



INDEPENDENT SCHOOLS INSPECTORATE

**INTEGRATED INSPECTION
THE PILGRIMS' SCHOOL**

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The Pilgrims' School

Full Name of School	The Pilgrims' School
DfE Number	850/6013
Registered Charity Number	1091579
Address	The Pilgrims' School 3 The Close Winchester Hampshire SO23 9LT
Telephone Number	01962 854189
Fax Number	01962 843610
Email Address	office@pilgrims-school.co.uk
Headmaster	Mr Tom Burden
Chair of Governors	The Very Rev James Atwell
Age Range	4 to 13
Total Number of Pupils	233
Gender of Pupils	Boys
Numbers by Age	4-5 (EYFS): 11 5-11: 154 11-13: 68
Number of Day Pupils	Total: 157
Number of Boarders	Total: 76 Full: 76
Head of EYFS Setting	Mrs Lucy Brown
EYFS Gender	Boys
Inspection Dates	24 Nov 2015 to 27 Nov 2015

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 intermediate boarding inspection was in March 2012 and the previous ISI standard inspection was in March 2011.

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

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

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

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

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

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

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

'exceptional' that term may be used for the top grade. Elsewhere in the report, inspectors may use a range of different adjectives to make judgements. **For EYFS registered provision (for children aged under two), reports are required to use the same terminology ('outstanding', 'good', 'requires improvement' and 'inadequate') as Ofsted reports.**

INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with senior members of staff 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

Mrs Bridget Windley	Reporting Inspector
Mrs Audrey Marsden	Team Inspector (Former Head of Pre-Prep, IAPS school)
Mrs Sarah Marsh	Team Inspector (Head, IAPS school)
Mrs Vivien Sergeant	Team Inspector (Deputy Head, IAPS school)
Mr Ross Settles	Team Inspector (Former Director of Studies, IAPS school)
Mr Richard Yeates	Team Inspector (Head, IAPS school)
Mrs Bridget Forrest	Co-ordinating Inspector for Early Years

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 The Pilgrims' School is a day and boarding school comprising boys aged 4 to 13. It is the choir school for Winchester Cathedral and for Winchester College Chapel. Originally founded the seventh century, the school moved to its present site in 1931 when it adopted its present name and became a preparatory school for Choristers and non-Choristers alike. It is owned by Winchester Cathedral and operated by the Chapter of Winchester Cathedral under a separate and independent governing body. It is situated adjacent to the cathedral with its own playing fields next to Wolvesey Castle. Since the previous inspection a new headmaster has been appointed.
- 1.2 At the time of the inspection 233 pupils were on the roll, 76 of these are full boarders although those without singing commitments may elect to go home at weekends. The Early Years Foundation Stage (EYFS) comprises 11 children, aged five and under. The remainder of the school is divided into: the Pre-Prep, for pupils in Years 1 and 2; the Junior School, for pupils in Years 3 to 5; and the Senior School, for those in Years 6 to 8. Pupils come from around the country and abroad, as well as from the locality of Winchester. The majority of pupils' families have professional or business backgrounds. The ethnic makeup of the school is mostly white British.
- 1.3 The school does not enter pupils for national tests at ages seven or eleven but, as indicated by standardised tests taken by the older pupils, the ability profile of the school is above the national average. Currently no pupil has an educational healthcare plan and only a very few require aid with English as an additional language (EAL). Twenty-eight pupils are receiving support for special educational needs and/or disabilities (SEND), including some boarders.
- 1.4 The school aims to encourage each pupil to fulfil his potential, to use his mind well, to make wise judgements and to appreciate beauty. It is hoped that each pupil will learn to be creative, value faith and be able to appreciate the needs of others. By the time they leave the school pupils are expected to be able to discriminate between good and better, between right and wrong and to understand that with privilege comes the responsibility, to be kind and to be a good citizen of the world they will inherit.
- 1.5 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 Pupils' excellent standards of achievement in academic work are supported well by a wide range of extra-curricular activities. In the EYFS, children make rapid progress in relation to their starting points with the majority achieving and some exceeding the early learning goals by the end of their year in Reception. Pupils throughout the school are confident and independent with particularly well-developed skills in a wide range of subjects. Achievement in music is exceptional, measured not only by the contribution of the Choristers and Quiristers but by the musicianship of the school community as a whole. Pupils benefit from an excellent curriculum which prepares them thoroughly for their senior schools. Provision for information and communication technology (ICT) is good, although it is not yet used fully within the curriculum. Extra-curricular activities provide pupils a varied choice which caters towards their particular interests or skills. Excellent teaching is well-planned and characterised by pace and challenge, most is highly stimulating. Planning and support for those with SEND is comprehensive, and more able pupils are offered suitably thought-provoking tasks. Assessment is thorough and effective in tracking the pupils' progress and needs.
- 2.2 Pupils' excellent personal development is supported by strong pastoral care and rigorous welfare and health and safety measures. Their spiritual and social development is excellent and they have a highly developed sense of morality. They understand fully the benefits of cultural and religious diversity. Children in the EYFS are happy, confident and have high self-esteem. Throughout the school, incidents of unkind behaviour are rare and pupils feel safe and valued. The school environment is caring, and secure relationships are built on mutual trust and respect. Pupils welcome opportunities to take on roles of responsibility. Their behaviour at all times is exemplary. The school undertakes thorough measures to promote the welfare, health and safety of all its pupils. The safeguarding of pupils is secure and the school takes care to ensure the suitability of staff. Boarding at the school is of excellent quality.
- 2.3 Excellent governance ensures that pupils are well educated. Through a clear vision for the future the board members are committed to the school's success and development. Within the EYFS setting highly efficient leaders work as a strong team to further learning opportunities and improve outcomes for children. The new leadership of the school is excellent and the strong and collaborative management style supports the pupils' extremely high levels of achievement and personal development. The recommendations from the previous boarding and standard inspections have been met. Links with parents are excellent. In their pre-inspection questionnaire responses and in discussions, parents were overwhelmingly positive about the education and care that their children receive.

