



INDEPENDENT SCHOOLS INSPECTORATE

INTEGRATED INSPECTION

**BEDALES PREP SCHOOL (DUNHURST) + BEDALES PRE-PREP
SCHOOL (DUNANNIE)**

INDEPENDENT SCHOOLS INSPECTORATE

Bedales Prep School, (Dunhurst) + Bedales Pre-prep School, (Dunannie)

The senior school was inspected at the same time and a separate report published.

Full Name of School	Bedales Prep School (Dunhurst) + Bedales Pre-prep School (Dunannie)		
DfE Number	850/6007		
Registered Charity Number	307332		
Address	Bedales Prep School (Dunhurst) + Bedales Pre-prep School, Dunannie		
	Alton Road		
	Steep		
	Petersfield		
	Hampshire		
	GU32 2DR		
Telephone Number	01730 300200		
Fax Number	01730 711820		
Email Address	fharris@bedales.org.uk		
Head of Dunhurst	Mrs Jane Grubb		
Head of Dunannie	Mrs Jo Webber		
Age Range	3 to 13		
Total Number of Pupils	274		
Gender of Pupils	Mixed (135 boys; 139 girls)		
Numbers by Age	3-5 (EYFS):	34	5-8: 57
			8-13: 183
Number of Day Pupils	Total:	205	
Number of Boarders	Total:	69	
	Full:	33	Weekly or Flexi: 36
Head of EYFS Setting	Mrs Julia Brown		
EYFS Gender	Mixed		
Inspection Dates	01 Apr 2014 to 04 Apr 2014		

PREFACE

This inspection report follows the *ISI schedule*, which occupies a period of four continuous days in the school. The previous ISI inspections were in March 2010 (Dunhurst) and May 2008 (Dunannie).

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

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

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

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

The inspection of the schools 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 schools, their services or other physical features
- (iii) an investigation of the financial viability of the schools or their accounting procedures
- (iv) an in-depth investigation of the schools' 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 a representative governor, 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 Robin Lewis	Reporting Inspector
Mrs Clare Dawe	Team Inspector (Director of Studies, IAPS school)
Dr David Livingstone	Team Inspector (Head, IAPS school)
Mrs Catherine Peuleve	Team Inspector (Head of Early Years, IAPS school)
Mrs Jane Stevens.	Team Inspector (Deputy Head, SoH school)
Mr Duncan Gowan	Co-ordinating Inspector for Boarding
Mrs Gill Bilbo	Co-ordinating Inspector for Early Years

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Dunannie and Dunhurst are two of the three Bedales schools. They lie on the edge of the extensive Bedales estate, near Petersfield in Hampshire. The two schools share, with the senior school, the governing body which appoints particular members to represent each school. Dunhurst, Bedales' preparatory section, was established at the turn of the 20th century and moved to its present location in 1905. Dunannie was founded in 1953 and, as the pre-preparatory school, educates pupils aged three to eight years of age, including the Early Years Foundation Stage (EYFS). Dunhurst educates those aged eight to thirteen. Both schools have been co-educational since their foundation and Dunhurst accommodates boarders.
- 1.2 The schools embrace the educational vision of Bedales's founder, J H Badley, in aiming to educate pupils in head, hand and heart. This philosophy is underwritten by five aims which set out to develop inquisitive, independent thinkers; to develop their talents through doing and making; to foster individuality, initiative, creativity and appreciation of the beautiful; to enable pupils and staff to take pride in their community's distinctiveness, feeling nourished and valued thereby and to foster interests beyond school.
- 1.3 The schools share a number of facilities including the hall and junior dining room. With the senior school, they make use of a range of facilities including a theatre and other performance spaces, sporting facilities and the school farm.
- 1.4 There are 45 boys and 46 girls in Dunannie, of whom 34 are in the EYFS. Dunhurst has 90 boys and 93 girls, of whom 69 board in some capacity, the school aims to make special arrangements for those who board at weekends. The schools have identified 27 pupils with some form of special educational need and/or disability (SEND), 16 in Dunannie and 11 in Dunhurst. Two pupils for whom English is an additional language (EAL) are enrolled in Dunannie; in Dunhurst there are five.
- 1.5 The ability profile of the schools is above the national average, with most pupils having ability that is at least above average. There is some variation within and between year groups. Almost all Dunannie's Year 3 pupils move on to Dunhurst. A similar proportion moves from there to the senior school at the end of Year 8.
- 1.6 Dunannie's pupils come from local professional families. Those at Dunhurst are drawn from a wider catchment area, with boarders from the UK and overseas. Pupils are mainly from a white British background.
- 1.7 National Curriculum (NC) nomenclature is used throughout this report to refer to year groups in the school. Dunannie uses this nomenclature in the Early Years Foundation Stage and its other year groups. The year group nomenclature used by Dunhurst and its National Curriculum equivalence are shown in the following table.

