their own experiences. For example, one pupil spoke eloquently about celebrating Diwali with her family and another about the significance of her confirmation service.
- 4.4 An excellent understanding of moral and ethical values is demonstrated by pupils in their dealings with each other and in discussion of the wider world. They work hard to understand each other's views. They know the difference between right and wrong, and develop an understanding of the over-arching nature of the civil and criminal law of England. They are very considerate, courteous and respectful. They demonstrate high levels of self-discipline and respond positively to adults. They are motivated by rewards. Pupils are exceptionally kind; for example, holding doors for peers and adults and helping friends who have fallen. They develop an excellent understanding of moral and ethical issues through debate and discussion, well supported by the teaching in tutorial lessons. Coverage includes fundamental principles such as respect for law, democracy and tolerance.
- 4.5 The social development of the pupils is excellent. Pupils communicate with confidence and show self-awareness and concern for others. All pupils have a well-developed desire to help those less fortunate than themselves with many fund raising and charitable activities taking place. For example, pupils recently supported an animal charity. Pupils demonstrate great pride in their roles and responsibilities, and in the contribution and service to the school and others. For example, pupils willingly assist in the school's community arts project, The Madhouse. They enjoy taking on responsibilities such as house captains or prefects. Day and boarding pupils of all ages are thoughtful, honest, considerate and kind. Their demeanour and thoughtful approach demonstrate the school's excellent success in fostering responsibility, tolerance, commitment and respect for self and others.
- 4.6 The pupils' political and economic awareness is excellent. For example, in the preparatory department the pupils assisted with the organisation and running of a book fair by writing a business plan and applying for particular jobs. A number of pupils sold their smoothie bar business as a going concern. In boarding, pupils have explored the economic advantages of frugal living by visiting charity shops in preparation for university. Pupils gain a knowledge of the public services and

institutions in England, for example from the study of government ministerial roles by preparatory pupils.

- 4.7 The pupils' cultural awareness is excellent. They understand the principles and ideals that underlie British values and western traditions, and respect the differences between people from backgrounds different from their own. Many festivals are enthusiastically celebrated including Chinese New Year and Diwali; both parents and older students freely help with these celebrations. Pupils gain an understanding of the importance of identifying and combating discrimination.

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

- 4.8 The contribution of arrangements for pastoral care is excellent.
- 4.9 The staff provide excellent support and guidance for pupils of all ages in accordance with the school's aims to create an environment in which pupils work collaboratively and where each pupil is valued as an individual. A close family atmosphere is at the heart of the school. The pupils feel safe and well cared for. This is valued greatly by the parents as reflected in their questionnaire responses, where the overwhelming majority of parents agreed that their child was well looked after.
- 4.10 Relationships between staff and pupils and amongst pupils themselves are excellent in lessons and during social times. For example, at lunch children of varying ages eat, chat and socialise with ease. There is a warm atmosphere throughout the school. Both parents and pupils feel that each child is valued as an individual.
- 4.11 The recently increased sporting programme provides many enjoyable opportunities for healthy exercise. The food provided is healthy, nutritious and is much appreciated by the pupils. The school is effective in promoting exemplary behaviour. When pupils' behaviour falls below expectations age-appropriate sanctions are effectively employed. Incidents of bullying or unacceptable behaviour are uncommon. When they do occur they are dealt with effectively, appropriately and constructively. In their responses to the pre-inspection questionnaire, a very small minority of pupils felt that teachers were not always consistent in the way that sanctions were applied. Inspectors looked into this and found that sanctions were appropriately recorded and their use reasonable.
- 4.12 A largely generic plan exists to help with access to the curriculum, information and premises for those pupils with SEND. It does not include timescales as it must. In the pre-inspection questionnaire, a small minority of pupils felt that the school did not listen to their views or give them sufficient opportunities for responsibility. Inspectors found that an effective school council in the senior department has instigated changes in the school such as the provision of additional facilities in the sixth form study area. Similarly, preparatory department pupils are confident about raising issues or ideas many of which are approved and enacted. The responsiveness of the school has improved significantly with the advent of new leadership.

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

- 4.13 The contribution of the arrangements for welfare, health and safety is sound.
- 4.14 The governors take appropriate steps to reduce the risk from fire and other hazards. Evacuation drills are undertaken at regular intervals. Good systems are in place to monitor health and safety. Problems are anticipated successfully through risk assessments or addressed appropriately as they arise. Risk assessments are

reviewed regularly. The accommodation for the care of sick and injured pupils is adequate. The admission register is correctly kept. The attendance registers are correctly completed and are suitably stored for three years.