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) Recommendation for further improvement

- 2.6 The school is advised to make the following improvement:
1. Increase opportunities for the use of ICT within the curriculum.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

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

- 3.1 The quality of the pupils' achievements and learning is excellent.
- 3.2 In the EYFS, children make rapid progress in relation to their starting points with the majority achieving and some exceeding the early learning goals by the end of their year in Reception. They are enthusiastic and happy learners who are supported to make strong progress, whatever their needs. Children have an understanding of rhyming words, for example when listening to a story and suggesting that parrots sit on 'carrots' and storks sit on 'forks'. They learn to write in cursive script, forming their letters carefully and correctly, and they sound out simple words. The children are highly articulate and use their thinking skills to solve problems. By the end of the year they write independently in simple sentences and finish a story, they record addition sums up to 20 and they know that one more than 9 is 10. Children within the EYFS are active learners and they have many opportunities to explore and investigate. They learn to climb trees in the woodland environment and know how to program toys to travel through a tunnel. They develop an enthusiasm for music, showing sensitivity and creativity in the way they respond to different types. They demonstrate the beginnings of teamwork in their football lessons.
- 3.3 The school meets its aim of ensuring that the pupils fulfil their maximum potential extremely well; attainment throughout the school is excellent. Pupils develop a breadth of skills, knowledge and understanding through both curricular and a wide range of extra-curricular experiences.
- 3.4 Pupils are notably articulate and they apply their speaking and listening skills confidently in lessons and discussions. They listen with care to the thoughts and opinions of their peers, happily sharing ideas. As pupils move through the school, they read and write with increasing fluency in a range of contexts and for a wide variety of purposes. Pupils achieve a very good standard in mathematics, and confidently apply logical and mathematical understanding to a range of subjects. They acquire high-level reasoning and thinking skills, and show an excellent understanding of scientific concepts. In a science lesson, pupils in Year 6 showed a strong understanding of particle theory to explain evaporation and condensation which is an advanced concept for pupils of this age.
- 3.5 Achievement in the humanities is high. Artwork, including pottery, was observed being produced in lessons, and the school exhibits pupil-produced art in its many wall displays. In French and Latin lessons, pupils showed a strong grasp of key vocabulary and grammar. The pupils' achievement in ICT is good, but these skills are not used fully to support their learning.
- 3.6 Pupils' achievements in musical activities are exceptional. The school produces choral singing with extraordinary focus, diction, intonation, tone, and teamwork. Over four-fifths of pupils learn to play a musical instrument, with over half of this group playing at least two. Musicians have the opportunity to perform in instrumental ensembles in the many concerts and productions staged by the school. Pupils have played with the National Children's Orchestra, whilst others have succeeded in Young Chorister of the Year competitions. School teams achieve well in inter-school and county sports competitions. Individual pupils represent the county in cricket and swimming, and participate in national competitions in rugby. Others excel in karate, sailing and eventing.