Dunhurst

School	NC name
Group 1	Year 4
Group 2	Year 5
Group 3	Year 6
Block 1	Year 7
Block 2	Year 8

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 The quality of academic and other achievements is excellent. Pupils in Dunannie, including the EYFS, and those in Dunhurst each receive a particularly stimulating education which amply fulfils the schools' aims through ensuring that they develop strongly. This is achieved through the excellent range of carefully designed curricular and extra-curricular opportunities provided at each school and through the excellent teaching that pupils receive. Pupils much enjoy their learning which presents numerous opportunities to take part in the arts and to experience and appreciate the outdoor environment. From the EYFS, where provision is excellent, pupils are increasingly involved in their learning and make excellent progress. As they mature through the schools, pupils develop high levels of understanding, knowledge and skills in a wide variety of well-thought-out subjects and activities; these are especially appropriate to pupils' ages and abilities. Senior managers are vigilant in their oversight to ensure that teachers support pupils in all year groups, including those with SEND and EAL. Pupils willingly respond, enjoying the challenges, experiences and corporate fellowship which the schools generate. They are particularly proud of their membership of a vibrant, purposeful community.
- 2.2 The quality of pupils' personal development is excellent. In line with the schools' aims pupils eagerly accept personal and social responsibility and engage readily in charitable works. They seize opportunities to work together on projects large and small especially, but not solely, outdoors in the school estate. Pupils are highly articulate and mature for their ages and are always prepared to speak their own mind. The boarding wings for boys and girls provide an excellent home from home. Boarders feel known and valued. The cultural opportunities available are outstanding and pupils participate spontaneously and enthusiastically in cultural events and performing arts. The pastoral care of pupils is excellent and they greatly appreciate the help and support they receive. Staff are highly committed and are as proud of their membership of the Bedales community as the pupils.
- 2.3 Governance is good; leadership and management are excellent. The governing body is active and committed to the schools' aims and well informed about school life. Strategic planning is comprehensive and detailed. Throughout both schools, highly effective communications exist between teaching and support staff. Welfare, health and safety are good; day to day the safeguarding of pupils is prioritised. However, governors have not carried out a full annual review of the safeguarding policy, as required. In all other respects, statutory requirements are met across the school. Links with parents are excellent. In response to the confidential pre-inspection questionnaire, a minority of parents expressed concern about the support available for very able pupils, pupils' behaviour, the schools' handling of parental concerns and the quality of the leadership and management. Inspection evidence did not support these views. Both schools have responded well to most of the recommendations of their previous reports, although aspects of assessment are still not yet fully utilised in teaching.

2.(b) Action points

(i) Compliance with regulatory requirements

- 2.4 The school does not meet all the requirements of the Independent School Standards Regulations 2010, and therefore it is required to:
- ensure that governors formally review the child protection policy annually [Part 3, paragraph 7.(a) and (b), under Welfare, health and safety, and National Minimum Standard 11, under Child protection].
- 2.5 The school does not meet all the National Minimum Standards for Boarding Schools 2013, as described above.

(ii) Recommendations for further improvement

- 2.6 In addition to the above regulatory action points, the school is advised to make the following improvements.
1. In Dunannie, develop the use of assessment to ensure pupils' progress matches their ability.
 2. In Dunhurst, embed recent middle management developments in all teachers' monitoring and assessments.
 3. In both schools ensure that all lesson planning consistently incorporates a variety of suitable activities to challenge and engage pupils of all abilities.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

