



INDEPENDENT SCHOOLS INSPECTORATE

**INTEGRATED INSPECTION
SHERBORNE INTERNATIONAL**

INDEPENDENT SCHOOLS INSPECTORATE

Sherborne International

Full Name of School	Sherborne International	
DfE Number	835/6030	
Registered Charity Number	1081228	
Address	Sherborne International Newell Grange Sherborne Dorset DT9 4EZ England	
Telephone Number	01935 814743	
Fax Number	01935 816863	
Email Address	reception@sherborne-international.org	
Principal	Mr Philip Hardaker	
Chair of Governors	Mrs Vicki Cotter	
Age Range	11 to 17	
Total Number of Pupils	140	
Gender of Pupils	Mixed	
Numbers by Age	11-17	140
Number of Day Pupils	Total:	0
Number of Boarders	Total:	140
Inspection Dates	19 Jan 2016 to 22 Jan 2016	

PREFACE

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

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

The previous ISI boarding intermediate inspection was in 2013, the previous ISI intermediate inspection was in January 2010 and the previous standard inspection was in May 2006.

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

This inspection contains specific judgements on the National Minimum Standards for Boarding Schools. It comments on the progress made by the school in meeting the recommendations set out in the most recent statutory boarding inspection and evaluates the quality of the boarding experience and its contribution to pupils' education, personal development and welfare.

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

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

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

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

INSPECTION EVIDENCE

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

Mrs Beryl Fawcett	Reporting Inspector
Mrs Susan Nebesnuick	Team Inspector (Former Director of Studies, HMC School)
Sr Paula Thomas	Team Inspector (Headmistress, GSA School)
Ms Gwen Byrom	Co-ordinating Inspector for Boarding
Mr Keith Metcalfe	Team Inspector for Boarding (Surmaster, HMC School)

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Sherborne International is a co-educational, full boarding school for overseas students aged 11 to 17. Founded in 1977, the school moved in 1991 to purpose-built buildings and grounds on the edge of Sherborne, in Dorset. The school is part of Sherborne School, a charitable company limited by guarantee, which operates two separate schools, Sherborne School and Sherborne International, which are registered separately with the Department for Education. Both schools have the same governing body, with Sherborne International being overseen directly by a committee of the governing body.
- 1.2 The pupils are accommodated in single-sex boarding houses; two for girls and three for boys, on two separate sites. The aims of the school are to assist pupils from non-British educational backgrounds to develop their English language skills and to raise their level of scholarship in a range of subjects to the approximate level of their English peer group, enabling them to achieve places in British boarding schools. The school also provides short courses for international students during the Easter and summer holiday periods.
- 1.3 The majority of pupils are aged 14 to 17 and are enrolled on either one or two-year IGCSE programmes. At the time of inspection, 140 pupils, 61 girls and 79 boys, were on roll. With the exception of those who join the school in Year 10 and study a two-year IGCSE programme, most pupils attend for one year. All pupils have English as an additional language (EAL) and a few receive additional lessons to support their English. Twenty-one nationalities are represented in total. Currently, the largest groups of pupils come from Russia, China and Hong Kong and join others from Japan, the Middle East, Korea and a range of European countries. All teachers, regardless of their subject specialism, are trained or qualified in the teaching of EAL. The normal maximum class size is eight. The five pupils identified by the school as having special educational needs and/or disabilities (SEND), receive specialist learning support. No pupil has a statement of special educational need or an education, health and care plan. Pupils have a wide range of abilities and levels of English.
- 1.4 Since the previous inspection, a new principal and chair of governors have been appointed in 2016. At the same time a new role of academic deputy head has been created, together with a re-allocation of other senior leadership roles. In addition, a new boarding house and multi-purpose hall have been built; information and communication technology (ICT) facilities have been increased, allowing online video communication in all boarding houses, and a new staff appraisal system has been introduced.
- 1.5 National Curriculum (NC) nomenclature is used throughout this report to refer to year groups in the school. The year group nomenclature used by the school and its NC equivalence are shown in the following table.

