

School inspection report

3 to 5 February 2026

Sandroyd School

Rushmore House

Tollard Royal

Salisbury

SP5 5QD

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. The governing body provides effective oversight of school leaders and ensures policies are implemented appropriately so that the Standards are met. Governors offer leaders suitable support and challenge. They actively promote pupils' wellbeing by ensuring leaders have the appropriate knowledge, skills and training to fulfil their roles effectively.
2. Leaders provide a broad curriculum to promote pupils' interests in a wide range of subjects. Teachers plan lessons carefully so that pupils attain well and make good progress. They give pupils effective feedback and provide opportunities for pupils to reflect on their own work so that they can improve. Appropriate adaptations to teaching and learning enable pupils of all abilities to access the curriculum and make good progress. Suitable tracking of pupils' progress supports the positive outcomes achieved by pupils in Year 8 in gaining places at selective senior schools.
3. Children in the early years benefit from a well-planned introduction to school life. The engaging curriculum builds secure foundations in literacy, numeracy, and personal and social development. Skilled staff utilise engaging learning spaces, both inside and outside, to support children's development.
4. Leaders implement a suitable anti-bullying strategy and an effective behaviour policy, which ensures pupils feel part of a highly respectful and supportive community. Staff, who model politeness and tolerance, use a suitable reward system to promote pupils' good behaviour successfully. As a result, pupils enjoy high levels of self-esteem and self-confidence.
5. Leaders ensure that pupils are suitably prepared for their future lives. Staff manage the transition between year groups effectively. Older pupils develop knowledge and skills for the future through leadership opportunities and learning about current affairs. Through the personal, social, health and economic education (PSHE) curriculum, leaders ensure that pupils of all ages develop an understanding of money and financial matters. Leaders provide regular opportunities for pupils to consider their role in society by raising money for charities. However, there are a limited number of opportunities for pupils to gain insights into the careers they might pursue in later life. This results in pupils not being provided with a sufficiently diverse understanding of a range of future career pathways.
6. Well-maintained school premises, including the boarding accommodation and medical facilities, and effective systems to support health and safety, enhance pupils' safety and security.
7. Leaders implement suitable boarding policies and procedures. Experienced staff promote boarders' academic and pastoral wellbeing. Staff provide boarders with access to a wide range of activities in boarding time.
8. Staff maintain accurate admission and attendance registers, as required. However, prior to the start of the inspection, the attendance policy did not reflect current statutory guidance nor the school's current procedures. Leaders rectified this before the end of the inspection.
9. Leaders and staff implement suitable safeguarding procedures. Well-trained staff follow the school's safeguarding policy consistently and leaders respond to any safeguarding concerns effectively. Leaders ensure that internet filtering and monitoring systems are in place to protect pupils and they work with local safeguarding partners when appropriate. Staff complete the required pre-

employment checks in a timely manner. However, at the start of the inspection, some of the dates when recruitment checks were completed were found to be incorrectly recorded on the school's single central record of appointments (SCR). These errors were corrected during the inspection.

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 the attendance policy is consistently in line with statutory requirements
- ensure that information relating to school recruitment is recorded accurately on the single central record
- strengthen the provision of careers guidance so that it develops pupils' knowledge of future pathways and opportunities more effectively.