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

- 3.1 The quality of achievements and learning is excellent
- 3.2 From the EYFS onwards all pupils, including those with SEND and EAL, are highly successfully educated in close accord with Bedales's aims, particularly those of developing inquisitive, independent thinkers, and fostering individuality, initiative, creativity and appreciation of the beautiful. Throughout the two schools, pupils' knowledge, understanding and skills in both curricular and extra-curricular activities are extremely successfully developed.
- 3.3 In the EYFS, pupils in Nursery learn to register themselves and confidently choose their independent activities. They learn number recognition up to 12 and understand the concept of one-to-one correspondence. They respond readily to instructions, for example the rainshaker used to signal tidy-up time. They much enjoy moving to music, helping their physical development. Children in Reception arrive cheerfully each day and this helps them quickly settle to an activity. Recently they have especially enjoyed challenges related to a visit to a local bird centre, for example, searching for missing feathers. Most can count confidently to 20 and understand the concept of 'one more, one less'. They apply their knowledge of the sounds that letters make to reading and writing tasks; careful guidance enabled them, in one lesson, to deduce that names begin with a capital letter. Regular assessments demonstrate that pupils achieve very well, attaining the expected early learning goals for their abilities and with some exceeding these standards.
- 3.4 From Year 1 onwards pupils are very articulate; most become highly competent in reading and, when appropriate, listen attentively. They gain and apply mathematical knowledge with confidence. Pupils' creative and independent writing evolves well and their abilities in both logical thought and applied reasoning improve steadily as does their use of information and communication technology (ICT). In all parts of the curriculum, especially in arts and design, drama and music, pupils' creativity, aesthetic appreciation and skills develop rapidly and to a particularly high standard. Pupils with SEND or EAL are as successful. They equate with others in gaining and enjoying considerable success in external performances and competitions both in the arts and sports. All pupils' skills in games and physical activity give them great satisfaction. This, added to the diverse experiences and opportunities to learn in formal outdoor work and elsewhere in the Bedales estate, enables them to refine an unusually strong range of skills which will be of lifelong value to each pupil.
- 3.5 From Year 4, pupils in Dunhurst continue to develop well as a result of the increasingly diverse experiences and opportunities provided. Listening, literacy and numeracy skills advance steadily in all groups, including those with SEND and EAL whose progress and attainments are in line with others. Those with particular gifts and talents show considerable progress in their fields. At the end of Year 8 the vast majority successfully pass the entrance examination to the senior school.
- 3.6 Pupils' attainment cannot be measured in relation to average performance against a fixed national norm but, on the evidence available, attainment is judged to be excellent in both Dunannie and Dunhurst. Assessment records, lesson observation, interviews with pupils and scrutiny of their work show that pupils of all ages, including those in the EYFS, make excellent progress in relation to their starting points. In Dunannie, pupils with SEND and EAL progress well with the strong

support of staff. Those with especial abilities, gifts and talents make rapid progress and their focus is well supported by teachers. Similarly, pupils with SEND in Dunhurst make excellent progress, especially in their first two years. Particularly able pupils also show excellent progress and, by Years 7 and 8 are able, for example, to tackle complex division calculations using non-standard methods. Those with unusual talents are given time to develop these abilities in, for example, lighting and sound for drama productions. Others with gifts in areas such as music make excellent progress and reach extremely high standards.

- 3.7 Pupils in both schools, including children in the EYFS, have highly positive attitudes to work. The schools' aim to foster individuality is exemplified in the support given to pupils of all ages. It enables them to question and reason without fear or embarrassment. Idiosyncrasies are nurtured with especial skill and pupils feel their creativity is empowered. The consistent high quantity, quality and diversity of pupils' efforts are recognised and shared. As a result, efforts are redoubled so that the development of pupils' learning skills is furthered with excellence.

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

- 3.8 The contribution of curricular and extra-curricular provision is excellent.
- 3.9 In both schools the provision fully supports the schools' aims and is particularly suitable for all ages, abilities and needs. In Dunannie, the curriculum for the EYFS is enhanced by the Bedales' aim of developing enquiring minds and an acute awareness of the surrounding world and others' needs. This results in an exciting and challenging educational programme. It incorporates a good balance of child-initiated and adult-led activities and helps foster independent learning in even the very youngest. Within the curriculum, space is given to include topics which promote imaginative play and which are of current interest. In the Nursery, for example, a fascination with watches led to a visit from a watchmaker and practical exploration of cogs and gears, whilst children in Reception strengthened their understanding of solids, liquids and gases through watching Year 13 chemistry students producing 'elephants' toothpaste'. The curriculum for Years 1 to 3 is wide, varied and links to the National Curriculum. It enables teaching to be creative and makes excellent use of the facilities and resources available. Year 2, for example, built a milk-bottle igloo which proved most exciting and interesting, involving spatial work and appreciating the impact of stresses.
- 3.10 At Dunhurst, the curriculum is planned so that it covers considerably more than the usual subjects taught in schools. In conjunction with Dunannie, outdoor learning takes full advantage of the schools' extensive grounds. Pupils in Dunhurst undertake several lessons of outdoor work every week. Studies in this area give pupils valuable experience in, for example, animal husbandry, vegetable and crop growing, fire-lighting, outdoor cooking and creating imaginative small and large sculptures. At the time of the inspection a full-size model giraffe was being team-built with a green-wood frame and a properly marked overlying skin.
- 3.11 Provision for the creative arts is excellent in both schools; music and drama productions of high quality take place each year, enhancing the work done within the curriculum. Pupils' artwork and designs decorate the entire school; some are auctioned each year. Personal, social and health education (PSHE) is carefully planned and strongly delivered, supporting well the pupils' personal development. Periods are timetabled for independent study, music lessons and specialist learning support tuition whilst special off-timetable days are devoted to specific projects.

