

School inspection report

25 to 27 February 2025

Farleigh School

Red Rice

Andover

Hampshire

SP11 7PW

The Independent Schools Inspectorate is appointed by the Department for Education to inspect association independent schools in England. Our inspections report on the extent to which the statutory Independent School Standards and other applicable regulatory requirements are met, collectively referred to in this report as 'the Standards'.

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Summary of inspection findings

1. Governors monitor the work of the school to ensure that leaders have the necessary skills and knowledge to fulfil their responsibilities effectively so that the Standards are consistently met. Leaders review and update policies and procedures so that they always reflect current statutory guidance.
2. Governors and leaders promote pupils' wellbeing and work towards maintaining an ethos in which the values of mutual respect, human dignity and inclusivity are central to the school's educational purpose. Underpinned by the school's Catholic identity, leaders enable pupils, including children in the early years and pupils who board, to be happy and respectful and to carefully consider the needs of others.
3. Leaders provide clear expectations of behaviour and are consistent in their application of sanctions and rewards. Pupils understand the expectations and take responsibility for their actions. Pupils' understanding of the dignity of the human person is evident in the way they respect and are demonstrably kind to each other. Their positive behaviour, which strongly reflects the school's ethos, is a significant strength of the school.
4. Leaders implement a broad and relevant curriculum so that pupils develop their knowledge and understanding in a wide range of subjects across the school. In the early years, leaders provide a learning environment that enables children to make progress and acquire communication and social skills. Pupils of all ages develop their skills and interests through an extensive programme of extra-curricular activities which broadens pupils' learning and supports their personal development.
5. Pupils make good progress overall. Leaders use a rigorous assessment framework to analyse and evaluate pupils' progress, which enables planning to be adjusted and teaching to meet pupils' needs. Most teaching provides effective feedback to pupils to help them improve their work. However, some inconsistency in the quality of feedback to pupils affects the extent of pupils' understanding of what they need to do to make progress.
6. Pupils who speak English as an additional language (EAL) benefit from teaching that is adapted to match their level of English. This helps pupils to acquire language proficiency and make good progress in the development of their linguistic skills in English.
7. Pupils who have special educational needs and/or disabilities (SEND) have effective levels of support and make good progress from their starting points.
8. Pupils' spiritual and moral awareness is supported by Catholic and other teachings, engagement with the wider community and a suitable personal, social, health and economic (PSHE) education programme. An age-appropriate relationships education curriculum, which includes sex education for older pupils, is provided and communicated to parents.
9. Pupils act responsibly and demonstrate awareness of British values as they learn about different cultures, faiths and world views. Leaders ensure a balanced representation of political opinions and of public services through open debates in lessons and insights from visiting speakers. Pupils

understand the importance of the rule of law and the democratic process.

10. Leaders ensure that pupils are prepared for their future by providing opportunities to explore a range of career paths. Education about personal finance and money matters is threaded through the curriculum.
11. Welfare, health and safety procedures and checks are thorough, and the premises are well maintained. Accommodation for boarders and day pupils is thoughtfully resourced so that it is welcoming and of a high quality. Effective risk-management measures are in place.
12. The statutory requirements for safeguarding are fully implemented, including in boarding. Those with responsibilities for safeguarding receive appropriate training and have the knowledge and skills to ensure that the safeguarding policy is implemented effectively. Pupils are confident that they can raise a concern and that it will be taken seriously by the safeguarding team.
13. Leaders ensure that adjustments and access arrangements are reviewed regularly in line the school's commitment to its inclusive ethos.

The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance are met.
- Standards relating to the quality of education, training and recreation are met.
- Standards relating to pupils' physical and mental health and emotional wellbeing are met.
- Standards relating to pupils' social and economic education and contribution to society are met.
- Standards relating to safeguarding are met.

Recommended next steps

Leaders should:

- ensure feedback to pupils helps them to understand the steps they need to take to improve their work and make further progress.