School	NC name
J	Years 7 and 8
3 rd form	Year 9
4 th form	Year 10
5 th form	Year 11

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 Pupils' levels of achievement are outstanding. In support of the school's aims, pupils, none of whom are from British backgrounds, successfully develop culturally, linguistically and academically in preparation to join other schools in the British educational system. Pupils' high level of academic achievement is associated with their effort and determination to succeed and their will to understand and use spoken English. They speak with growing confidence and listen carefully in whatever situation they find themselves. Their outstanding curriculum, tailored to suit their individual needs, and excellent teaching are fundamental to the pupils' success. Teachers know their pupils well, and plan activities which engage their interest, making effective use of resources. In a few cases, the standard of marking is inconsistent.
- 2.2 The spiritual, moral, social and cultural development of the pupils is excellent. Through the school's active promotion of fundamental British values, they develop a good knowledge and understanding of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs within an international community in which many cultures are represented. Their self-esteem is strengthened by the value the school places upon them and their self-confidence grows with increasing independence and as their language skills improve. Pupils' develop excellent social skills. Pastoral care is excellent. The school is highly successful in providing a friendly and supportive atmosphere in which every pupil is known and valued. As they prepare for the next stage of their education, pupils are given support and guidance to ensure that they make appropriate choices. The school takes an extremely rigorous approach to welfare, health and safety, and standards are outstanding. The quality of boarding is excellent. The school provides a welcoming and homely environment for its pupils. However, it does not have appropriate facilities in the houses to segregate sick pupils, if this becomes necessary.
- 2.3 The quality of governance is excellent. The governors provide effective oversight of the school in line with its aims. They are committed to the progress and realisation of the school's development and discharge their responsibilities for standards, financial planning and investment in staff, accommodation and learning resources very well. The quality of leadership and management, including links with parents, is excellent. The school is led with clear vision and sense of purpose. The senior leadership team provides strong direction, which is reflected in the pupils' significant achievement in their public examination performance, the outstanding care of pupils and the fulfilment of the school's aims and ethos. The recommendations of the previous inspection have been met. Parents are highly satisfied with the progress made by their children and with the leadership of the school. All would recommend the school to another parent.

2.(b) Action points

(i) Compliance with regulatory requirements

- 2.4 The school meets all the requirements of the Education (Independent School Standards) Regulations 2014.
- 2.5 The school meets all the National Minimum Standards for Boarding Schools 2015.

(ii) Recommendations for further improvement

- 2.6 The school is advised to make the following improvements.
1. Ensure that marking is regular and consistent within, and across, all subject areas.
 2. Provide designated facilities suitable for segregating any pupils who are unwell on both boarding sites, when the Sherborne School medical centre is closed.