Section 1: Leadership and management, and governance

10. Governors bring a range of relevant knowledge and skills to their roles. Together with senior leaders, they have a clear vision for the future development of the school. Governors visit the school regularly and undertake a range of monitoring activities. This gives them first-hand understanding of the day-to-day working of the school, which in turn informs their strategic planning. Successful co-operation between leaders and governors ensures that the Standards are met consistently and the wellbeing of the pupils is promoted effectively.
11. Leaders have the necessary knowledge and skills to perform their duties effectively. Ambitious for all pupils in the school to have a happy and fulfilling education, they successfully develop a common understanding amongst all staff that the promotion of all aspects of pupils' wellbeing is the key focus of the school's provision. As a result, pupils flourish at school due to the positive relationships they enjoy with staff and one another.
12. Leaders and governors understand the risks facing the school and implement effective measures to counteract these. Staff undertake appropriate training in risk assessment and regularly review documentation relevant to their responsibilities to ensure it is up to date so that procedures to mitigate identified risks are carried out efficiently.
13. Leaders have formed successful partnerships with many external agencies so that pupils' particular needs are identified early and understood thoroughly. Collaborative working with children's services and safeguarding partners ensures a consistently effective approach to safeguarding pupils.
14. The school meets the requirements of the Equality Act 2010. Leaders consistently ensure pupils are treated fairly and actively promote an environment that celebrates individuality and diversity. A suitable accessibility plan focuses on making the curriculum accessible to all, addressing the physical environment of the site and ensuring that key information can be accessed effectively.
15. The school implements an appropriate policy for handling complaints. Leaders place emphasis on resolving concerns before they escalate. They keep detailed records that show that matters are rectified efficiently and effectively.
16. The school provides all required information to parents of current and prospective pupils, much of it through the school's website. Parents receive regular, helpful reports about their child's progress and learning.
17. Leaders notify the local authority as required when pupils leave and join the school at non-standard transition points. However, at the start of the inspection, the attendance policy contained some errors. These were quickly corrected during the inspection.
18. Suitably trained and experienced boarding leaders communicate effectively with pupils and parents, maintain appropriate records and act promptly whenever necessary. Boarding leaders and staff liaise with teachers to ensure pupils' needs are met.
19. Knowledgeable, experienced early years leaders create motivating, relevant and enabling learning environments, both inside and outdoors. They use these effectively to support each child's development as the children explore their individual interests.

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

20. All the relevant Standards are met.

Section 2: Quality of education, training and recreation

21. Pupils experience a broad and well-planned curriculum that is tailored to meet their needs. Subject leaders work effectively together to ensure that the curriculum is relevant and supports pupils' good progress. A suitable range of subjects enables pupils to develop their intellectual, creative and physical abilities.
22. Staff develop pupils' linguistic skills successfully. They introduce pupils to a wide range of well-chosen literature and support their writing skills effectively. In well-planned lessons, pupils studying modern foreign languages learn key vocabulary and how to use this in practice. In mathematics, pupils make good progress as a result of well-sequenced lessons and clear and encouraging feedback from teachers. For example, in Year 3, pupils utilise increasingly complex units of measurement to define distance, moving from centimetres through to millimetres.
23. Knowledgeable teachers plan effective lessons that take careful account of pupils' needs. This includes cross-curricular content where appropriate. For example, in art, pupils create three-dimensional versions of penguins, having learnt in English lessons about the wildlife that Shackleton discovered. Teachers deliver their lessons adeptly, using a range of resources and activities to engage pupils in their learning. Skilled teachers use different strategies and a variety of teaching methods to teach children the essential content and check their understanding. These include effective use of questioning, paired work and self-assessment.
24. Leaders support boarders' academic development effectively. Boarders have dedicated study spaces and benefit from supervised time allocated for the completion of their homework.
25. Pupils who speak English as an additional language (EAL) receive targeted support in lessons, including the provision of vocabulary lists and one-to-one support as needed. As a result, they make progress in line with their peers.
26. Early years staff provide children with a range of interesting experiences that help promote their enjoyment of learning. Staff carefully plan the environment to enable children to actively engage in learning. Activities provide reinforcement of learning objectives in different ways, helping children to retain new knowledge and make progress. Children develop early literacy and mathematical skills that prepare them for the move into Year 1. For example, teachers promote reading through carefully chosen texts that enable children to build their phonics knowledge and vocabulary. The children develop their understanding of number in various activities, such as counting the number of socks that they hang on a washing line. Their learning is further enriched through the provision of specialist lessons, such as French, performing arts, dance and swimming.
27. Early identification of pupils who have special educational needs and/or disabilities (SEND) enables staff to implement well-targeted teaching strategies in lessons and a structured programme of effective actions to support individual pupils. These include one-to-one support as needed, as well as a variety of reasonable adjustments such as wobble cushions and fidget devices. As a result, pupils who have SEND make rapid progress from their starting points.
28. Leaders utilise an effective framework for assessment across the school to identify and address gaps in pupils' understanding through regular assessments and tracking of data. Subject leaders regularly monitor the quality and effectiveness of the marking of pupils' work, which contributes towards

pupils' good progress. Pupils make good progress from their starting points and gain places at selective-entry senior schools.

29. The school provides a wide-ranging recreational programme for all pupils, including boarders. Pupils are able to develop a diverse range of skills through an assortment of optional clubs that range from pistol shooting and equestrian sport to model-making, cooking and podcasting.