Section 1: Leadership and management, and governance

14. Governors ensure that leaders, including those in boarding, are well trained and have the appropriate skills and knowledge to fulfil their responsibilities effectively. Governors have a good understanding of the school, which they gain through detailed and informative reports and regular visits. Governors and leaders systematically review policies and offer appropriate challenge to assure themselves that policies are suitable and reflect the latest statutory guidance and that the school meets the Standards.
15. Governors and leaders promote pupils' wellbeing so that the school's values of respect and human dignity, underpinned by the Catholic foundation, are consistently and effectively implemented. As a result, pupils know and understand these values and apply them in their daily interactions with others. They demonstrate positive attitudes to learning.
16. Leaders ensure that there is effective care and support for boarders. Communication between day and boarding staff is effective. Boarders' health and personal development needs, including providing a balance of free time and structured activities, are met.
17. Leaders in the early years have the knowledge and skills to fulfil their responsibilities effectively. Early years staff focus on the individual needs of the children in the Kindergarten and Reception classes and actively promote their wellbeing.
18. The school has a well-considered approach to the management of risk. Comprehensive risk assessments are in place and are reviewed regularly to ensure the safety of pupils on-site, including those who are boarders, and for sports sessions and educational visits off-site.
19. Leaders oversee a whole-school assessment framework that evaluates the progress of pupils' academic attainment and personal development. Subject leaders are knowledgeable and typically have a clear understanding of how well pupils achieve in their subject and what they need to do to improve.
20. Relevant policies and other required information are shared with parents and prospective parents through the website and handbooks. Leaders share information about pupils' performance from the previous year so that parents are kept updated.
21. Where a pupil is wholly or partly funded by a local authority, an annual account of income and expenditure is provided to that local authority by the school, including for any pupils who have an education, health and care (EHC) plan.
22. The school has an appropriate complaints policy. Leaders record complaints systematically and implement the complaints policy effectively. Timescales are adhered to, and record-keeping informs decision-making, which is shared with all parties.
23. The school fulfils its responsibilities under the Equality Act 2010. Leaders have ensured that there is a suitable accessibility plan in place which details arrangements for pupils who have a disability to access school accommodation and the curriculum.

24. Leaders work in close partnership with a range of external agencies so that suitable systems are in place to safeguard and protect the wellbeing of all pupils, including boarders.

The extent to which the school meets Standards relating to leadership and management, and governance

25. All the relevant Standards are met.

Section 2: Quality of education, training and recreation

26. Pupils benefit from a broad, well-designed and appropriately balanced curriculum that is suitably resourced. Detailed schemes of work take account of pupils' needs and are adjusted to allow pupils to deepen their understanding and knowledge, and to provide both challenge and additional support as pupils move through the different stages of the school.
27. Pupils develop linguistic, mathematical, scientific and technological skills through well-designed and thoughtful curriculum planning. Pupils are taught by class teachers and by staff who have specialist expertise including in the areas of music, art, drama, French, Spanish, Latin, computing, design and technology (DT) and physical education (PE). Most teaching utilises teachers' secure subject knowledge and effective resources to support pupils in making meaningful connections with their prior learning. Typically, teachers adjust questioning and resources to ensure that pupils are appropriately challenged. Consequently, pupils make good progress in their learning and are well prepared for the next stage of their education.
28. Pupils' linguistic skills are developed through well-chosen texts in English and cross-curricular teaching. In many subjects, pupils benefit from opportunities to apply their learning in practical situations. For instance, in science and geography, pupils display a curiosity for new knowledge and in turn ask pertinent questions to inform their understanding. They engage in discussions and apply their knowledge and reasoning skills to problem-solving with determination.
29. The curriculum and expertise of teachers enable pupils across the school to demonstrate application and creativity in art and in design and technology (DT). Pupils are skilful in their use of tools and produce accomplished final art and DT work which is displayed around school. The music curriculum is wide-ranging and incorporates a variety of genres, including jazz, the works of composers and how to compose music. Pupils develop their musical skills further through congregational singing and a broad range of ensembles, bands and choirs.
30. Leaders ensure that children in the Kindergarten and Reception classes are well supported in their early learning and development. Early years staff are knowledgeable, plan effective learning and use a range of opportunities to help children to be curious in their learning. Leaders design activities that promote self-regulation and decision-making, such as in a baking activity where children follow instructions and problem-solve independently. In Kindergarten, the children's vocabulary and communication skills develop through role play and teacher-led activities such as storytelling and purposeful conversations with the children. By the end of Reception, children can write descriptively and demonstrate an understanding of numerical concepts.
31. Pupils across the school, including those who speak EAL, make good progress. Teaching for these pupils is adapted to the language needs of each individual pupil so that they improve their linguistic skills in English and are able to access the curriculum successfully.
32. Detailed information for pupils who have SEND is provided for staff, who adapt their teaching to meet individual needs in lessons. Pupils with EHC plans are well supported. Their progress is carefully monitored alongside their emotional needs. In the early years, staff provide further support for children who have SEND to learn the sounds that letters make, enabling children to make good progress. The children respond to the structured support provided and build confidence in their reading and communication skills.