- 3.7 The pupils' attainment cannot be measured in relation to average performance in national tests, but through the evidence available from standardised tests, the observation of lessons, scrutiny of the pupils' work, and in discussions with pupils, it is judged to be excellent in relation to national age-related expectations. This level of attainment indicates that pupils make a high rate of progress in relation to others of similar ability. Small class sizes, specialist teaching, a well-structured programme offering high quality support, and careful monitoring, enables pupils with SEND and EAL to make rapid progress and achieve as well as their peers, as evidenced by their reading and assessment scores. More able pupils benefit from the school's setting procedures, from the challenging work and from the many activities which enable their swift progress and high level of attainment. Each year a high number of pupils gain academic and musical awards to independent schools across the country. Last year, all pupils in Year 8 secured places at their first choice schools.
- 3.8 Pupils have very positive attitudes towards their learning, towards one another, and towards their teachers. Behaviour in lessons is excellent and older pupils, in particular, show significant maturity and independence. Pupils' rapid progress is linked to their enthusiasm to learn, and their focus and perseverance in lessons. They show a strong awareness of the objectives of each lesson; they settle quickly and efficiently to their studies and are happy to seek help whenever necessary. Pupils work very effectively with each other, both in groups and as a class, and are very well prepared for the next stage of their education. All pupils who responded to the questionnaire reported that they are making good progress.

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

- 3.9 The contribution of curricular and extra-curricular provision is excellent.
- 3.10 The EYFS provides a wide variety of challenging experiences throughout every area of learning, enriched by specialist teaching in music, French and physical education (PE). Children have the valuable opportunity of visiting the main school library to listen to storytelling and to share books together. Children benefit from special curriculum weeks with a focus on, for example, science or art and technology. Staff know their children very well and tailor the curriculum to meet their needs, planning a child-friendly balance of adult-led and child-initiated activities within the indoor and outdoor areas. These enable the children to reach their expected levels of development most effectively. Volunteers, who are often grandparents, share their expertise with children, for example in gardening.
- 3.11 The broad and balanced curriculum covers all the requisite areas of learning extremely effectively, enabling the pupils to develop excellent skills, knowledge and understanding. All the parents who responded to the pre-inspection questionnaire stated that their children are offered an appropriate range of subjects and experiences.
- 3.12 All the subjects of the National Curriculum are taught with the addition of religious studies and Latin. A detailed scheme of physical, social and health education (PSHE), which includes consideration of British values and balanced discussion of political issues, contributes effectively to the pupils' personal development. The curriculum benefits from highly successful setting procedures in Years 4, 5 and 6, and full streaming in Years 7 and 8. French, music and PE are delivered by specialist teachers throughout the school, and in Year 6 to 8 all lessons are taught by subject specialists.

- 3.13 Music has a very strong emphasis within the curriculum, particularly for the Choristers and Quiristers. All pupils benefit from playing sport. Woodland learning opportunities are available on the school site and within the local area. Recent good developments in ICT facilities were brought about through a steering committee, which is currently working to improve provision and continue with staff training. Drama is afforded a high priority as was evidenced by pupils who demonstrated strong dramatic skills in their play fighting in the style of *Peter Pan* and *Captain Hook*. Older pupils enjoy creating pottery in the style of Clarice Cliff and are highly competent working in an atmosphere of creativity. A comprehensive leavers' programme for Year 8 further enhances the curriculum and includes visits to outward bound centres, museums and national sporting events.
- 3.14 The curriculum is suitable for all ages, abilities and needs including those with EAL, SEND and the more able, and it strongly supports the school's aims for pupils to realise potential and value many different types of success. Small classes allow for all pupils' individual needs to be met, and support for pupils with SEND is excellent. Learning support is highly organised with comprehensive records, focus sheets and tracking support in place. Staff are well informed regarding pupils' individual needs. Enrichment activities, available to all, include challenging quiz competitions and opportunities for fluent French speaking pupils to take part in a regular conversation class. The exceptionally talented Choristers and Quiristers are provided with frequent opportunities to sing in Winchester Cathedral and Winchester College Chapel.
- 3.15 The school has a varied extra-curricular programme. Clubs and activities flourish around sporting, musical, creative and academic interests. After school on four afternoons a week, and also on two afternoons after lunch, pupils can choose from a wide variety of activities known as 'Commoners'. These include such diverse opportunities as debating, drama, Winchester Fives, origami and fencing. The activities are changed termly to reflect the enthusiasms of the staff and pupils. A full programme of sporting fixtures takes place. Pupils enjoy camping in the school grounds, and the small river which flows through the site provides a convenient source of study.
- 3.16 The curriculum is enhanced by regular visits to places of educational interest, and visitors to the school such as the local MP and the police greatly enrich the pupils' learning. Links with the community are strong. The school supports local charities such as the homeless. It offers music outreach to a neighbouring school and arranges for the Quiristers to visit and perform at residential care homes.