- 3.12 In the pre-inspection questionnaire, some parents expressed concern over the provision for pupils with SEND. Inspection evidence indicates that the school provides well for these pupils, and also those who are able or who have particular gifts and talents. Both schools have staff who co-ordinate SEND support, who work together to improve standards of provision across the full age range. For example, the 'Keep on Talking' project at Dunannie is developing speaking skills, and there is increased early intervention to support pupils' identified needs. Able pupils' strengths are also identified quickly and lesson plans created specifically to address their requirements.
- 3.13 A stimulating extra-curricular programme enhances the richness and enjoyment of life at both schools. Pupils at Dunhurst enjoy an extensive choice of extra-curricular activities including a programme of external speakers, performing and visual arts, allotments, film-making and fantasy football league. If a pupil expresses an interest and asks for an activity in that interest, staff will consider it and do their best to facilitate it in the next term. The activities programme is thereby in constant flux and fully involves pupils' interests. Extra-curricular activities in both schools contribute significantly to the development of personal qualities and are integral to the school's philosophy of freedom to learn in a wide variety of ways. There are also strong links with the wider community across the age range, as when pupils from Dunannie visit elderly residents in the locality and welcome local visitors into the school.

3.(c) The contribution of teaching

- 3.14 The contribution of teaching is excellent.
- 3.15 In Dunannie, teaching is always at least good; in the EYFS it is excellent. Teaching at Dunhurst, is also excellent. Throughout both schools, including the EYFS, the high quality of teaching ensures that the aim of developing inquisitive thinkers who cherish independent thought is amply fulfilled. Teaching contributes significantly to pupils' high levels of attainment. From the outset in the EYFS at Dunannie, pupils are encouraged to be creative and to use their initiative in a collaborative environment. Older pupils at Dunhurst are enabled to put these skills to particularly good use and many make excellent progress.
- 3.16 At Dunannie, in response to a recommendation from the previous inspection, formal assessment procedures have been reviewed and revised. Testing of attainment in the core subjects of English, mathematics and science is now well established. To date, however, this information is not used consistently to set targets or to monitor the pupils' progress towards them.
- 3.17 Dunhurst has responded to the previous report's recommendation through undertaking a comprehensive review of teaching and learning. Several new heads of department have been appointed and the roles of teaching assistants have been developed. Standardised testing of ability and attainment has been introduced and is beginning to enable staff to track pupils' progress. This is helpful in identifying pupils requiring support and those who are achieving particularly well. A pupils' committee of 'Learning Detectives' discuss, from their point of view, future developments in Dunhurst's teaching and learning. In both schools, teachers enjoy and benefit from observing the lessons of their peers. This further strengthens teaching to the benefit of all pupils.
- 3.18 Across the school, including in the EYFS, lessons are planned well. Within the EYFS, lessons are planned carefully to match the areas of learning, and as a result,

children are prepared well for the next stage of their education. From Year 1 onwards, schemes of work cover the rich curriculum and within this planning there is scope for teachers to adapt their teaching to pursue the passions of individual pupils. Teachers plan for the needs of those pupils requiring support and of those with particular strengths, although in a very small minority of cases, the matching of work to their different needs is not always up to the standard of the best examples seen. In both schools, support is available both within the classroom and through individual and small group sessions delivered by dedicated specialists.

- 3.19 Teachers use their extensive subject knowledge well, engaging pupils' interest and giving clear, often challenging, answers to their excellent questions. The very best lessons are lively and energetically paced with teachers showing a passionate interest in their subject. As a result, pupils understand clearly the purpose of their tasks and activities and, where appropriate, their prep. Some undertake further research and project work on their own initiative or with guidance from staff. Classrooms in both schools are extremely well-resourced so that lessons, including those for EYFS pupils, may be enlivened with a wide variety of equipment and visual aids. The extensive grounds and outdoor work areas offer further inspiration and are particularly well used by, and popular with, the pupils.
- 3.20 A minority of responses to the pre-inspection questionnaire concerned the levels of homework given by teachers. Inspection looked at what pupils were expected to do and found that the range and volume of work is appropriate to the age of pupils.
- 3.21 Assessment is good. In both schools, teachers use dialogue during the lesson, between teachers and pupils or amongst the pupils themselves, to check on learning. In the best lessons, pupils are taught to give and receive constructive criticism in a respectful manner. Supportive marking policies are in place and these aim to give pupils prompt feedback. Most marking follows this policy well and is exemplified by constructive comments and focused target setting. In a small number of cases at both schools, comments are not sufficiently helpful to pupils for planning what they need to do to improve.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