33. Leaders have created an assessment framework that tracks pupils' progress effectively. Parents receive regular updates about their child's achievement and progress through parent-teacher meetings and reports. Leaders analyse data carefully to identify any trends and patterns across different groups and use this analysis to inform curriculum planning. In lessons, teachers assess and identify what pupils know and what they need to learn next. Pupils' self-assessment enables their own next steps to improve their work. Although this tracking at an individual level is thorough in most subjects and year groups, teachers' feedback to pupils to enable them to understand what they do well, and their next steps, is not consistent across the school.
34. Pupils develop new interests and skills through the extra-curricular programme, which is suitably diverse for pupils of all ages. For example, pupils can choose to participate in circus skills, electronics, film making, water polo, woodland games and yoga, as well as practise their skills in music, drama and art, from an extensive range of options available. The wide-ranging sports programme for older pupils enables them to develop the knowledge and physical skills to compete successfully in sports fixtures. An appropriate range of activities is available for boarders outside of teaching time, as well as during recreational time in their boarding houses. The woodland learning programme in pre-prep, including for the children in Kindergarten and Reception, provides hands-on learning opportunities that engage pupils and help them to develop physical skills, problem-solving and teamwork.

The extent to which the school meets Standards relating to the quality of education, training and recreation.

- 35. All the relevant Standards are met.**

Section 3: Pupils' physical and mental health and emotional wellbeing

36. Leaders clearly and explicitly link the school's culture to Catholic social teaching and other faiths, beliefs and philosophies to promote pupils' wellbeing through an ethos of inclusivity, mutual respect and a focus on human dignity. Pupils have a well-developed understanding of the school's values which act as a code of conduct. Leaders ensure that these aspects are woven into the curriculum across all subjects and supported through an effective pastoral care system.
37. Pupils' self-knowledge, self-esteem and self-confidence in lessons and in other aspects of school life is evident in the way pupils interact and support each other. Pupils exemplify the values emphasised in the school's ethos. They are kind and display an appreciation of the views, beliefs, culture and circumstances of others.
38. The implementation of the school's behaviour policy is effective. Behaviour expectations are well understood by pupils who demonstrate the values that underpin them and recognise the consequences of their actions. Records of behaviour sanctions are monitored, with actions taken promptly to manage any risks to pupils' welfare. Behaviour is appropriate both in lessons and in less structured times.
39. Bullying is rare, and when it does occur, leaders respond appropriately and promptly in line with school policies. Leaders monitor behaviour patterns to identify any trends so that action can be taken. Pupils know how to recognise potential bullying behaviour and how to respond to any concerns, should they arise.
40. Children in Kindergarten and Reception share resources amicably during their activities and at play time. Children learn about health and wellbeing through role play and experiential learning, as seen in a dentist-themed activity which stemmed from children's real-life experience. The inclusion of real-life scenarios in play-based learning enhances children's understanding of the world, reinforcing the value of personal hygiene.
41. Pupils' spiritual perspectives and moral understanding develop through the study of different faiths in the religious education curriculum. Leaders balance Catholic teachings with those of other beliefs through school-wide activities such as those during Ramadan and Diwali celebrations. In addition, the routine of daily prayer and teaching is designed to encourage curiosity, deep thinking and reflection on personal values. Pupils engage willingly in discussions on modern ethical dilemmas and deliver assemblies linking biblical and contemporary issues. Consequently, pupils engage thoughtfully with different perspectives on spirituality.
42. The comprehensive PSHE programme, and that for relationships and sex education (RSE) for older pupils, is planned carefully and communicated to parents. Topics such as healthy lifestyles and relationships, facing fears and risky behaviours offer pupils an insight into how to make informed decisions. Pupils' understanding is assessed, and leaders review and update the curriculum and lesson resources regularly to ensure that content meets the needs of pupils. In the early years, children learn about different family structures to support their growing self-understanding.
43. Pupils benefit greatly from a wide-ranging and well-organised PE programme including timetabled lessons, games sessions and an extensive range of sports fixtures. Pupils develop their