3.(c) The contribution of teaching

- 3.17 The contribution of teaching is excellent.
- 3.18 In the EYFS, teaching is of a high standard. Practitioners work very hard as a successful team to motivate and enthuse the children. They know when to intervene with questions to further children's thinking skills, for example when helping them imagine what it is like in space. Staff have developed strong planning and assessment procedures, which ensure that the needs of individual children are met. This meets the recommendation from the previous inspection. High quality resources in both indoor and outdoor areas are used to provide challenging experiences for children and further their learning.
- 3.19 Teaching throughout the school enables a broad and rigorous experience for all pupils to ensure that they strive to reach their full potential and achieve to the best of their ability. Teachers know their pupils well, and in all subjects the teaching ensures that pupils of all abilities make rapid progress. The vast majority of lessons are very well planned and engaging, enabling pupils to develop their excellent knowledge, understanding and skills. Assessment is most effective in ensuring that pupils' progress is monitored and acted upon. Pupils' learning is tracked and this information is used to guide planning at each stage. Across the school the marking of work is effective, constructive and encouraging; in the best examples it offers targets with clear guidelines of ways to improve, thus challenging pupils to reflect and move forwards in their learning. In a gymnastics lesson, pupils received instant evaluation through photographic feedback and they acted upon this to improve and change their presentation. In a very few less successful lessons, teaching does not always make optimum use of technological resources and poor time management hinders the learning opportunities.
- 3.20 Teachers' expertise and established subject knowledge enable them to deliver interesting and stimulating lessons, which provide challenging questioning techniques to deepen pupils' understanding. This approach readily captures and maintains pupils' attention in their learning. For example, in a fast-paced English lesson the use of a highly effective variety of classroom resources offered pupils the opportunity to share and demonstrate impressive vocabulary relating to contrasting settings. In a science lesson, excellent use of open-ended questioning promoted high-order thinking skills and understanding. A variety of methods are used by teachers to suit individual learning styles, in line with the school's aims to value different types of success. The outstanding music standard achieved by many pupils is a fine example of excellence, fully supported by the high standard of teaching in the school.
- 3.21 A wide variety of learning activities helps to ensure that all pupils foster their curiosity and passion for learning. Teachers are very well informed by the learning support department and plan for individual needs in their lessons. Across the school those pupils with a particular need or who require learning support are nurtured and guided by caring and effective staff, who ensure that self-esteem is kept high and a positive attitude to learning is maintained. This encourages pupils to work hard, and their progress is of a high standard as a result. Those pupils with EAL or those who receive individual support outside of the classroom receive individual learning programmes which are very well-tailored to their particular needs. They build positive relationships with their teachers who provide sympathetic, expert and systematic help. Able and gifted pupils are provided ample opportunity in lessons to

offer their insightful thoughts and extend their learning. In music lessons, exceptional teacher knowledge and extremely high expectations ensure opportunities for all the pupils in the school to excel.

- 3.22 The school promotes tolerance and respect, and is non-partisan in its coverage of political issues. The responses by the pupils to the pre-inspection questionnaire were very positive about the interesting work that they are set and the good range of activities on offer.

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 Children in the EYFS are happy, confident and have high self-esteem. They are provided responsibilities such as the role of class helper, and demonstrate excellent collaborative work. Children are kind friends who listen to one another at show-and-tell times, sharing and taking turns as they work and play together. They demonstrate independence when changing after football and preparing to go home, although opportunities for independence at snack time are not always provided. Fundamental British values are promoted, for example in assemblies and circle times when children contribute their ideas, form and express opinions about what they are learning, and begin to show respect for the world they live in. They develop awareness of diversity when celebrating Diwali, Holi and Chinese New Year and through topics such as 'A Tour around the World'. Transition stages are managed seamlessly by adults, and the children are emotionally and socially prepared for Year 1.
- 4.3 The spiritual development of the pupils is excellent and in accordance with the school's aims. Pupils are inspired both by the all-pervading spirituality of the historic environment and by the soul-inspiring and uplifting music, which permeate and enrich every aspect of life for the whole community. This is a strength of the school. The pupils' spirituality is developed through their access to stimulating religious education in lessons and through the opportunities to worship in the Cathedral. Pupils of other faiths value the opportunities to commemorate their own religious traditions; for example Diwali was celebrated in Pre-Prep. Pupils display a mature attitude in their relationships, both with one another and with adults, and they develop a strong sense of self-worth by participating in themed assemblies and in representing the school within the community. Pupils are encouraged to be the best that they can be in all regards and are at ease with themselves.
- 4.4 The excellent moral development of the pupils means that they have a strong sense of personal integrity and high moral values. They are able to debate moral viewpoints robustly and argue for the importance of moral courage. Pre-Prep pupils understand the importance of following the Golden Rules. Pupils have an excellent understanding of how to behave, their exemplary manners were demonstrated during the family service dining experience at lunchtime. They know the high standards of behaviour expected around the school, and adhere to them. Pupils develop understanding of, and respect for, the rule of law through their discussions in PSHE lessons. Here they discuss the roles of the police, local councils and parliament in creating and upholding the criminal and civil law.
- 4.5 Pupils' social development is excellent. They respond well to opportunities to take responsibility in roles such as prefects and set captains, and carry them out with a high level of competency. They enjoy contributing to the local and wider community through a variety of fund-raising activities, many of which they initiate themselves. Pupils are encouraged to work as part of groups, they share skills and knowledge, respect others' abilities and needs, and work collaboratively. They develop their excellent knowledge of public institutions and services through a variety of subjects, and they use lively debate and discussion to learn about democracy. During the inspection, pupils were involved in a democratic election to find representatives for the newly created school council.