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 excellent.
- 3.2 In support of the school's aims, pupils, none of whom are from British backgrounds, successfully develop culturally, linguistically and academically in preparation to join other schools in the British educational system. Throughout the school, pupils' academic achievement is associated with their effort and determination to succeed and their will to understand and use spoken English. This enables them to study effectively and they often make rapid progress. They speak with growing confidence and listen carefully, in whatever situation they find themselves.
- 3.3 Pupils are well educated and the school is successful in developing pupils who are self-confident, articulate, balanced, polite and considerate and enjoy acquiring new knowledge and skills. Throughout the school, pupils demonstrate different but positive approaches to learning, and are able to reason and apply their understanding in a range of situations. They demonstrate good ICT skills in a variety of subject areas, using this technology with confidence to research information and support their understanding of English and different subjects. Pupils show secure, often highly developed, numeracy skills; applying these in other subjects, achieving well in lessons, and success in external mathematical challenges. Their ability to explain themselves in English, by asking questions or expressing a view, depends greatly on their starting points but most pupils make remarkable progress that contributes significantly to their academic success. By the end of their time in the school most have a good command of English and use it effectively.
- 3.4 Outside the classroom, pupils achieve well in music examinations and find success in a number of competitive sporting areas and a variety of extra-curricular areas. Through a variety of visits and outings and the daily interaction within the school and boarding houses, pupils develop a good understanding of English cultural history and tradition and different personal and conversational skills. In the last academic year, all school leavers gained places at boarding schools operating within the British tradition. In response to the pre-inspection questionnaires, almost all parents are satisfied with the progress made by their children and with the information they receive from the school about their child's progress.
- 3.5 The following analysis uses the national data for years 2012 to 2014, the most recent years for which comparative data are currently available. Results at GCSE are well above the national average for maintained schools, and are above average when compared with maintained selective schools. Results in IGCSE examinations results show some variation associated with pupils' ability levels and prior knowledge. In a majority of subjects, pupils achieved results that were higher than worldwide norms.
- 3.6 These levels of pupils' attainment were reflected in pupils' work, observations of lessons and discussions with pupils, and indicate that pupils, including those with special needs, make excellent progress relative to their starting points, with many exceeding expectations. In all, these levels of achievement are outstanding for pupils working in a country far distant from their own, and in a different language.

- 3.7 In their different ways, the pupils show an enjoyment of their learning and are usually interested and well-behaved. They work well during lessons and are highly supportive of each other, celebrating each other's achievement. The amount of work completed is substantial and its presentation is generally of a high standard. Most pupils feel that they are making good progress with their work.

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

- 3.8 The contribution of curricular and extra-curricular provision is excellent.
- 3.9 A wide variety of academic opportunities and the extensive range of curricular and extra-curricular activities provide a rich educational experience and a positive working environment. The curriculum is flexible and tailored to the individual needs, abilities and English language level of each pupil, challenging them to achieve high standards in all aspects of school life. It meets the school's aim of providing a rigorous programme of study that enables pupils to develop their English language skills, successfully preparing them for the next stage of their education.
- 3.10 The curriculum provides a broad introduction to, and foundation for, success in the British educational system. It develops all the requisite areas of learning, with the addition of subjects that contribute to a wider and more demanding curriculum. Younger pupils study philosophy and ethics, and drama and choose between French, current affairs, project work and additional English. In Years 10 and 11, whether on a one or two year IGCSE examination course, pupils usually study a minimum of seven and up to ten subjects selected from the required areas of learning, with the addition of modern languages, business studies, physical education, ICT, and the pupil's own native language. All pupils, according to their age and ability, are entered for a wide range of examinations and assessments in English as a second language. Music is not a timetabled subject but individual instrumental tuition and singing lessons are arranged as requested. A few pupils receive additional EAL lessons, if necessary, to support their English.
- 3.11 Pupils with SEND are well supported and monitored by the learning support co-ordinator. Pupil 'passports' set individual targets to raise pupil achievement and recommend appropriate strategies to teachers, in order to provide a clear and consistent approach for these pupils. More able pupils are provided with extension activities in lessons and they also have the opportunity to study additional subjects, enter national competitions such as the UK Maths Challenge and the Physics Olympiad and compete in debating and public speaking competitions.
- 3.12 The provision for personal, social, health and economic education (PSHEE) is excellent. It covers a wide range of issues and helps pupils develop their self-knowledge, self-confidence and independence and promotes a knowledge and understanding of British culture, institutions and values. There is a balanced coverage of political views in all curricular and extra-curricular activities. The school provides excellent support and advice for the next stage of education to ensure that it matches the needs and potential of the individual pupils. This provision is highly regarded by the pupils.
- 3.13 The academic curriculum is complemented by activities and an extra-curricular programme that provide a wide-ranging and excellent learning experience. In line with the recommendation of the previous inspection, the school has introduced an activities programme for Year 11, as well as The Duke of Edinburgh's Award (DofE) scheme and also further developed the existing programme that supports pupils'