- 4.1 Pupils' spiritual, moral, social and cultural development is excellent.
- 4.2 Spiritual development is excellent. Pupils across the two schools demonstrate confidence, self-awareness and courtesy in full support of the founder's aims. All ages, including EYFS children, display high levels of self-esteem as a result of the frequent, positive messages they receive about their own successes and those of the school as a whole. Pupils in both schools display a caring sensitivity to others' needs and are particularly emotionally mature for their ages. The beautiful surroundings of the school estate helps promote pupils' strong spiritual awareness and appreciation of the natural world, a quality which is continually fostered by staff. Nursery children are gently guided in their feelings. For example, they enjoyed a sensitive discussion of sadness and happiness in the Easter story. Reception children proudly presented their first assembly to parents; they had designed their own costumes. In these events, and other areas in both schools, an atmosphere of love and mutual support prevails. The pupils' sincere appreciation of the non-material aspects of life is seen in their enthusiasm for the commissioning of the Willow House, 'a place to think, play, read and wonder, 'a place just to be'.
- 4.3 Pupils' moral development is excellent. In both schools, and including the EYFS, pupils of all ages develop a keen sense of right and wrong. They respond most positively to advice from staff. The rules, rewards and sanctions in the two schools are particularly limited but, in both, pupils understand them with clarity and respect. In the pre-inspection questionnaire, a small minority of pupils indicated concerns over the way that rewards and sanctions are given by staff. Careful investigation of these concerns showed that the limited range of rewards and sanctions is used appropriately. From the earliest ages pupils think carefully about how they relate to one another and how they can make a positive contribution. In Dunannie, rewards for individuals ultimately gain a treat for the whole class. As they mature, pupils form a strong understanding that others' views may differ and they acknowledge the worth of this difference. A culture of mutual respect and care is implicit in school life and this is increasingly seen as pupils grow through their Dunhurst years.
- 4.4 Social development is excellent. From the EYFS onwards, the strong relationships seen in the schools are the result of the pupils' excellent social development within a caring community. Pupils, including EYFS children, show considerable responsibility for those less fortunate than themselves. They support a number of fund-raising events for local, national and international causes, including a school in Africa. In the pre-inspection questionnaire, a small minority of pupils felt that they had insufficient opportunities to take responsibility. Inspection found that suitable opportunities are given, for example, in Dunannie, pupils may help in class. Responsibilities increase when pupils reach Dunhurst where they benefit well from, for example, team captaincies or representatives of the schools' councils.
- 4.5 Cultural development is excellent. Pupils are highly sensitive to, and particularly respectful of, cultural differences within and beyond the schools' communities. They much value the contributions of peers whose backgrounds differ from their own, including valuing the Western cultural tradition. Along with the positive responses to the particularly stimulating work in art, music and drama, this reinforces the harmonious relations evident across both schools' year groups, greatly to the benefit of all pupils. By the time they leave each school, pupils have an excellent level of

personal development and are very well prepared for the next stage of their education. In the EYFS children play and take lunch together and are thus familiar with many arrangements. By Reception, the children's move to the more structured working of Year 1 is supported through the informal layout of the classrooms. Dunannie's location, close to Dunhurst, and a variety of introductory activities ensure pupils move on with a sense of excited anticipation.

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

- 4.6 The contribution of arrangements for pastoral care is excellent.
- 4.7 In both schools highly effective support and guidance is provided for the pupils in accordance with the school aims of ensuring pupils are nourished and guided. Pupils in both schools much value the support and guidance that is provided by tutors, teachers and, for boarders, housestaff. In Dunannie pupils appreciate the topics addressed in pastoral meetings and they know that there is a worry box should they need to voice any concerns. In Dunhurst the highly-valued, peer listening scheme is closely monitored by senior staff. Senior leaders in both schools provide excellent training to help staff deliver the high levels of pastoral care evident in both schools. A professional counselling service is also available which pupils hold in especially high regard.
- 4.8 Relationships between staff and pupils and among the pupils themselves are most positive. Staff and pupils are all called by their Christian or forenames. Sanctions are rarely necessary, equally rarely used; and then only when it is appropriate and constructive. The traditional Friday afternoon whole-school handshaking epitomises the cordial relationships that exist between all members of the school community.
- 4.9 Pupils in both schools, including the EYFS, are encouraged to develop healthy eating habits and to take regular exercise. Children in the EYFS understand well the need for fresh air and exercise and they cope independently and well with their personal hygiene. Staff eat with pupils, monitoring choice and encouraging good manners. Reception children confidently carry their own trays and understand that food provides energy. Older pupils in both schools also appreciate, at their appropriate developmental levels, the principles of healthy lifestyles and much enjoy their participation in the many curricular and extra-curricular opportunities to take exercise both in and, especially, out of doors.
- 4.10 The schools' anti-bullying policy is particularly effectively implemented. Staff and pupils are well aware of what actions to take should incidents occur. In formal and informal interviews pupils stated that incidents of bullying are rare and that the schools invariably deals promptly and effectively with any such occurrences. Excellent records are kept enabling repetitions or patterns of behaviour to be readily identified. Inspection found that incidents of unacceptable behaviour are dealt with equally promptly, sensitively and effectively. Pupils, parents and staff recently gained much helpful information and guidance from an anti-cyber-bullying day.
- 4.11 Pupils at all levels appreciate the many formal and informal opportunities they have to share their ideas with staff. The focused care and attention given to each child in the EYFS encourages them to share concerns and develop independence. This is underwritten by an expectation of good manners and behaviour. Further up both schools, this expectation of good behaviour continues with pupils responding well. There is a school council in Dunhurst, to which each year group sends