- 4.15 The governors and leadership of the school have failed to ensure the requirements for checking and recording the suitability of governors, staff, supply staff and volunteers are met fully and consistently. These failures include the separate recording of checks on those barred from working with children, the identity of supply staff and governors, and prohibition orders on those engaged in teaching. They have also been unsuccessful in ensuring that these checks always take place prior to the start of employment. The governors have failed collectively to carry out the annual review of safeguarding policy and practice although a governor does meet regularly with the member of staff who leads on safeguarding matters to review cases. As a result of the inspection, further checks have been conducted and the safeguarding policy is now up to date.
- 4.16 All staff are appropriately trained in child protection and day-to-day oversight of safeguarding is highly effective with good and regular co-ordination between the senior staff involved including boarding. The new leadership of the school has been working hard, with much success, to improve the school's effectiveness in these areas.

4.(d) The quality of boarding

- 4.17 The quality of boarding is good.
- 4.18 Outcomes for boarders are excellent. The boarders' personal development is clearly promoted by their experience of boarding. They are tolerant, confident, independent and thoughtful of the needs of others. The family atmosphere is successfully advanced by staff and boarders. There is a strong sense of community throughout the school at all levels. The relationships between boarders of all ages are strongly positive, as they are between nationalities. Staff work with great commitment to care for boarders, who are appreciative of the efforts staff make on their behalf. Senior boarders successfully help as prefects in the running of the houses. They have clear guidelines for their behaviour. Prefects and senior boarders also help successfully with running clubs. This gives them a sense of responsibility of which they are proud. The boarders have a wide range of people they can talk to in times of need including an independent listener who visits the boarding houses regularly. Boarders successfully express their views about boarding through various committees and regular meetings. The boarding staff are highly approachable and boarders have confidence in them. The care of boarders is further supported through access to helpline numbers, including that of the Children's Rights Director, and the newly-installed worry boxes. Equal opportunities are actively promoted in this successful multicultural community. Boarders have easy access to the world around them through newspapers, television and appropriate internet facilities.
- 4.19 The quality of boarding provision and care is good. Boarders agree that they feel safe. There is a useful induction programme for new boarders and they are provided with constructive handbooks. Boarders agree that they are welcomed warmly into the community and this enables them to settle easily into their 'new family'. The school implements efficiently its policies for those who are unwell. There is an adequate medical room. Staff provide good on-site medical care five days a week and on an 'on-call' basis in the evenings and at other times. House staff, who are trained in first aid, administer medications appropriately; medicines

are securely stored, both in the boarding house and the medical room. Boarders have easy access to a local doctor's surgery and other services such as dentists and opticians. Social and health related matters, for example internet safety, are regularly discussed in informal meetings in the houses. Boarders freely enter into these discussions. In pre-inspection questionnaires a large majority of boarders were critical of the provision of food and snacks. The inspection found that food is of a good standard and quantity, prepared from fresh produce grown locally when possible. Special dietary needs are successfully catered for, including providing for the various ethnic groups within boarding. Snacks and drinks are available easily in houses as is fresh fruit. Boarders have access to the nearby town at appropriate times and younger boarders are accompanied by seniors. A small minority of pupils were critical of the activities available. Inspectors found that there is a wide range of activities which the boarders enjoy including art, baking and trips off site. For example, they particularly enjoyed a trip to Cleethorpes to gather shells on the beach. Regular contact can be made with parents using personal mobile phones, payphones in the houses, email and via internet telephone calls. The accommodation is suitable and boarders are happy in their environment. However, some areas, especially in the girls' house, have not been refurbished recently. Both houses have common rooms and kitchens where boarders enjoy socialising. Boarders also enjoy personalising their rooms with posters and photographs. In the pre-inspection questionnaire, a small minority of boarders felt their belongings were not safe. The inspection found that all boarders have lockers where they can secure their valuables and no concerns were expressed in interviews. Regular fire drills are carried out and boarders demonstrate a good working knowledge of the procedures.