- 4.6 Pupils' cultural development is excellent. They show respect for those of different faiths and learn to respect others, regardless of social background or personal characteristics. Pupils are encouraged to see their place in the world community through drama and musical experiences. Those in the Pre-Prep enjoy sharing picture books from different cultures with visiting parents. Pupils value each member of their community and those in the wider world for what each can offer as an individual, irrespective of personal differences or background. They also experience a variety of cultures in residential trips abroad.
- 4.7 By the time pupils leave the school they have an excellent standard of personal development and are fully equipped to continue in lively debate regarding faith, ethics and morality. Parents' responses to the pre-inspection questionnaire showed a high level of satisfaction with the school's arrangements for pupils' personal development.

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

- 4.8 The contribution of arrangements for pastoral care is excellent.
- 4.9 In the EYFS, key people work hard to ensure that children settle well into the new routines, forming supportive and caring relationships. Behaviour is exemplary as a result of the high standards set by staff. Children take pride when their names are put on the rainbow to celebrate their good behaviour or when they receive the player of the day certificate in their football session. Lunchtimes have a family feel and the children show excellent manners as they pass things to one another and engage in interesting conversations. Children feel safe and happy in their school environment. They show awareness for keeping fit in their outdoor PE sessions and know that it is important to eat healthily.
- 4.10 Throughout the school, staff know individual pupils extremely well and provide them with effective support and guidance within an exceptionally friendly and caring community. Pupils say that staff are helpful, supportive and kind, and they feel that they always have a member of staff to approach should they have a personal difficulty. In all parts of the school, relationships between staff and pupils and amongst the pupils themselves are excellent.
- 4.11 Good behaviour is promoted through positive reinforcement and encouragement. In their responses to the pre-inspection questionnaire, a small minority of pupils reported that the issuing of rewards and sanctions is unfair. Inspection evidence found that these procedures had been changed recently and the pupils were not fully familiar with the new systems. Scrutiny of the school's behavioural records indicates that the procedures for implementing and monitoring rewards and sanctions are rigorous and consistently implemented. A very small minority of pupils and parents also expressed concerns regarding how the school handles bullying. Inspection evidence confirms that the school has suitable measures to guard against bullying. Effective anti-bullying procedures are implemented appropriately should an incident occur, and records are methodically kept and monitored.
- 4.12 Pupils are aware of the importance of healthy eating and the benefits of regular exercise. Lunches are well balanced and nutritious, and offer appropriate choice including a vegetarian option. Those with specific dietary needs are suitably catered for. Pupils learn about healthy lifestyles in PSHE and they have opportunities to be active in PE and games lessons.

- 4.13 A small minority of pupils indicated in their questionnaire responses that the school does not ask for their opinions and respond to them. Inspection findings noted that, although the school council has only recently been established, pupils can use suggestion boxes and the food committee to put forward their views. Recent changes which have been brought about by these mechanisms have included the introduction of soup at lunchtimes and the purchase of a new table tennis table for the games room. Pupils with SEND are well supported through an appropriate educational access plan.

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

- 4.14 The contribution of arrangements for welfare, health and safety is excellent.
- 4.15 Staff within the EYFS have an excellent knowledge of the needs of specific children in their care. Children manage their own hygiene effectively when they wash their hands before eating, and they wear their aprons for painting. A nurturing, encouraging and supportive environment ensures that each child is able to take risks in a safe place. Policies are fully implemented with regard to official guidance and include procedures to guard against radicalisation and extremism.
- 4.16 All members of staff, governors and volunteers receive regular and effective safeguarding training, including the latest aspects of Keeping Children Safe in Education and the Prevent Strategy. The suitably trained designated leader liaises closely with the relevant local safeguarding agencies. Generous staff deployment ensures that pupils are appropriately supervised at all times and that their well-being is paramount. Comprehensive arrangements for staff recruitment ensure that pupils are kept safe
- 4.17 The school undertakes thorough measures to promote the welfare, health and safety of all its pupils. The efficient health and safety team, along with external advisors, ensure the effective implementation of the school's detailed health and safety procedures along with its regular monitoring and review. All necessary measures are taken to reduce the risk of fire and other hazards. Fire exits are kept free of obstruction and their signage is clear throughout the school. Fire safety procedures are thorough and regular fire drills are held. As detailed in the school's comprehensive risk-assessment policy, risks for all the buildings and grounds are regularly assessed and any hazards or faulty equipment are removed or repaired without delay. Due care is taken to risk assess on-site activities, visits out of school and provision for pupils with SEND.
- 4.18 Procedures in case of accidents and for the administration of first aid are efficient, timely and competent. First-aid equipment is plentiful and located strategically around the school. Twenty-five staff are trained in first aid, with an appropriate number having higher-level qualifications. The school makes suitable arrangements for pupils who are unwell during the day and minor injuries are treated quickly and safely. The school's arrangements take into account pupils with SEND. Admission and attendance registers are completed accurately and stored appropriately. Thorough checks are made if a pupil is absent without advance notification.