representatives and gives excellent scope for pupils to contribute ideas. The suggestions book in the dining room has been a popular addition to the opportunities for pupil voice. Any thoughts and suggestions raised by pupils are given most careful consideration by staff and senior leaders.

- 4.12 The schools have an effective policy to improve educational access for pupils with SEND.

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

- 4.13 The contribution of arrangements for welfare, health and safety is good.
- 4.14 The arrangements for safeguarding pupils throughout the school are thorough. Staff are recruited with excellent attention to safer recruitment principles, and proper records are kept of all checks. All staff receive appropriate safeguarding training. Designated staff have additional training. To improve further their current excellent provision for the pupils both schools are working with the senior school to create a team of designated, highly trained senior staff. Although governors have reviewed the efficiency with which the safeguarding policy is implemented, they have not formally reviewed the policy as required.
- 4.15 All necessary precautions have been taken to reduce the risk from fire and other hazards. Exceptionally diligent attention is paid to matters related to fire and evacuation practices, tests and other matters are carried out and recorded assiduously. There are comprehensive policies covering all aspects of health and safety in Dunannie and Dunhurst. These are scrupulously adhered to and meticulously maintained. High quality risk assessments are undertaken in all areas of school life, and external visits. In the EYFS, the safety of the imaginative play areas and the toys and equipment, is checked regularly and frequently. The schools are maintained to a very high standard by a cheerful and motivated support team which is led and directed by senior leaders who ensure exceptional attention to detail and prioritise close communication with teaching and other staff. As a result, the team responds rapidly to identified and anticipated needs.
- 4.16 Arrangements for sick or injured pupils are excellent. Staff are well-informed about individual needs and conditions, and comfortable provision is made for pupils who are ill. The schools' nurses are available when needed and many staff are trained in first aid. All Dunannie staff hold paediatric first aid qualifications to support EYFS children. Training records are kept well and re-training occurs as appropriate.
- 4.17 Admission and attendance registers are correctly maintained and stored for at least three years.

4.(d) The quality of boarding

- 4.18 The quality of boarding is excellent
- 4.19 Outcomes for boarders are excellent. Pupils are confident, cheerful, polite and purposeful. They are treated as important individuals and consequently thrive in boarding's family environment showing great enthusiasm for school life. Various whole-school committees deliberately involve boarders and, through these and specific responsibilities such as boarders representatives and peer listeners, boarders make significant contributions to the school and to the smooth-running of boarding itself. Through these contributions boarders learn to organise themselves and to help others with efficiency and effectiveness. These qualities are reinforced

by examples set by peers and opportunities to take part in community service and charitable fund-raising in the UK and overseas. A weekday activities programme is much enjoyed by boarders whilst Dunhurst's internal and inter-school sports fixtures, music, drama, art and other activities and events help to develop team skills. All these strengthen the strong sense of family that envelops boarders and which they value greatly. Boarders from different ethnic backgrounds are warmly welcomed and consequently thrive. Those with particular challenges benefit from the great care and attention that is paid to their individual needs. The boarders' behaviour is good and relationships between pupils harmonious. Sanctions are rarely necessary and only used when judged appropriate and constructive. Boarders value the opportunity to make suggestions for improvements to boarding; recent changes to the menus can, in part, be credited to pupils' suggestions. Boarding strongly enables pupils to develop valuable life skills. These skills prepare pupils well for progression to the senior school or the next stage of their education elsewhere. Preparation for transfer to the senior school is well supported by a carefully designed induction programme.