- 4.20 The effectiveness of arrangements for welfare and safeguarding at a day-to-day level is good. However, the school has not, in the past, carried out all the checks required when recruiting staff; arrangements now comply with requirements. All boarding staff, including ancillary staff, receive regular safeguarding training and are aware of their responsibilities. There are sufficient members of staff on duty overnight and boarders can contact them easily at all times. The boarding houses are secure and external cameras provide further reassurance and a sense of security. Appropriate risk assessments are in place for boarding. An effective system of monitoring ensures their whereabouts is known. There are effective practices to promote good behaviour and guard against bullying, which is uncommon. Boarders are polite and respectful. They behave extremely well.
- 4.21 The effectiveness of leadership and management of the boarding provision is good. There is a suitable statement of the schools' boarding principles and practice available to parents, staff and boarders which is implemented in practice. New leadership of boarding has secured significant improvements to the benefit of boarders. Boarding staff have highly effective links with the remainder of the school staff enabling them to monitor the boarders' progress and welfare. All the required records are appropriately kept. Boarding staff have regular appraisals. Opportunities for further training are limited. However, where available, opportunities have been well taken, thus meeting the recommendation from the previous boarding inspection. In the pre-inspection questionnaire boarders expressed great appreciation of and enjoyment at being at the school. Boarders get on extremely well.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is sound.
- 5.2 A new committee structure for governance provides clear terms of reference for oversight of key areas of educational quality, welfare and resources management. This is starting to have a positive impact on the effectiveness of the school. They have a suitable range of expertise and are committed to maintaining its ethos. A number are regular visitors to the school and the chair keeps in regular contact with the head from whom they receive regular reports. Financial planning is thorough and has enabled improvements such as additional lighting, signage and the installation of security cameras around the site. They have a general understanding of the relevant regulatory requirement. However, the monitoring of policies and their implementation is not sufficiently rigorous. Some policies have been updated as a result of the inspection.
- 5.3 Since the previous inspection, there have been modest steps made to increase the use of ICT in teaching and learning, including the installation of some interactive whiteboards and the development of a music technology suite. However, ICT is not yet consistently used across the school in an effective way to promote pupils' learning.
- 5.4 Arrangements for performance management at all levels in the school are beginning to have a positive impact but are not yet fully operational as a result of insufficient resources to enable the regular monitoring of teaching and learning. As a result, improvements are not being systematically implemented or sustained. Governors are now actively engaged with the new and extensive school development plan a part of which addresses this deficiency.
- 5.5 Governors provide sound support. However, arrangements for monitoring of safeguarding are not effective. The annual review of safeguarding arrangements by the full governing body has not taken place. Governors have failed to ensure the requirements for checking and recording the suitability of governors, staff, supply staff and volunteers have been met fully and consistently. Governors are aware of the recent Keeping Children Safe in Education and training is now in place including in e-safety.

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 good.
- 5.7 The new leadership of the school has provided vision, energy and drive with outstanding impact since the beginning of the academic year. A number of aspects of leadership are excellent as reflected in the pupils' achievements and in the high standard of their personal qualities. Where areas have been prioritised and funded appropriately, the outcomes have been very good. Pupils and parents appreciate the positive changes at the school which they feel are improving the range of opportunities and quality of the pupils' experiences. There is a successful range of new policies and practice which means the school meets its aims. They help to

ensure strong and continuous improvement. Detailed improvement plans, based on an initial self-evaluation of strengths and weaknesses add to this strong vision.