personal development. The afternoon activities programme offers pupils a variety of activities ranging from arts and crafts, to drama, yoga and squash. All pupils are involved in sports, such as aerobics, cricket, football and netball, offered throughout the year, as well as inter-house and inter-school fixtures. A varied programme of weekend excursions introduces pupils to nearby towns and cities and includes theatre and cinema visits. The curriculum enrichment week in the summer term provides opportunities for new challenges and activities that enable pupils to socialise, learn new skills and gain a fuller understanding of British culture and traditions. There are opportunities for pupils to be involved in a wide variety of inter-house competitions and all pupils are encouraged to take part in their house Christmas play.

- 3.14 Links have been made with local schools for a variety of sporting activities, debating and public speaking. The school is looking to strengthen links with students in Rwanda, so extending its links to a wider, international community. Pupils show a strong commitment to charity work at local, national and international levels, raising money for a charity based in Sherborne, joining in national fund-raising events for medical causes and supporting the annual poppy appeal. They also send Christmas gifts to less fortunate children overseas.

(c) The contribution of teaching

- 3.15 The contribution of teaching is excellent.
- 3.16 Teaching fully supports the school's aims. All subject specialist staff are trained or qualified in teaching pupils with EAL and this, combined with small class sizes, creates an intensive learning experience where pupils develop their fluency in English in the context of a wider curriculum. Teachers have secure knowledge of their subjects and of language development and they provide carefully structured lessons and use resources. These interest and motivate the pupils to communicate and to develop the necessary language skills, knowledge and understanding to achieve examination success.
- 3.17 Opportunities for staff training are a strong feature of the school and the effectiveness of the courses attended is rigorously evaluated. A programme to support teachers newly arrived at the school is in place to ensure that they fully understand the school's approach to the learning of language through subject teaching and social interaction. Teachers have high expectations of pupils and demonstrate consistent and effective practice when teaching pupils to improve their pronunciation and acquire the necessary vocabulary and study skills to access the curriculum.
- 3.18 Most lessons are well planned. Detailed knowledge of a pupil's language ability is matched with high levels of individual support to ensure that progress is made. There is appropriate challenge in lessons and additional provision for more able pupils, and the small number of pupils identified as having SEND are well supported and monitored by the learning support co-ordinator and support assistant.
- 3.19 A wide variety of resources are used within each lesson to stimulate learning, with an emphasis on targeted questioning that encourages all pupils to practise their oral language skills and also reinforce and extend previous learning. The acquisition of subject specific vocabulary is well supported by the use of a cross-curricular resource developed within the school, and by the use of visual resources to reinforce

vocabulary and concepts. Additional activities enable pupils to improve their oral and social skills.

- 3.20 Teachers make effective use of the interactive whiteboards in many lessons. They often provide structured prompt and planning sheets to support pupils in the development of their written work. The regular use of reading comprehension tests allows teachers to assess pupils' knowledge and understanding. Teachers also help pupils develop appropriate study skills to help them access the curriculum effectively; pupils demonstrated the ability to scan for keywords and ideas, to compare and contrast, to identify implicit meaning and to interpret source materials. As a result of these effective teaching strategies, pupils use subject-specific vocabulary appropriately and demonstrate a sound grasp of the concepts encountered in the different subjects, and can often work out the meaning of unfamiliar vocabulary using contextual cues. Teachers also provide regular opportunities to practise examination techniques. They successfully create an atmosphere of tolerance and respect, and there is no evidence of the promotion of partisan political viewpoints.
- 3.21 Assessment is regular and thorough and pupil progress is monitored at least twice a term. Marking is erratic, however, within and between subjects, both in terms of frequency and depth. There are examples of encouraging and constructive comments, and grading criteria are clearly indicated in the pupils' books. Pupils comment on the difficulty of reading and understanding some comments and find oral feedback more helpful.
- 3.22 A very large majority of the pupils feel they are making good progress and appreciate the individual help they receive from teachers.