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

30. All the relevant Standards are met.

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

31. Leaders actively seek opportunities to enhance pupils' self-confidence. Leaders respond promptly and constructively when pupils put forward ideas and express concerns in tutor periods, during school council meetings and through the use of suggestion boxes. Consistently positive interactions between staff and pupils promote pupils' wellbeing and sense of security.
32. Leaders support pupils' spiritual development through study of the world's major religions and beliefs. Pupils develop the ability to be calm, serene and reflective through assemblies and acts of worship, and learn to appreciate the non-material world through art, music and drama.
33. The PSHE and relationships and sex education (RSE) programmes positively support pupils' personal development. Pupils learn how to build healthy relationships and enjoy happy friendships with each other, as well as recognising cyberbullying and issues surrounding consent. Pupils learn to respect and celebrate the differences between people through the curriculum, assemblies and theme days. This contributes towards high levels of mutual trust in pupils' relationships and an intolerance of discriminatory attitudes towards others. Leaders consult parents about RSE and inform them about the content to be covered and their right to withdraw pupils from certain lessons.
34. The physical education (PE) programme fosters pupils' enjoyment of physical activity successfully through exposing them to a range of sports and additional experiences such as dance. Through this curriculum, pupils learn the importance of taking care of their physical and mental health. Staff provide children in the early years with a varied range of activities that help develop their fine and gross motor skills. These range from games using balls and hoops through to hopping and skipping in time to music.
35. Leaders support the personal, emotional and physical development of children in the early years successfully. Staff use indoor and outdoor environments to develop children's physical co-ordination, balance and agility. They teach children about healthy foods and the importance of making good choices. Leaders ensure that activities encourage children's communication and language skills to express how they feel. Over time, children become confident in understanding the world around them.
36. Staff successfully promote good behaviour and apply an effective anti-bullying strategy to ensure bullying is rare. Teachers' positive approach to behaviour management fosters genuine kindness amongst the pupils. Staff respond promptly to any instances of poor behaviour and support pupils to reflect on their conduct and modify their behaviour so that positive relationships between pupils are maintained.
37. Effective deployment of staff ensures that pupils are supervised appropriately at all times, including in the boarding houses. Leaders maintain the required adult-to-child ratios in the early years.
38. Staff suitably trained in first aid, including paediatric first aid, support pupils who are injured or unwell. Leaders provide appropriate accommodation, including for boarders, and ensure the safe storage of any medicines.

39. Leaders' consistently thorough approach to health and safety ensures that the premises are suitably maintained. Regular fire evacuation drills, both during the day and in boarding time, ensure pupils know how to respond appropriately to any emergency. Leaders implement regular checks and servicing, including of fire safety equipment, to ensure that the school meets all regulatory requirements relating to health and safety.
40. The school provides good-quality and suitable boarding accommodation. Boarders can access appropriate food, drinks and health care. Leaders provide boarders with an effective induction programme and ensure that they can always find staff to support them or to whom they may express any worries or suggestions.
41. The school maintains admission and attendance registers appropriately and in line with current statutory guidance. Staff monitor attendance carefully and take suitable action when absence gives cause for concern, liaising with the local authority when required.
42. Older pupils gain much from the opportunities to take on leadership roles within the school. Pupils in Year 8 take their roles seriously and understand that each position, such as peer mentors, council representatives or ambassadors, carries significant responsibility. Pupil leaders recognise and value how they provide service to the school and are proud of this achievement.