- 5.8 Since the previous inspection, monitoring and tracking systems have been introduced which give detailed progress checks for pupils in many, but not all, parts of the school. As a result of leadership initiatives, teaching successfully provides individual support and care to many pupils. Middle and senior leaders are constrained in their ability to secure improvement by the lack of non-teaching time to undertake their roles and the number of responsibilities they hold. Nonetheless, effective strategies in many areas have been introduced notably in boarding, the tracking of pupils' progress and in extending the activities programme. The vision and direction provided by strong and effective leadership in these areas has raised standards.
- 5.9 The day-to-day management of safeguarding is good and includes a weekly review meeting of the senior staff from across the school including boarding. The school provides a secure and safe environment for its pupils. However, the leadership has failed to ensure the requirements for checking and recording the suitability of governors, staff, supply staff and volunteers have been met fully and consistently. Appropriate training of staff in safeguarding takes place.
- 5.10 Evaluation and monitoring by the new school leadership are highly effective given the limited time and other resources available to carry these activities out. Staff training is appropriate and the development plan gives this a high priority. The leadership has an acute appreciation of the need for these areas to be developed further as resources become available.
- 5.11 The leadership of the school has responded positively to the recommendation of the previous inspection to extend and share good practice across the school in teaching and learning. The 'vision for learning' is clearly displayed in every classroom and good practice in monitoring, tracking and teaching is evident in many parts of the school but not all. Subject leaders across the school are mostly effective in setting targets for pupils to improve their work. The school is aware this is not yet systematically employed throughout the senior department.
- 5.12 The school maintains excellent links with parents, carers and guardians in accordance with its aims. The large majority of parents who responded to the pre-inspection questionnaire were highly supportive of the school and were happy with the education and care provided for their children. They were especially pleased with the way that their child was well looked after, the high standards of behaviour and how the school was led and managed. Almost all parents agreed that their children felt happy and safe whilst at school.
- 5.13 Whilst most parents felt that the school handles any concerns they might have well, a very small minority of parents did not agree. The inspection looked at the record of complaints and spoke to parents during the inspection week. While concerns were rare, inspectors found that they are handled promptly and suitably, in line with stated procedures.
- 5.14 Parents greatly appreciate the approachable style of leadership. Recent senior appointments have made a particularly positive impact in this regard. Parents speak highly of the great care invested in developing the whole child, and the family atmosphere. Parents of day pupils appreciate the fact that they have the opportunity to have daily contact with staff if they so wish. The efficient office staff are also at hand to provide information for those who require it. Parents of boarders appreciate

the close contact that they have with boarding staff and the vast majority report that they are happy with the fact that boarding is well led and managed.

- 5.15 Parents are extremely happy with the amount of information that they receive about the school although prior to the inspection, not all required content was provided. By the end of the inspection, the school website carried all required details. There is a wide range of useful material on offer for both current and prospective parents. Informative weekly bulletins and half-termly newsletters, along with a termly magazine and the use of social media, provide parents with a good snapshot into school life and achievements of pupils.
- 5.16 The school is successful in involving parents and making them feel welcome. Links are effectively fostered on many levels, such as through invitations to school events as well as by providing individual support. There are ample opportunities for parents to play an active role in the life and work of the school. Friends of St James' offers parents opportunities to be involved in many fundraising and social events, such as the Christmas fayre and school ball. Some parents are actively involved in everyday school life, for instance, by being helpful assistants at swimming, and by enriching the curriculum by giving talks about topics linked to their jobs, such as renewable energy.
- 5.17 Strong channels of communication exist between the school and parents to ensure that information is shared about pupil progress. Parents are provided with excellent formal reports. These are detailed and demonstrate that members of staff know their pupils extremely well. The in-depth comments written by school leadership on reports are especially noteworthy, and highlight the family ethos that prevails across the school. Termly parents' meetings provide additional valuable opportunities for parents to meet with staff to discuss their child. Easy email communication between staff and parents enables a frequent two-way flow of information, which is especially beneficial for parents of boarders.

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) How well the early years provision meets the needs of the range of children who attend

- 6.1 The setting makes outstanding provision in meeting the needs of the range of children who attend. Staff provide an exciting topic-based curriculum that covers the requisite areas of learning extremely well, both indoors and out. This enables most children to reach, and sometimes exceed the expected levels of development for their age, so that they are well prepared for the next stages in their learning.
- 6.2 Staff share a clear desire to provide the very best education for the children in their care. Rigorous assessment procedures commence when children join the setting. These track progress over time and are used to help develop individual learning plans for each child. Activities match children's interests and needs extremely well. Staff skilfully encourage children to become active learners. They motivate children to explore and to develop their thinking and creative skills. For example, as when younger children make dens and use torches to explore or the older children eagerly create their own planets, demonstrating an excellent imagination.
- 6.3 Staff understand that each child is different. They go to great lengths to ensure that the needs of all children are met. Support for children with SEND or EAL is of high quality and helps children acquire the skills needed to make good progress.
- 6.4 Partnerships with parents are outstanding. Communication between home and school is seen to be extremely important. Staff provide excellent ways for parents to do this such as via the daily diaries for the youngest children. Parents are encouraged to be fully involved in their child's learning with many visiting the setting for birthday celebrations as well as for other occasions. Staff supply parents with a wealth of information about the setting. Useful booklets advise how children's learning can be continued at home. A rigorous reporting system, alongside formal and informal meetings, enables parents to learn about their child's progress. Parents contribute to assessment and planning documents and thereby enhance their effectiveness. Parents who responded to the pre-inspection questionnaire were extremely positive about the setting, as were those spoken to during the inspection week.