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 Through the school's active promotion of the values inherent to modern British society, pupils develop a good knowledge and understanding of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs, within an international community in which many cultures are represented. All pupils understand the roles of the monarchy, government and of parliament.
- 4.3 The spiritual development of pupils is excellent. Their self-esteem is strengthened by the value the school places upon them and their self-confidence increases with their growing independence as their language skills improve. The self-evaluation structure that is in place, where pupils review their reports and regularly meet with the principal to discuss their progress and set targets, develops their self-knowledge and helps them to make sensible choices and prepare well for the next stage of their education.
- 4.4 The moral development of pupils is excellent. They understand the difference between right and wrong, and the support and encouragement given by staff helps them to understand what is acceptable behaviour; this has helped some pupils to change their attitude completely since they first arrived at the school. They develop a good knowledge of the laws of England, incorporating them into their study of various topics within several subject areas, including PSHEE, history and business studies. They appreciate that good work and behaviour are rewarded by credits, which they value and strive to obtain.
- 4.5 The pupils' social skills are excellent and are effectively developed through the opportunities they have to learn about, and practise, social etiquette. In the questionnaires, a very small minority of pupils felt that they did not have sufficient opportunities to undertake responsibilities. Interviews with pupils found that pupils develop a good sense of responsibility in roles such as house captains, representatives on the school council, common room and dining hall committees. Charity ambassadors encourage their peers to support and contribute to charitable causes, helping pupils to develop an appreciation of a need to support those less fortunate than themselves. This has also been enriched by opportunities for service within the DofE scheme.
- 4.6 The cultural development of pupils is excellent. Within the international context of the school, pupils have many opportunities to share and appreciate each other's personal experiences through discussion of different cultural and religious practices. They have a broad general knowledge of British public institutions and services, which is supported through trips to places such as the BBC. They have participated in the democratic process of electing pupils to positions of responsibility within the school. They develop an understanding of both British culture and that of other countries through preparation for, and participation in, special themed events, such as Chinese New Year and Burns Night. In the short time that the pupils are in the school they develop positive relationships with each other, and respect their religious and cultural diversity. By the time they leave the school they mature into well-balanced and thoughtful individuals with an excellent level of personal development.

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

- 4.7 The contribution of arrangements for pastoral care is excellent.
- 4.8 The school is highly successful in providing a friendly and supportive atmosphere in which every pupil is known and valued. Excellent relationships between staff and pupils prevail throughout the school. Pupils appreciate the support they receive and acknowledge that the help and guidance they receive from staff help them to make rapid progress, both socially and academically. As they prepare for the next stage of their education they are given guidance to ensure that they make sensible choices and are fully prepared for this transition.
- 4.9 The school successfully promotes a healthy lifestyle; nutritious meals cater for the varying dietary requirements of pupils, ensuring all have access to a wide variety of choice. All pupils are encouraged to be physically active; there are extensive opportunities for exercise on offer by the school and all pupils are expected to take part in extra-curricular sport.
- 4.10 The school is effective in promoting good behaviour and preventing bullying. Pupils are generally well-behaved and well-mannered. They are aware of the dangers posed by the internet and misuse of ICT. Discussions with pupils throughout the school indicated that bullying is rare and they appreciate that it is not tolerated in any form. Staff administer rewards and sanctions fairly.
- 4.11 The school's accessibility plan is functional and ensures that every pupil has access to all areas of the curriculum.
- 4.12 Pupils report positive relationships throughout the school; they feel safe and well-supported. There are several forums through which pupils can air their views and they feel they are listened to and their requests and suggestions are often implemented. In the pre-inspection questionnaire, all parents felt that their children are looked after well.

