



# **INDEPENDENT SCHOOLS INSPECTORATE**

**PACKWOOD HAUGH SCHOOL**

**INTERIM INSPECTION**

# INDEPENDENT SCHOOLS INSPECTORATE

## Packwood Haugh School

Full Name of School	<b>Packwood Haugh School</b>		
DCSF Number	<b>893/6006</b>		
EYFS Number	<b>N/A</b>		
Registered Charity Number	<b>528411</b>		
Address	<b>Packwood Haugh School, School Road, Ruyton-XI-Towns, Shrewsbury, Shropshire SY4 1HX</b>		
Telephone Number	<b>01939 260217</b>		
Fax Number	<b>01939 262077</b>		
Email Address	<b>hm@packwood-haugh.co.uk</b>		
Head	<b>Mr N T Westlake</b>		
Chair of Governors	<b>Mr J Dixey</b>		
Age Range	<b>4 to 13</b>		
Total Number of Pupils	<b>290</b>		
Gender of Pupils	<b>Mixed (182 boys; 108 girls)</b>		
Numbers by Age	0-3 (EYFS):	<b>0</b>	5-11: <b>162</b>
	4-5 (EYFS):	<b>14</b>	11-13: <b>114</b>
Number of Day Pupils	<b>156</b>	Capacity for flexi-boarding:	<b>50</b>
Number of Boarders	Total:	<b>134</b>	
	Full:	<b>134</b>	Weekly: <b>0</b>
Head of EYFS Setting	<b>Mrs Elizabeth Crawley</b>		
EYFS Gender	<b>Mixed</b>		
Inspection Dates	<b>20<sup>th</sup> and 21<sup>st</sup> October 2009</b>		

## PREFACE

This report is according to the *Independent Schools Inspectorate (ISI) schedule* for INTERIM inspections. The inspection is a two day visit with a focus on compliance with regulatory requirements. ISI inspections occur every three years and have two formats, interim and standard, which usually occur in an alternating pattern. The school's next inspection will therefore follow the standard schedule, which includes two visits totalling five days and places greater emphasis on the quality of education and care in addition to reporting on regulatory compliance. The school's previous inspection was in March 2006.

The Independent Schools Inspectorate (ISI) is the body approved by the Government for the purpose of inspecting schools belonging to Independent Schools Council (ISC) Associations and reporting on compliance with the Education (Independent School Standards) (England) Regulations 2003 as subsequently amended with effect from January 2005, May 2007 and February 2009. The range of these Regulations is as follows.

- (a) The quality of education provided (Curriculum)
- (b) The quality of education provided (Teaching)
- (c) The spiritual, moral, social and cultural development of pupils
- (d) The welfare, health and safety of pupils
- (e) The suitability of staff, supply staff and proprietors
- (f) The premises and accommodation
- (g) The provision of information
- (h) The manner in which complaints are to be handled

Legislation additional to the welfare, health and safety Standard is as follows.

- (i) The Special Educational Needs and Disability Act (SENDA).
- (ii) Race, gender and sexual discrimination legislation.
- (iii) Corporal punishment.

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

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

A specific inspection of boarding was not carried out and the report does not contain judgements on the National Minimum Standards for Boarding Schools. Any comments on boarding arising from this inspection are in the context of the school as a whole. The existing report on boarding was produced by the Children's Directorate of the Office for Standards in Education (Ofsted) and can be found at [www.ofsted.gov.uk](http://www.ofsted.gov.uk) under Inspection reports/Boarding schools.

The inspection does not examine the financial viability of the school or investigate its accounting procedures. The inspectors check the school's health and safety procedures and comment on any significant hazards they encounter: they do not carry out an exhaustive health and safety examination. Their inspection of the premises is from an educational perspective and does not include in-depth examination of the structural condition of the school, its services or other physical features.

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**INSPECTION EVIDENCE**

## 1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Packwood Haugh was founded in 1892 as a boys' boarding school in Warwickshire, moving to the current site in 1941, when its former site was requisitioned during the war. Set in 66 acres of Shropshire countryside, near Shrewsbury, it is a co-educational school, accepting day and boarding pupils from the age of four to thirteen. It is a limited company, overseen by a board of governors. The school aims to provide an excellent all-round education in a happy, caring and safe environment, in which each child can achieve and gain in self-confidence in a wide range of academic, sporting, musical, artistic and cultural activities, whilst developing an enquiring mind and enthusiasm for learning. Within an atmosphere of co-operation and mutual understanding, the school aims to encourage quiet and considerate behaviour, a sense of self-discipline, good manners and consideration towards others.
- 1.2 The school has two sections: Packwood Acorns, the pre-preparatory department (including the EYFS), for pupils aged four to seven, and the preparatory school, for seven to thirteen year olds. Pupils enter at all ages, but mostly at four or seven. The number of classes per year group increases progressively to accommodate the admission of boarders who live too far away to begin as day pupils. There is no assessment test prior to entry. The ability profile, which is above the national average, is broad and represented most strongly by pupils in the higher rank of 'above average'. Pupils continue, through Common Entrance and scholarship examinations, to a wide range of independent senior schools.
- 1.3 At the time of the inspection there were 290 pupils on roll, of whom fourteen were under fives. Around two-thirds of the pupils are boys and well over half of the preparatory pupils are boarders. The school admits a small number of overseas boarders, mostly from Japan or Spain, who spend one or two years at school before either continuing to UK senior schools or returning home. The school has identified 82 pupils as having learning difficulties and/or disabilities, 79 of whom receive specialist learning support. No pupil has a statement of special educational needs. Seven pupils have English as an additional language, of whom four receive support for their English.