4.(d) The quality of boarding

- 4.19 The quality of boarding is excellent.
- 4.20 The outcomes for boarders are excellent and their very high standard of personal development is evident in the way they conduct themselves around the school. They are confident and courteous in their approach, and gain much from their boarding experience. Boarders form strong relationships with each other and with the staff who look after them. They are most articulate, and speak of their school with pride and enthusiasm. Boarding staff work hard to ensure the happiness of boarders, and the boarders are appreciative of the kindness that they receive. In their questionnaire responses a very large majority of the parents agreed that the experience of boarding helps their children's progress and development. Meal times and half-termly boarding meetings provide an ideal time for boarders to discuss their opinions with staff. School prefects do not have a role within boarding, but older boarders take on the responsibility of dormitory captains. They understand the requirements of this role.
- 4.21 The quality of boarding provision and care is excellent. All house staff are committed to offering the highest levels of care and support to the boarders. New boarders are provided with a thorough induction programme which helps them to settle quickly and happily. Boarders feel confident they can turn to a number of members of staff for personal guidance, and outside school they know they can contact their independent listener and other helplines should the need arise.
- 4.22 The medical team operate thorough policies covering general health care, first aid, and both the storage and administration of both prescribed and non-prescription medication. The medical centre provides an isolation room for boarders who are unwell and unable to attend school during the day, and the boarding houses have separate 'sick bay' facilities for boarders who may be ill during the night. No medicines are administered without the agreement of the medical staff, and meticulous records are kept. The boarders' rights to confidentiality are respected. The school has a formal arrangement with a local GP practice, who provide additional medical services. Boarders do not self-medicate.
- 4.23 Both boarding houses are clean and homely environments. A rolling programme of refurbishment ensures that they are maintained and furnished to the highest standards. The comfortable and spacious dormitories are decorated regularly with themes chosen by the boarders. Bedding is clean and warm. Boarders may personalise their sleeping areas with posters, photographs and bed linen if they so wish. Bathrooms are clean, practical, well equipped, and ensure privacy. Boarders have spaces in which to relax, study and socialise, as well as opportunities to enjoy board games, table tennis and pool, television and videos. Visitors have no unauthorised access to the boarding houses and security is held in high priority. No surveillance equipment intrudes on boarders' privacy.
- 4.24 Meals are balanced and nutritious, and they are eaten in the well-maintained, light and airy school dining room. They provide a suitable choice, meeting the recommendation from the previous boarding inspection, and can be tailored to suit special dietary, medical or religious needs. In their questionnaire responses a small minority of boarders expressed dissatisfaction with the food. Inspection evidence, gained from boarder interviews and through a sampling of the menus, does not

support this view. Boarders have unlimited access to water, and drinks and snacks are provided at appropriate times during the day.