- 4.20 Boarding provision and care are excellent. Dunhurst's main building houses the boarding facilities, one wing for boys and another for girls. Rooms are tidy and clean, with character and charm. Although some are a little crowded, pupils indicate they enjoy the warm friendships evident in their rooms and there is space to move elsewhere should they make that choice. Decoration is of a good standard. Pupils' medical needs are well served. Each wing has a separate sick room, there are close links with the local GP and all the matrons have relevant, up-to-date, first aid qualifications and are readily available. Independent, professional counselling services are on hand offering support and guidance should any have need. An excellent house handbook offers contact details and helpful information about the school's boarding principles, and boarding and school life in general. This is linked to a thoughtful, caring induction procedure for new boarders which is handled with kindness and sensitivity. Both wings, for example, operate a 'buddy system' to help new pupils settle into both boarding and school life. For those pupils from overseas EAL support is provided as necessary during study periods so that they do not miss any curriculum time.
- 4.21 Dunhurst's culture, as well as being highly supportive and caring, is also particularly encouraging. Boarding staff know the boarders very well indeed and, as a consequence, are able to help them achieve personal goals. Close contact between teaching staff and boarding staff ensures appropriate care and support is in place for all pupils. Pupils know where to find help if in difficulty. Medical records are detailed and up to date. Fire drills are conducted regularly, pupils are very familiar with fire evacuation procedures. Older boarders greatly value the weekly afternoon trip to Petersfield; they respond maturely to the trust that is invested in them. Each evening, boarders enjoy an extensive choice of activities which aim to cater for all interests. The activities use the school and estate's excellent facilities. Indoor leisure facilities are excellent and varied. Pupils play table tennis, and watch television or DVDs, and often may swim in the indoor pool. Those who board at weekends will usually benefit from a Sunday trip out. Recent visits have included visits to a local zoo, cinema and go-kart park. At mealtimes, food is plentiful and varied, with vegetarian options always available. Although a small minority of pupil questionnaires indicated some concern with the quality of food, the safety of possessions, and the occasional unfairness of boarding staff, these concerns were not supported by inspection evidence. During the inspection, the overwhelming majority of students commented favourably on the quality of the food and its recent

improvement. Inspection concurred with this view; and also found that suitable facilities are available to keep possessions safe and that staff behave thoughtfully and appropriately. Pupils can readily contact their parents using email or messaging, and mobile phones at prescribed times. All electrical appliances are collected before bedtime. The school provides wireless Internet access in appropriate areas. House staff keep in close contact with parents and guardians, making contact rapidly should the occasion demand.

- 4.22 The effectiveness of arrangements for welfare and safeguarding is excellent. Correct procedures to recruit staff are closely followed. The school has developed and maintains close links with the local safeguarding board. A high staff to boarder ratio supports the boarders' experiences and staff consult each other regularly over boarders' individual and corporate welfare. Policies promoting good behaviour are well-known and effective. They are reinforced in the entire community through PSHE lessons. At informal and formal interviews, pupils reported that bullying was not a problem at the school and expressed confidence that any incidents would be dealt with rapidly, fairly and sensitively. Boarders were well integrated into the whole school and are happy, confident and most positive about their boarding experiences. Robust fire and buildings risk assessments are in place and are centrally held.
- 4.23 The effectiveness of the leadership and management of the boarding provision is excellent. Houseparents and the assistant houseparents, together with the residential and non-residential matrons work very closely with the school's leadership team to provide a high level of care of the boarders. The recommendations of the previous Ofsted boarding report have been implemented and the boys' boarder washrooms are now of a very high standard. Considered, self-evaluation has informed the high quality of the boarding development plan which is being implemented. House staff are thoroughly supported in their own professional development. Several are studying for relevant boarding staff qualifications. House staff are excellent role models to those in their care. Boarding policies, all of which are effectively implemented, support the schools aims. In their responses to the questionnaires a large majority of pupils and parents expressed a high level of satisfaction with the quality of boarding life. Inspection evidence strongly supports this view.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is good.
- 5.2 Governors provide strong support for both schools. Their determination to maintain the schools' focus on Badley's aims, thereby ensuring that all pupils, including those in the EYFS, are educated in 'head, hand and heart', underwrites all their work. Governors' termly meetings, which always discuss both the junior Bedales schools, are supplemented by other meetings arranged regularly and also as required. Additionally, governors visit and give generous attention to Dunannie and Dunhurst so that their appreciation of the schools' internal working and procedures and educational standards is good. They monitor senior leaders' work well and give helpful professional challenge to leaders and other staff.
- 5.3 Through several committees, governors receive comprehensive reports from the senior leaders of Dunannie and Dunhurst. They are thereby enabled to give highly effective attention to the finances, building, staffing and resources of both schools. As a result, buildings and grounds are excellently maintained and capital projects undertaken whenever there is developmental need. Finance and other resources are made available in plenty for the senior leaders in both schools to invest in staff and equipment as required.
- 5.4 Governors effectively discharge almost all their legal responsibilities, including those specifically related to the EYFS. However, they have yet to review formally the safeguarding and child protection arrangements throughout both schools as required. They are fully aware of the schools' safeguarding procedures and ensure that these are followed, especially with regard to the safer recruitment of staff.