6.(b) The contribution of the early years provision to children's well-being

- 6.5 Provision for children's well-being is outstanding. A family feel prevails throughout the setting. Key people care for children exceptionally well. They make sure that they are happy and feel safe. Consequently relationships between staff and children are strong and even the youngest children quickly settle into their environment. Children of all ages confidently explore their richly-resourced surroundings.
- 6.6 Staff actively promote manners and good behaviour, and children rise to these expectations extremely well. This results in a calm atmosphere, where children play well together, and engage in purposeful chatter. Early language skills are cultivated expertly through discussions with key people, as was seen when older children's imaginative conversation was extended on a 'trip to space'.

- 6.7 Plentiful opportunities exist for children to develop an understanding of healthy lifestyles. For instance they engage in PE lessons, extra-curricular clubs and outdoor learning. The range of food provided is nutritious. Staff regularly reinforce the value of eating a balanced diet. They encourage children to be hygienic. For example, younger children are reminded how to wash their hands thoroughly before eating. Children are taught successfully about safety, for example, through role play fire drills. Great care is taken to ensure that children are well-prepared for the transition to the next stage of their education. As a result, the move is handled well.

6.(c) The leadership and management of the early years provision

- 6.8 Leadership and management of the EYFS is good. The governors' involvement is sound. They demonstrate an interest in the setting by visiting and attending special events. The setting benefits from strong, visionary leadership, which has clear oversight of all aspects of EYFS practice. Planning and assessment are overseen well. A great sense of teamwork is evident amongst staff. The EYFS is considered very much part of the whole school family. On a day-to-day basis, safeguarding arrangements are implemented consistently well across the setting. Routine risk assessments, as well as regular fire drills, are undertaken effectively. Staff have received training in child protection and paediatric first aid. Pre-appointment checks are undertaken, although systems have not been fully effective in ensuring that all required information was received prior to the commencement of work.
- 6.9 Self-evaluation and development planning are meticulously undertaken, with the latter now clearly focusing on the outcomes for children. This fulfils the recommendation at the previous inspection. As a result, the children's experiences are enriched, such as through the development of the woodland learning environment.
- 6.10 An effective appraisal system identifies staff training needs. Staff have good opportunities to meet regularly as a team. Staff are supervised suitably, although meetings are informal. Staff work closely with parents, and external agencies where necessary, to ensure that children's additional needs are catered for well.

6.(d) The overall quality and standards of the early years provision

- 6.11 The overall quality and standards of the provision are good. The setting is highly successful in meeting the needs of children, including those with EAL and SEND. Consequently, children consistently make good or better progress in relation to their starting points. The vast majority of children meet the expected levels of development by the end of the EYFS, with some exceeding these. The youngest children listen carefully and have well-developed language skills for their age. They play well together, and show a strong awareness of numbers to 20 during counting activities. Older children write confidently for a purpose, and use correct mathematical language to describe the features of shapes. They speak eloquently, and demonstrate a good phonic knowledge whilst reading books. Children of all ages show great ability whilst using a variety of technology, such as cameras and interactive whiteboards.
- 6.12 Children display excellent personal and emotional development for their age. Through their relaxed and happy demeanours, they show that they feel safe. Independence is nurtured well from an early age as children are reminded to become 'self-managers'. They engage eagerly in activities with their friends, and display high levels of confidence, as well as excellent behaviour.

- 6.13 Procedures for safeguarding and welfare of pupils are mostly met. Key people demonstrate an excellent understanding of how to keep children safe. They diligently follow the settings' procedures. Management are highly reflective and fully understand the importance of continuous improvement and development. The recommendation from the previous inspection has been successfully addressed, and this has helped further drive enhancements in the children's experiences.

Compliance with statutory requirements for children under three

- 6.14 In order to meet the requirements of the Childcare Act 2006, those responsible for the registered provision must:
- ensure that all required checks are undertaken on staff prior to the commencement of employment, and that these are suitably recorded.

Section 2 includes any identified action the Early Years Foundation Stage is recommended to take in order to improve its provision other than take the action specified above.