- 4.25 Boarders' safety is of paramount importance and house risk assessments are thorough and reviewed regularly. This meets the recommendation from the previous boarding inspection. All boarding staff and pupils undertake fire drills at least once a term, which are staggered to include early and late evening as well as early morning. The school keeps detailed records of all evacuations as well as up-to-date information on all the tests that are undertaken on the fire alarm system, appliances and emergency lighting systems.
- 4.26 Boarders have appropriate access to mobile phones, and they can use video messaging and email to contact their parents. In their questionnaire responses a very small minority of boarders commented that their belongings are not safe. Inspection evidence did not support this view, as valuables and personal items can be locked away safely in tuck boxes or held by boarding team for safe keeping. Suitable arrangements are made for boarders' laundry and its storage. Boarders are responsible for organising their own bedding and clothing at designated times. They can readily obtain any necessary personal or stationery items on request.
- 4.27 Outside the school day the boarders have accompanied access to sports fields, an outdoor swimming pool and an adventure playground. The school runs several sports teams and boarders play a full part in representing the school in all age groups. Boarders have an extensive range of evening and weekend recreational activities to partake in, which are very popular. In particular, boarders have enjoyed trips to a motor museum, a steam railway, a Victorian fort and the seaside. In their questionnaire responses a very small minority of boarders commented that the balance of free time and activities is disproportionate. Scrutiny of the boarders' schedules, however, showed that the balance was appropriate.
- 4.28 The arrangements for welfare and safeguarding are excellent. The designated safeguarding lead updates all training for safeguarding regularly. Robust policies are implemented well, and boarding staff have undertaken the requisite health and safety training courses. Good behaviour is promoted through the support and guidance that boarders receive from boarding staff. Clear behaviour and anti-bullying policies outline the school's expectations. Boarders are aware of the school rules, and in discussions spoke highly about the friendly environment of the boarding community and the mutual respect that they have for each other. The system of behaviour management within the boarding environment is focussed particularly on providing positive rewards. Perpetrators of misdemeanours are asked to undertake some community service. As required, the school has policies in place for when restraint can be used and for searching pupils, and suitable records are kept.
- 4.29 The effectiveness of the leadership and management of the boarding provision is excellent. A strong commitment to self-evaluation and improvement ensures that all of the National Minimum Standards for boarding are met. An efficient and well-organised team of professional and dedicated houseparents manage the boarding houses. Extra support is provided by kind and helpful ancillary staff. The gap students, who are immersed in all areas of school life, make significant contributions to the lives of the boarders. A member of the governing body is responsible for boarding and visits regularly and reports each term to the board on matters arising. All members of staff involved in boarding willingly listen to boarders' views and assist in their excellent all-round development.

- 4.30 A clear statement of boarding principles and practices is available on house notice boards, in boarding handbooks and on the website. The level of boarding supervision is high and at least two members of staff sleep in the boarding house overnight. An effective appraisal system supports the professional development of boarding staff, which is complemented by a clear programme of in-service training. Weekly meetings for the houseparents are held to discuss boarding issues concerning the welfare of the boarders and the general running of the houses. Any pertinent information about a boarder is passed to the day staff at the twice-weekly staff meetings or by email. The boarding team also meets weekly with the staff of the cathedral and of Winchester College to ensure that the needs of the Choristers and the Quiristers can be met. Pastoral care for the boarders in these choirs is exemplary and the staff take every precaution to ensure that the pupils are not overtired.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is excellent.
- 5.2 Governance of the EYFS is strong and governors are aware of the changing regulations of the setting. The governing body strongly supports the school's aim to develop the potential of each Pilgrim. Through both a clear vision for the future and rigorous governance, the school successfully maintains high standards of learning as well as an excellent level of pastoral care and personal development of its pupils. The governors exercise prudent financial control and ensure that the school benefits from high-quality accommodation, resources and staff. A new strategic plan has been compiled after considerable consultation with staff, pupils and parents and clearly highlights developments for the future.
- 5.3 The governing body, with its broad and valuable range of experience and expertise, has a clear insight into the working and the future development of the school. Such insight is gained through the work of its committees, through regular reports and updates from the leadership and through its monitoring and appraisal arrangements. Specific governors with particular responsibility for the EYFS, boarding and safeguarding visit the school regularly to further the awareness of their designated role.
- 5.4 The governors are successful in discharging their statutory responsibilities. External expert advice is sought to ensure that they are kept abreast of current educational developments. A review of safeguarding is presented annually and the related policy and procedures are approved after thorough questioning and debate. The governors have ensured that the recommendations from the previous boarding and standard inspections have been met. Oversight of health and safety arrangements is strong.

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

- 5.5 The quality of leadership and management, including links with parents, carers and guardians is excellent.
- 5.6 Leadership and management are a strength of the EYFS setting. Policies and procedures, including safeguarding, are thorough and updated to reflect the latest statutory regulations. Safeguarding children is of paramount importance and procedures are rigorously implemented throughout the setting, providing a welcoming, safe and stimulating environment. Activities and practice actively promote equality, diversity and British values. Leaders work as a strong team, self-evaluation is embedded in practice and they have a shared vision for the setting: to further learning opportunities and improve outcomes for children. Education programmes are continuously monitored by leaders, and key people feel that the regular supervision process helps them develop their role. Staff have many opportunities to undertake new training and share knowledge, thus contributing positively to their teaching and consequently to children's learning and development. The recommendation at the previous inspection has been strongly implemented.