- 1.4 National Curriculum nomenclature is used throughout this report to refer to year groups in the school. The year group nomenclature used by the school and its National Curriculum (NC) equivalence are shown in the following tables:

***Early Years Foundation Stage (EYFS) Setting and Pre-preparatory Department***

School	NC name
Packwood Acorns 3	Reception
Packwood Acorns 2	Year 1
Packwood Acorns 1	Year 2

***Preparatory School***

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

## **2. THE SUCCESS OF THE SCHOOL**

### **The quality of the pupils' achievements and their learning, attitudes and basic skills**

- 2.1 Throughout the school, pupils are successful in their learning, articulate and confident. The quality and presentation of their written work are outstanding. They read well, have a broad mathematical vocabulary and skilfully apply mathematical knowledge to problem-solving tasks. Pupils' information and communication technology (ICT) skills are well developed and their use of ICT is strongly supported by their ability to touch type. They have a keen sense of self-discipline and commitment, both in academic and practical class activities and in their personal study. Progress is good in relation to their above average level of ability. They enjoy considerable success in senior school entrance examinations, and a significant proportion gain scholarships. Pupils enjoy many individual and team successes in sport, music and drama, and in national mathematical challenges.
- 2.2 A broad curriculum, including separate sciences from Year 6 and two foreign languages, is complemented by a rich and diverse extra-curricular programme, which strongly promotes pupils' development. Well-organised and planned activities provide fulfilment for all pupils. Academic success is attributable to good and, occasionally, outstanding teaching, that fosters diligence, application and effort, and encourages good behaviour through high expectations. Teaching benefits from a thorough knowledge of pupils' personalities and aptitudes. Lessons are well planned and the strongest teaching provides excellent challenge and support. In a small number of lessons, teaching does not consistently address the needs of the full range of ability. Through extended questioning, teaching strongly promotes thinking and discussion, ensuring that pupils develop their skills and knowledge. In several subjects, teaching enables pupils to work well collaboratively. Teaching makes good use of an excellent range of resources, particularly in the provision for pupils requiring learning support. Progress is closely monitored against national norms; an assessment scheme regularly tracks achievement and ensures that pupils' individual needs are not overlooked.

### **The quality of the pupils' personal development**

- 2.3 Pupils' personal development is excellent. A strong spiritual understanding is fostered by church services and assemblies, which offer a time for collective worship and space for reflection. The ethos of the school enables self-confidence to flourish. Throughout the school, pupils understand what constitutes acceptable behaviour and respect the school rules, as reflected in their good behaviour both in and out of class. They demonstrate mutual respect and courtesy to each other and to staff. The high profile attributed to charitable work gives pupils a good understanding of people less fortunate than themselves. Through a broad involvement in music, art, drama and the school's extensive programme of visits, pupils gain a good understanding of their own and other cultures.
- 2.4 Keen attention to detail in health and safety measures ensures that pupils and staff benefit from a safe and positive school environment. Clear systems and policies, including those for safeguarding and anti-bullying, underpin the excellent pastoral care provided by all staff, and well managed and monitored by those with clearly defined responsibilities. Pupils are confident that they have someone to turn to and feel well supported. 'The Packwood Way' is an excellent framework for promoting

good behaviour. Reinforced through assemblies, its positive approach engages the pupils in considering their own behaviour and their contribution to the school community. Excellent measures ensure suitable access to premises and to the curriculum for pupils with learning or physical disabilities. Fire procedures and health and safety practices are well managed and closely monitored. Appropriate training is undertaken in both health and safety and child protection. Medical facilities are well equipped, first aid procedures are secure, and admission and attendance registers are appropriately completed and backed up. Boarding pupils enjoy a safe, stimulating and enriching environment in high quality accommodation. Boarding staff have a clear understanding of pupils' needs and interests and, through their close attention to welfare and their strong relationships with the pupils and each other, ensure a strong sense of family in the boarding community, into which occasional boarders are warmly welcomed.