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

- 4.13 The contribution of the arrangements for welfare, health and safety are excellent.
- 4.14 The school takes an extremely rigorous approach to welfare, health and safety. Safeguarding is constantly under review and the school actively takes steps to try to reduce the risks to pupils that extremist views represent, including teaching about cyber-security. Changes to regulatory requirements are dealt with promptly and efficiently and staff are fully informed about these, including an awareness of the dangers of radicalisation. All staff receive regular training in child protection and the designated senior leader is trained in line with requirements. Well-developed links with external agencies ensure that the school regularly seeks advice and reports concerns as appropriate.
- 4.15 Oversight and maintenance of the school buildings and site is highly effective and ensures provision that is appropriate and responsive. The premises, which include a new multi-purpose hall and boarding house, provide a comfortable and stimulating environment for staff and students. Secure precautions are taken against fire and other hazards. All necessary measures are taken to reduce such risks, and include weekly fire alarm testing and fire drills, for which outcomes are accurately recorded and reported. Highly effective oversight of all school activities both in school and on external visits and outings is achieved through a thorough approach to risk

assessment. Medical and first-aid policies are well written and implemented. Adequate provision is made for pupils who are ill or injured but there are no appropriate facilities for sick pupils, if it is necessary at the time when the nearby Sherborne School is closed. Regular health and safety updates are communicated to staff and governors and supported by training sessions where necessary.

- 4.16 The admission register is correctly maintained and properly stored for the required time. Recording of pupils' attendance is comprehensive. They are thoroughly registered at all meal times, when they get up and at bedtime, as well as in lessons, and all absences are conscientiously followed up.

4.(d) The quality of boarding

- 4.17 The quality of boarding is excellent.
- 4.18 Outcomes for boarders are excellent. Boarders are open, friendly and welcoming, and greet visitors cheerfully and without prompting. Boarders of all nationalities mix well within their houses and with those from other houses. Many speak highly of the quality of their boarding experience and the opportunities they have for making friends from across the globe. The school meets its aims well in preparing boarders for further education in other British boarding schools, usually after one year, by helping them to adapt to the linguistic, social and cultural expectations of life in Britain. This is achieved through a comprehensive system of induction, as well as through many aspects of life at the school. Boarders value the care and support of the staff who work in boarding houses, and easily identify a wide range of staff to whom they could turn with any issues. There are many opportunities for boarders to express their views both formally and informally.
- 4.19 The quality of boarding provision and care is excellent. Staff in the houses know the pupils in their care very well and understand their social and academic needs. The level of communication between the academic, SEND and pastoral areas of the school is excellent, so that boarding works to support the academic success of pupils. House staff are knowledgeable regarding the specific needs of pupils. Boarders know the identity of the school independent listeners and were aware of alternative arrangements, including the relevant helplines, when the independent listener is unavailable
- 4.20 The accommodation and social areas provided for boarders are good. Extensive steps are taken to ensure that boarders' possessions are kept safe in a manner which shows concern for valuable items and encourages personal responsibility. There is a high degree of consistency between houses in terms of routines, rules and sanctions and no disparities were expressed by boarders in interviews or in pupil surveys. In line with the recommendation of the previous inspection, space is now provided in all houses where boarders are able to have a private conversation with staff if required. The arrangements for sick and injured boarders, which make use of Sherborne School's medical facilities, are good and provide 24-hour access during Sherborne School terms. Procedures for the administration, storage and recording of all medication within houses are clear and appropriate. However, the houses do not have appropriate facilities for segregated accommodation for sick pupils, if it were necessary.
- 4.21 A small minority of pupils raised concerns in the questionnaires over the quality of the food and the availability of snacks outside mealtimes. Inspectors found that food is plentiful and varied. Boarders are able to contribute to the catering department

through menu suggestions for 'themed' menus and the dining room committee. Kitchen facilities are clean and well maintained and pupils can prepare their own snacks at other times. In response to a previous recommendation, the school has worked hard to improve contact between pupils and their families and friends outside the school. The introduction of an online video link in all the boarding houses has enabled better communication. Pupils feel this has improved. A few would like additional opportunities provided. In the pre-inspection questionnaire, a number of pupils expressed dissatisfaction with the balance of free time and activities in the evening and at weekends. However, in discussion with pupils and observation of activities, inspectors found that boarders enjoy participating in a wide range of activities in the evening and at weekends.