understanding of the importance of a healthy lifestyle through the PE curriculum, which is designed to enable pupils to develop physical skills, fitness and teamwork and to learn about the importance of nutrition and a balanced diet for their wellbeing. In the early years, children have many opportunities to develop their gross and fine motor skills. For instance, they practise their balancing skills, make dens, create obstacle courses, swim, participate in 'wild wood' activities and learn how to use scissors.

44. Pupils are appropriately supervised by staff at play times and during arrival and departure times, across the site, in the early years and in boarding houses.
45. Comprehensive arrangements are in place so that pupils' medical and emotional needs are catered for. Staff receive regular training in first aid, and leaders provide additional training for staff in mental health first aid so that they can promote and support pupils' emotional wellbeing. Medication is securely stored. Resident boarding staff provide medical support throughout boarding time and boarders have access to a doctor when required.
46. Health and safety checks and maintenance are carried out appropriately and regularly. The school's premises are secure. Buildings are well maintained and meet the needs of pupils. Vehicle barriers and speed signs reflect a priority around site safety.
47. A comprehensive fire risk assessment is in place. Procedures to prevent fire are maintained with fire safety training, checks on equipment, evacuation procedures and fire evacuation drills, conducted to ensure that all pupils, including part-time boarders, understand them.
48. Boarding accommodation is of high quality, comfortable and well maintained. It provides suitable sleeping arrangements, washing facilities, clean laundry and communal spaces where pupils can relax and socialise. Boarders have a safe space for their possessions, and they have an adequate balance of activities and free time. Food and drink provided in the dining hall meets the required standards. Prefect responsibilities in boarding are suitably monitored. Leaders promote care and good relationships amongst boarders.
49. The school's admission and attendance registers are well maintained as required by current statutory guidance. The 'attendance champion' promotes attendance, closely tracks and monitors absenteeism and takes appropriate action. The local authority is informed when pupils leave or join at non-standard times.

The extent to which the school meets Standards relating to pupils' physical and mental health and emotional wellbeing