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

- 5.5 The quality of leadership and management is excellent.
- 5.6 Both schools' leadership and management teams, including that with specific responsibility for EYFS, strongly support the overall school aims. Each group, in their own area, but also working in tandem and under the guidance of Bedales' overall leadership, set a clear educational lead, ensuring that the warm, inclusive atmosphere that pervades both schools enables the promotion of 'breadth, intellect and personal qualities'.
- 5.7 In the EYFS, leaders provide highly effective day-to-day management, ensuring staff meet the learning and development requirements of the Early Years. In Dunannie and Dunhurst senior leaders are committed to overseeing and improving the curriculum and teaching. Dunannie, for example, has plans in hand to fully review the curriculum, whilst Dunhurst has recently instigated a programme to track pupils' progress. The high quality of pupils' achievements and personal development in both schools demonstrates that the schools' leadership has a clear grasp of pupils' needs and relates these closely to the Bedalian ethos.
- 5.8 Children in the EYFS benefit particularly well from the carefully considered action plans which the leaders have created. The criteria by which the successful

implementation of these plans are being measured enable staff to review targets and this work has already resulted improvements in the quality of the children's speaking and listening. Staff participate in local training and moderation exercises which underwrite good practices within EYFS and ensure they are abreast of the latest requirements. Dunannie's development plans embrace the EYFS and are carefully thought out whilst, at Dunhurst, the leadership has instigated an ambitious, considered, development plan. At the time of the inspection, senior leaders were overseeing the first phases of implementation. Priorities have been precisely identified so that pupils will be assisted in many ways, including flow around the site, up-graded changing rooms and expanding the facilities and provision for music.

- 5.9 The leadership and management in both schools ensure that policies, including, and especially, those relating to the recruitment of staff, pupils' safeguarding and welfare, health and safety matters, are well administered and all staff receive the required training. This is updated appropriately and excellent records are kept. In the pre-inspection questionnaires some parents expressed concerns regarding the handling of complaints but inspection evidence indicates that few concerns are raised and that these are dealt with quickly, sympathetically and in line with the schools' procedures.
- 5.10 All new staff in both schools including, in Dunannie, those with specific EYFS duties, undergo a thorough induction process and existing staff are appraised regularly. Comprehensive procedures encompass professional, pastoral and personal development via discussion, self-evaluation, target setting, lesson observation and, over time, review. Further training is thereby identified and senior leaders provide this quickly, as requested and/or required. Peer observation is encouraged and facilitated, enabling staff to consider colleagues' professional practice and ideas. As a result of all this provision, staff are enabled to keep abreast and often ahead of current educational developments, remain motivated and give their full attention and enthusiastic support to the pupils
- 5.11 The quality of links with parents, carers and guardians is excellent. It amply fulfils the schools' aim for parents to 'feel valued and nourished by the community'. In their responses to the pre-inspection questionnaire a significant number of parents from both schools expressed their appreciation of the range of subjects, the breadth of extra-curricular activities, how well their child is looked after and the ready availability of information and policies.
- 5.12 The parents of current and prospective pupils are provided with comprehensive information regarding the day-to-day running and organisation of the school, in both electronic and written form. These include the information on the website, parents' handbooks and prospectuses; being true to the schools' ethos, the Dunhurst prospectus was designed by the pupils.
- 5.13 Detailed and informative weekly newsletters keep parents up to date with pupil successes, news of activities/lessons, sport results plus forthcoming events. In both schools, parents receive frequent, written, updates on their children's progress and these are complemented by parents' meetings and a full written report at the end of the academic year.
- 5.14 In Dunannie, parents enjoy particularly strong and co-operative relationships with their children's class staff and the school as a whole. Parents' information meetings on elements of the curriculum take place and family visitors are welcomed into class assemblies and to productions. In Dunhurst, parent forums and frequent workshops

give parents an insight into the initiatives that the school is introducing. Recent talks have included, "How to talk to your child about sex and relationships", "Taking inspiration from the outdoors" and "Developing the musician in your child". There is also a book club as well as active parents' associations in both schools which organise social activities, such as quiz nights, work days and charitable functions.

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