- 4.22 The arrangements for safeguarding and welfare of pupils are excellent. A full induction programme for new boarders supports pupil welfare and includes use of road crossings, street awareness and drug awareness. The high levels of staffing in the boarding houses encourage the sharing of issues. Staff are quick to recognise when pupils are unhappy and take action to investigate and remedy the situation. The welfare of boarders is a standing agenda item at all house staff meetings. Registration and signing-out procedures are effective in ensuring that the location of boarders is known to staff, in line with the recommendation of the previous inspection, and there is a clearly understood process in place for locating missing boarders. Bullying is rare and in interviews boarders did not identify it as an issue. Any concerns are reported and investigated by staff in a manner which is clear, simple and effective in practice. Lists of staff, and contact details of outside agencies available to give support, are widely publicised in houses and at school. Risk assessments are thorough and carried out for all activities. All accidents or incidents reported are reviewed by senior staff and changes to procedure are made if necessary.
- 4.23 The quality of leadership and management of boarding provision is excellent. Strong oversight of the boarding provision ensures excellent and consistent support of pupils and makes a most significant contribution to their academic success, personal development and enjoyment of their experience while in the school. Policies are clearly written and effectively implemented by all those involved with boarders. There is regular scrutiny of boarding practices, monitoring of house records by the senior housemaster and in the visits carried out by members of the senior management team and governors to boarding houses. These visits, both announced and unannounced, follow a clear format that ensures that all houses are scrutinised in the same manner by different senior staff.
- 4.24 All staff involved in boarding have clear job descriptions and the induction programme and ongoing mentoring of graduate resident assistants ensures that even the most junior boarding staff are confident with their role and responsibilities. Staff are encouraged to undertake professional development and were confident that any training needs they identified would be met. Each house has a development plan which identifies how provision might be improved in the future. There is active monitoring of incidents to identify patterns of behaviour and every effort is made at all levels to support pupils in developing necessary skills and modifying unacceptable behaviours. Boarders recognise and value the support offered to them in the boarding houses, in lessons and when applying for places at their next school. In the questionnaires, almost all boarders reported that they feel safe, and are treated fairly by staff. Parents all felt that boarding is well led and managed, their children enjoy boarding and the experience made a positive contribution to their personal development.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is excellent.
- 5.2 The governors provide highly effective oversight of the school in line with its aims. This is reinforced through regular meetings between the principal and chair of governors, the provision of reports about the school's performance and presentations to the governing body by various members of staff. The governors are committed to the school's future development, and discharge their responsibilities for educational standards, financial planning and investment in staff, accommodation and learning resources very effectively. They fully understand their role and have both the opportunity and the ability to provide regular support and challenge to the leadership and management and, where they see it as necessary, are ready to take action or to initiate change.
- 5.3 The governors possess a valuable range of expertise. The governing body benefits from a combination of governors from the Sherborne School board and external governors who bring in additional specialist expertise. They clearly endorse the ethos and aims of the school and provide support for the pupils' excellent educational experience and personal development. Induction arrangements are effective and governors receive appropriate training for their role, including that of safeguarding. The current five-year strategic plan provides clear direction within the over-arching Sherborne School development plan. It is supported by an extremely thorough yearly action plan, which covers all areas of the school's activities and provides a strong focus, until the recently appointed principal and new chair of governors have the opportunity to review their intentions.
- 5.4 The governing body shows considerable interest in the school and many of its activities, which gives them a good insight into its working, and enables them to provide support and stimulus for improvement. Regularly meeting staff, visiting and observing lessons, viewing art displays and drama performances enables them to have a greater understanding. Two governors are delegated to visit boarding each term and report their findings on issues, atmosphere and resolution of issues during governors' meetings.
- 5.5 The governing body is meticulous in meeting the statutory requirements and discharging its responsibilities for child protection, welfare, and health and safety throughout the school. The governor with responsibility for safeguarding gives regular information and feedback and provides the focus for the annual review of safeguarding and child protection arrangements, which is undertaken by whole the governing body.