### **The effectiveness of governance, leadership and management**

- 2.5 The governance of the school is well organised, ensuring a clear overview of its activities and careful monitoring of their effectiveness. Close attention is paid to health and safety requirements. The recent allocation to governors of individual responsibilities includes oversight of the effectiveness of child protection measures and provision for those with disabilities.
- 2.6 Leadership and management of the school are good at all levels. Strong teams manage the academic, pastoral, financial and boarding aspects of school life, ensuring that staff are well supported, pupils are well directed, and that the extensive grounds and outstanding facilities and resources are excellently maintained. The senior management team has a clear view of the school's needs, enabling it to plan successfully for future requirements. A comprehensive appraisal system supports the monitoring of teaching, through work scrutiny, observation and formal meetings with staff. It also ensures that training needs are identified and met. Rigorous checks are undertaken on the appointment of new staff and governors to ensure their suitability to work with children. These are appropriately recorded in the central register. Responses to the parental pre-inspection questionnaire demonstrated that parents are highly supportive of the school and particularly complimentary about its success in achieving high standards, and promoting worthwhile attitudes and views. They also commended the range of activities available to pupils and the progress which their children make. Parents are provided with all the required information through handbooks and the website, and commented positively on this in their inspection questionnaire responses. The complaints procedure is thorough, and provides clear stages and timescales for the resolution of concerns.

### **3. MAIN SCHOOL: ACTION POINTS**

#### **(a) Compliance with regulatory requirements**

(The range of the Independent School Standards Regulations is given in the Preface.)

- 3.1 The school meets all the requirements of the Independent School Standards Regulations 2003, as subsequently amended.

#### **(b) Recommended action**

- 3.2 The school is advised to make the following improvement:

1. build on its existing good practice by ensuring that all planning and teaching fully address the range of abilities of the pupils in each class.

#### **4. THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION STAGE**

- 4.1 The Early Years Foundation Stage (EYFS) setting of Packwood Haugh School is surrounded by extensive and well-established grounds. The setting caters for fourteen children aged four to five years, of whom thirteen are in receipt of government funding. All are from white British backgrounds. No children have learning difficulties and/or disabilities and none has English as an additional language.
- 4.2 This is a good setting, with outstanding features, that achieves its aims. Highly effective teaching nurtures lively, independent minds, personal confidence and concern for others. The inclusion of children in organising their day contributes significantly to their rapid progress and high standards. Children are well cared for and integrated effectively into the wider school community. Excellent relationships exist with parents who, in the parental questionnaire, commented favourably on all aspects of provision. Since the last inspection the school has, as recommended, introduced more meetings for parents and enabled parents to provide more information about their child prior to school entry. Managers have identified areas requiring development.
- 4.3 Leadership and management are good. Whole-school policies support the day-to-day running of the setting well. Safeguarding procedures are implemented correctly. Experienced and suitably qualified staff have high aspirations and clear vision. Good use of assessment results ensures all children, irrespective of ability or need, are catered for well. Suitable risk assessments are carried out regularly. Resources are used ably to enhance children's experiences. Staff evaluate success often. They know where practice is strong and where further development is required. Excellent relationships exist with parents, managers, external agencies and providers. Parents discuss their children's progress against the performance scales with staff, but do not receive a written record of such progress. The information provided for parents about learning in the EYFS and expectations on entry is brief. Managers are currently revising the EYFS handbook to include more comprehensive information for parents. The school nursing service supports children well, but staff have not yet been trained in paediatric first aid.
- 4.4 Outstanding adult support and rigorous daily monitoring ensure all children's individual needs are catered for. Regular progress assessments are used effectively. A range of challenging tasks and careful questioning underpins children's rapid progress and high standards. Staff encourage children to observe, explore and make their own discoveries. Indoor and outdoor learning offers a safe and stimulating balance between teacher directed play and that chosen by children, however no planning exists for the excellent outdoor provision. Key people support and guide children extremely well and provide safe, clear routines for them. Good health is promoted strongly. Well-established routines encourage high standards of personal hygiene.
- 4.5 Achievement is outstanding in relation to children's starting points and capabilities. They are highly articulate and literate, describing their Forest School experiences exceptionally well. The children are independent, inquisitive and eager learners. They enjoy using technology and manipulating numbers. As a class, they enjoy singing. They contribute to discussions and activities enthusiastically. The children are safe, secure and fit, and understand what danger is. They participate in physical

activity daily and choose healthy food to eat. Their behaviour is exemplary, they play together happily and have excellent relationships with each other and with staff.

## **5. EARLY YEARS FOUNDATION STAGE: ACTION POINTS**

### **(a) Compliance with the Early Years Foundation Stage requirements**

5.1 In order to comply with the learning and development requirements of the Early Years Foundation Stage, the school must:

- provide written reports for parents on pupils' achievements with regard to the performance scales at the end of the EYFS.

5.2 In order to comply with the welfare requirements of the Early Years Foundation Stage, the school must:

- ensure that the planned paediatric first aid training for EYFS staff is completed swiftly.

### **(b) Recommended action**

5.3 The Early Years Foundation Stage setting should take the following action to build upon the present good practice:

1. complete the revision of the EYFS parents handbook;
2. establish more detailed planning formats for outdoor provision.

## **INSPECTION EVIDENCE**

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

### **Inspectors**

Mr Christopher Sanderson

Mrs Linda Donowho

Mrs Sandra Gordon

Reporting Inspector

Head of Junior School, IAPS school

Early Years Lead Inspector