- 5.7 Leadership of the whole school is excellent and parents commented in their questionnaire responses and in interviews about how pleased they are with the new structure. They were highly complimentary about their children's progress, the broad and effective curriculum and the ethos of the school. All parents who responded reported that the school is well led and effectively managed.
- 5.8 At all levels, leadership and management are highly successful in enabling the school to achieve its aims. The senior management team (SMT) has shown vision and dedication in implementing several new initiatives which have significantly contributed to the pupils' academic progress and personal development. The structure implemented by the new leadership has afforded high priority to the safeguarding and welfare of pupils.
- 5.9 The regular meetings of the SMT, and their subsequent close working with the whole staff, mean that they are successful in setting a purposeful sense of direction across a range of school activities. Formal agendas and the keeping of minutes enable the priorities to be communicated to staff and this has a positive effect on pupils' achievement. Well-defined job descriptions and clear roles have developed a highly cohesive relationship between members of the SMT, who work closely together to care for each pupil and monitor the school effectively. The pupils respond by working hard, behaving impeccably in all formal settings and yet showing a great sense of fun and joy around the school or while at leisure.
- 5.10 The new leadership has undergone thorough and rigorous self-evaluation and as a result has focussed on strategic development and the long-term success of the school. Communication with governors is clear, and the whole staff establish and agree priorities. This motivates staff by recognising their contributions and, as a result, they are united in working to support the school's aims. The leadership fully embraces the school's responsibility to provide the Choristers for the cathedral and the Quiristers for Winchester College Chapel. This enables the pupils to undertake their duties highly successfully while being able to take a full part in the rest of the life of the school. The leadership at all levels is determined to ensure that each aspect of the school mirrors the exceptional standard of music and the excellent level of pupils' academic achievement. The commitment of staff ensures that the school runs smoothly for the benefit of all pupils; they make excellent use of their time.
- 5.11 Whole-school policies provide practical guidance and are fully implemented while stressing the importance of valuing each pupil for their individual strengths and characteristics. The induction of new staff is rigorous and supportive. The school has successfully addressed the recommendation in the last inspection for the appraisal system, lesson monitoring and assessment to be used to form plans for the whole-school development of staff. It has also ensured that excellent teaching skills can be shared through observation. All staff have received the required training in the safeguarding, welfare, health and safety of pupils. Recruitment procedures are effective although some irregularities were noted during inspection in the recording of information on the central register of appointments. These have now been amended and the register was completed accurately and fully before the end of the inspection.
- 5.12 The school takes care to select staff of high quality with excellent subject knowledge. Teaching and classroom support staff are deployed effectively to make a strong contribution to pupils' learning and welfare. The school's supportive, friendly and positive atmosphere is enhanced by the efficient and thoughtful work of the

secretarial, administrative and all other non-teaching staff, who fully understand their roles and play an active part in supporting pupils. Leadership achieves its aims of providing an environment in which all pupils thrive and learn to appreciate beauty; pupils have a palpable enjoyment in their learning and activities while showing respect for each other in a friendly and relaxed manner.

- 5.13 Links with parents are excellent. In the EYFS, support from the learning support department or outside agencies, in partnership with parents, ensures that every child, whatever their need, makes progress in their learning. Parents have many opportunities to be involved in their children's learning, for example they receive fortnightly curriculum sheets, take part in workshops to help them understand the EYFS curriculum, attend parents' evenings, and enjoy contributing 'wows' when children achieve something at home. They greatly appreciate the school's open-door policy.
- 5.14 Throughout the school, parents feel that all staff really know their children. They recognise that pastoral care is very strong. Parents feel that the school is especially nurturing and has a family atmosphere where all pupils' achievements are celebrated. The school has an appropriate complaints policy which is published on its website. Any complaints are dealt with according to the procedure. Staff are very accessible to parents, either in person, by email or by telephone. Parents feel that communication with the school is excellent.
- 5.15 New parents value the warm welcome they receive from both staff and the Pilgrims' Parents' Association. The active committee arranges many functions to raise money both for school extras and chosen charities, such as a 'bake off' when children made cakes to raise money for a homeless charity. Parents have many opportunities to be actively involved in the work and progress of their children. As well as parents' evenings, they can partake in regular talks about their children's curriculum, transition-stage meetings, and workshops such as an internet safety evening. Parents can join the Pilgrims' Book Club so that they become familiar with the books their sons read. They receive weekly newsletters, such as the 'Pilgrims' Way' and 'Pre-Prep Post', and they have a very informative parent handbook. They attend concerts, school productions, art exhibitions, and staff-versus-parents sports matches. The school has a regularly updated website. Both current and new parents are extremely pleased with the information that they receive. Reports to parents, including those in the EYFS, are informative, thorough and useful, issuing clear targets for children and the opportunity for parents to provide feedback.
- 5.16 In questionnaire responses and in discussion, parents were extremely positive about the education and that care their sons receive and an overwhelming majority reported that they would highly recommend the school to other prospective parents.

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