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, is excellent.
- 5.7 The school is led with a clear vision and sense of purpose. The senior leadership team provides strong direction that is reflected in the pupils' significant achievement in their public examination performance, the outstanding care of pupils and the successful fulfilment of the school's aims and ethos. A wide variety of academic opportunities and the extensive range of curricular and extra-curricular activities make for a rich educational experience and a positive environment that strongly promotes the welfare of all pupils. Each pupil is well known by the senior members of staff and benefit from regular individual interviews in which their achievement and progress are discussed and targets set.
- 5.8 At all levels, leadership and management are highly effective in meeting the school's aims, which are well known and clearly articulated in ways that are understood by the whole school community. Those with specific leadership responsibilities are fully involved in development of policy and accept their responsibility for implementation of those policies and for safeguarding of pupils. They have effectively responded to recommendations in the previous reports. Through a consistent approach, expected of all staff, pupils develop into independent, self-confident, and civilised young people who have a good understanding of many different cultures, languages and background. It ensures that pupils feel secure, recognised and valued. Leadership and management throughout the school are effective in self-evaluation, setting priorities and ensuring that they are achieved. The current action plan is firmly based on identified priorities and carried through into planning. Appropriate staff training is effectively linked to significant elements of the school's provision and individual professional development.
- 5.9 Recruitment practices are robust. Leaders at all levels are effective in securing, supporting, developing and motivating sufficient high-quality staff and ensuring their suitability to work with children. The single central register is correctly kept, showing that all the checks required on staff appointed to the school have been satisfactorily completed. A significant element of the recruitment procedure, and one that makes for the high quality of the teaching and learning, ensures that, in addition to being well qualified, teachers have relevant experience or training in EAL. This is supported by additional help and support once they are in post. All staff, both teaching and support, contribute to the excellent pastoral care of the pupils. The organisation and administration of the school is extremely efficient. Financial resources are well managed to secure appropriate accommodation and resources, in support of the school's educational aims, and to meet the needs of its pupils. An important contribution to the effective running of the school is made by the non-teaching staff.
- 5.10 Leaders across the school ensure that they consistently meet all the regulations for independent schools, responding swiftly to any changes in requirements and informing staff. The school constantly encourages tolerance, democracy, care for others and respect for others' points of views. The active promotion of British values is part of the school's reason for existence and is evident throughout the curriculum and across the school as a whole.
- 5.11 The questionnaire shows that the vast majority of parents are highly satisfied with the leadership, education, support and communication provided by the school. In

particular, parents felt that the school's staff treat their children as individuals and keep them safe. This has been supported by the inspection experience.

- 5.12 The school maintains a constructive relationship with parents and handles concerns with care, in accordance with its published procedures. Where concerns or complaints are raised, they are dealt with swiftly and efficiently and satisfactorily resolved at an early stage. Whilst recognising their position as an international school, significant attempts are made to involve parents and guardians. Regular photograph-rich electronic newsletters and an improved website update parents on recent activities, achievements and developments. Direct communication by email, telephone and online media keep parents in touch with house parents and academic staff. Parents are actively encouraged to visit the school, particularly for events such as plays and Speech Day. On overseas marketing trips parents are invited to meet senior staff to discuss their children's reports and progress.
- 5.13 Parental and guardian handbooks provide required information about the school. The school website gives up-to-date information, easy access to the school's major policies and hosts a video giving prospective parents a taste of school life. Key information, such as school rules and medical questionnaires, are translated into a variety of languages. Termly reports, with an extra report half way through a pupil's first term, keep parents informed about their children's academic, extra-curricular and personal development. Reports are helpful and include information about topics covered, effort and achievement grades, and in most cases, guidance on how individual students can improve.

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