- 50. All the relevant Standards are met.**

Section 4: Pupils' social and economic education and contribution to society

51. Leaders promote pupils' understanding of their societal responsibilities. In the early years, adults help children to have conversations that enable them to gradually increase their skills in social interactions. Pupils and the children in the early years are able to identify right and wrong and understand the effect of their actions upon others. The children in pre-prep develop their social skills as they play cooperatively with and alongside each other in the classroom and during play time. Older pupils recognise the importance of fair processes and how rules contribute to a safe and law-abiding society. Pupils, including children in the early years and boarders, have well-developed social skills for their age.
52. Leaders provide many opportunities for pupils to explore moral questions in PSHE and in Catholic social teaching within religious studies. For example, during services, pupils are given opportunities for reflection. They learn about the effects of prejudice through the debating of topics such as social stereotyping and they relate these to the school's values of the dignity of others. As a result, pupils show respect for others' wellbeing and understand the negative impacts of discrimination.
53. The curriculum is planned to enhance pupils' awareness and appreciation of cultural diversity. Pupils learn the importance of empathy and tolerance in the culturally inclusive day and boarding environment of the school. The contributions of people who represent different cultures are seen in high-quality art displays around the school inspired by global artists and in the literature studied by pupils, including during Black History Month. In lessons, teachers ensure that pupils are exposed to a variety of cultural perspectives.
54. Teachers develop pupils' economic understanding effectively. In the early years, children learn about money through imaginary play. In the pre-prep, pupils are taught money-related matters in mathematics and learn how to spend and save money. Older pupils develop their entrepreneurial profit-making skills and knowledge of economic principles in activities such as the 'dragons' den' and the Young Enterprise Business Challenge. Pupils have a well-developed understanding of economic advantage and disadvantage as a result of their decisions related to charitable giving.
55. Leaders provide transition activities for pupils, including children in the early years, so that they are well prepared for the next stage of their education. Pupils in the prep school are well prepared for senior school and know about the skills, knowledge and attributes associated with different career paths through discussions in PSHE lessons and from listening to insights about careers from visiting speakers and alumni. The school's leaders programme incorporates a careers fair and industry networking opportunities. Pupils are aware of future study and employment options.
56. Pupils develop an understanding of democracy and the political process through mini-Model United Nations experiences and mock elections. Pupils help elect their peers to leadership positions, such as form and house captains, digital leaders, library monitors, wellbeing ambassadors and school council representatives. Pupils are taught about the judicial system in England and the elected Parliament's role in the law-making process. Pupils visit the Houses of Parliament, access online webinars, have discussions with members from all political persuasions and listen to a balance of political views. Consequently, pupils are knowledgeable about the democratic process, exemplified in the respectful way that they listen to and acknowledge contrary opinions.

57. Leaders encourage pupils to engage actively with their local community. They contribute by, for example, visiting and performing musical recitals in local care homes. Pupils engage in activities that promote social responsibility such as the 'mini Vinnies' (the Society of St Vincent de Paul), a pupil-led group that organises fundraising activities such as bake sales, charity discos and litter-picking initiatives. As a result, pupils show compassion, empathy and respect towards people whose lives are very different from their own. They know why, for example, someone may need to use a food bank.

The extent to which the school meets Standards relating to pupils' social and economic education and contribution to society

58. All the relevant Standards are met.

Safeguarding

59. Leaders understand and fulfil their safeguarding responsibilities effectively. Those with designated safeguarding responsibilities have the required knowledge, skills and training. They ensure that suitable and effective arrangements to safeguard pupils, including for children in the early years and for boarders, are in line with statutory guidelines and that the Standards are met.
60. The school's safeguarding policy reflects the most up-to-date statutory guidance. It underpins the school's safeguarding practices and responsive culture. Governors receive detailed updates from safeguarding leaders about any concerns arising. They undertake regular visits to the school to evaluate the effectiveness with which the safeguarding policy is implemented.
61. Leaders actively instil a culture of safeguarding through a cycle of appropriate training for staff. Staff, governors and volunteers receive safeguarding training, which includes the risks of radicalisation, at least annually, with termly and weekly updates to keep them further informed. A thorough safeguarding induction programme is provided for those new to the school, including for those staff responsible for boarders.
62. Safeguarding leads act promptly and effectively if any safeguarding concerns arise. They liaise closely with external agencies and safeguarding partners, as needed. Record-keeping is thorough with prompt follow-up actions that ensure procedures are effective and in line with current statutory requirements.
63. Staff know how to manage concerns about pupils and are alert to signs that a pupil may be at risk of harm. Staff are confident about reporting any concerns they may have about a member of staff, including low-level concerns.
64. Pupils know the school's safeguarding team and are aware of the steps to take if they need help, including the option to share a concern anonymously or to speak to a trusted adult. Boarding pupils know how to raise a concern and have access to an independent person as well as a number of staff within boarding houses with whom they can talk and receive appropriate support.
65. Leaders take a thorough approach to keeping pupils safe online. A code of conduct for online use is in place. The safeguarding team responds swiftly to any alerts from the school's online filtering and monitoring systems, and systems are tested regularly to ensure their effectiveness. Pupils are taught in computing lessons, and through visiting speakers, about the potential risks that may occur when they are online and how to mitigate those risks. Pupils confidently explain online precautions such as not sharing passwords, reporting anything inappropriate and avoiding interactions with strangers online.
66. Safer recruitment procedures and pre-employment checks ensure all staff are appropriately vetted to safeguard the welfare of pupils, boarders and children in the early years. Leaders provide rigorous oversight of the school's single central record (SCR) and all pre-employment checks.

The extent to which the school meets Standards relating to safeguarding

- 67. All the relevant Standards are met.**

School details

School	Farleigh School
Department for Education number	850/6015
Registered charity number	1157842
Address	Red Rice Andover Hampshire SP11 7PW
Phone number	01264 710766
Email address	office@farleighschool.com
Website	www.farleighschool.com
Proprietor	Farleigh School Trust Ltd
Chair	Mrs Jane Vyvyan
Headteacher	Fr Simon Everson
Age range	3 to 13
Number of pupils	448
Number of boarding pupils	158
Date of previous inspection	11 to 14 January 2022

Information about the school

68. Farleigh School is a co-educational Roman Catholic independent day and boarding school located in Andover, Hampshire. The school is a charitable trust administered by a board of governors. There is a separate facility for the pre-prep which includes the early years, Year 1 and Year 2 classes. The prep school provides education for pupils from Years 3 to 8, with pupils in Years 3 to 5 taught in the lower school of the prep. A new chair of governors was appointed in December 2022.
69. The school offers full, weekly and flexi-boarding options for pupils from the age of seven. Boarding accommodation is divided into three houses: a co-educational boarding house located in the main school for pupils aged 7 to 11, a boarding house for male pupils aged 11 to 13, and a boarding house for female pupils aged 11 to 13.
70. There are 35 children in the early years across one Nursery (Kindergarten) and two Reception classes.
71. The school has identified 212 pupils as having special educational needs and/or disabilities (SEND). Three pupils in the school have an education, health and care (EHC) plan.
72. The school has identified 16 pupils as speaking English as an additional language (EAL).
73. The school states its aims are to provide a broad and high-quality education for children of all abilities that enables them to develop spiritually, morally, socially, intellectually and culturally. Within its Catholic ethos, the school aims to provide high standards of pastoral care to ensure that pupils enjoy school life as well as preparing them for their senior schools and for fulfilling and rewarding lives.

Inspection details

Inspection dates

25 to 27 February 2025

74. A team of six inspectors visited the school for two and a half days.

75. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods and assemblies
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussions with the chair and other governors
- discussions with the headteacher, school leaders, managers and other members of staff
- discussions with pupils
- visits to the learning support area and facilities for physical education
- visits to boarding houses accompanied by pupils and staff
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

76. The inspection team considered the views of pupils, members of staff and parents who responded to ISI's pre-inspection surveys.

How are association independent schools in England inspected?

- The Department for Education is the regulator for independent schools in England.
- ISI is approved by the Secretary of State for Education to inspect independent schools in England, which are members of associations in membership of the Independent Schools Council.
- ISI inspections report to the Department for Education on the extent to which the statutory Independent School Standards, the EYFS statutory framework requirements, the National Minimum Standards for boarding schools and any other relevant standards are met.
- For more information, please visit **www.isi.net**.

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For more information, please visit isi.net