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

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

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

44. Through PSHE, assemblies and tutor group discussions, pupils learn about the needs of others and develop a sense of right and wrong. Leaders and staff model high levels of respect and consideration, which are then shown across the community. The school educates pupils about the importance of positive social behaviours from an early age. Leaders foster children's social skills in the early years through structured activities that involve turn-taking, sharing and listening. As a result, children learn how to interact with each other successfully, co-operate, collaborate and share resources for mutual benefit.
45. Staff teach pupils about economic and financial matters successfully. Children in the early years learn about money and coins through shopkeeping role play. Through the PSHE and mathematics curriculums, pupils learn about general finance, the difference between wanting and needing things and how to apply this to budgeting. Pupils undertake a fundraising project that requires them to generate income for charity from an initial set amount given to them. This further enhances their financial skills, project management and understanding of budgeting.
46. The school develops pupils' knowledge of and respect for British institutions, the rule of law and democracy effectively through the PSHE curriculum. Visiting speakers, such as lawyers detailing the UK legal system and the experience of being in a courtroom, support this programme successfully. A number of different pupil committees covering areas such as food and co-curricular activities and the school council, provide opportunities for pupils to experience democracy and decision-making within their community. Leaders use these forums to consult with pupils, for example, by working on menu adaptations. Pupils know that they are listened to and that changes may happen because of their ideas. For example, clocks have been placed in washrooms to support pupils' punctuality.
47. Leaders utilise the presence of international boarders within the school community effectively to promote respect for cultural diversity. Pupils develop an understanding of the life experience of individuals and groups within wider society through theme days and activities undertaken celebrating Chinese New Year, Diwali, Holi and International Spain Day. As a result, pupils learn the importance of tolerance and respect for differences between people.
48. Leaders provide opportunities for pupils to serve the wider community and give awards in recognition of this activity. Pupils support the local foodbank, raise money for charities through sponsored walking events and bake sales, and sing at a local church for their Christmas tree festival.
49. Pupils are well prepared for the next stage in their education. Older pupils benefit from preparation for entrance examinations and interview practice. Transition to new year groups throughout the school is well managed because pupils are already well known to teachers through regular whole staff meetings and opportunities to interact in daily school life.
50. Leaders invite visitors into school to inform pupils about some of their experiences in employment and pupils receive some careers guidance as part of their PSHE lessons. However, this provision is limited, which means that pupils do not receive a suitably broad understanding of future career options.

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

51. All the relevant Standards are met.

Safeguarding

52. Appropriately trained leaders with responsibility for safeguarding provide thorough training for all staff, including at induction. Leaders provide staff with regular updates on safeguarding issues. As a result, knowledgeable staff identify safeguarding concerns promptly and provide suitable support for pupils affected.
53. Leaders with responsibility for safeguarding liaise effectively with, and seek advice from, external safeguarding agencies, including the local authority, and refer safeguarding concerns to them when necessary. The safeguarding team maintains thorough and suitable records of safeguarding concerns and how the school has responded to these.
54. The governor responsible for safeguarding holds regular meetings with staff, including the safeguarding team, to provide appropriate oversight and challenge to ensure the school follows correct safeguarding procedures. Governors monitor the school's safeguarding arrangements effectively, including through scrutiny of the annual safeguarding audit. They ensure that leaders revise safeguarding policies and procedures so that they reflect any updates to statutory guidance.
55. Pupils know that they can approach any member of staff if they have a worry or concern and want to discuss matters in person. The school teaches pupils how to keep themselves safe and understand risks, both in the physical world and when online. Leaders implement and review the effectiveness of the systems for filtering and monitoring usage of the school's internet. They take appropriate action should monitoring indicate any potentially inappropriate use.
56. Leaders implement suitable safer recruitment procedures effectively to ensure all the required pre-employment checks are completed before any adult begins working at the school. However, not all checks were recorded accurately on the SCR. These errors were corrected during the inspection.

The extent to which the school meets Standards relating to safeguarding

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

School details

School	Sandroyd School
Department for Education number	865/6004
Registered charity number	309490
Address	Sandroyd School Rushmore House Tollard Royal Salisbury Wiltshire SP5 5QD
Phone number	01725 516264
Email address	office@sandroyd.org
Website	www.sandroyd.org
Proprietor	Sandroyd School Trust Ltd
Chair	Mr Rhodri Thomas
Headteacher	Mrs Sarah Segrave
Age range	2 to 13
Number of pupils	202
Number of boarding pupils	136
Date of previous inspection	21 to 23 February 2023

Information about the school

58. Sandroyd School is a co-educational day and boarding school located in Wiltshire and close to the town of Shaftesbury. Boarders are accommodated in three boarding houses situated on the school site. The current headteacher has been in post since September 2025.
59. The school comprises three sections: the nursery; the pre-prep, for pupils in Reception to Year 2; and the prep, for pupils in Years 3 to 8.
60. There are 24 children in the early years comprising one Nursery and one Reception class.
61. The school has identified 25 pupils as having special educational needs and/or disabilities. No pupils in the school have an education, health and care plan.
62. The school has identified English as an additional language for 27 pupils.
63. The school aims to provide the very best care for every child, ensuring they feel recognised and valued, placing their wellbeing at the heart of everything they do and developing compassionate and empathetic individuals. It aims to provide an academically rigorous and broad education that encourages children to achieve the very best in all they do and develop into knowledgeable and reflective young people. It aims to be a warm and supportive school, where children, parents and staff benefit from close relationships and have a sense of belonging and shared purpose.

Inspection details

Inspection dates

3 to 5 February 2026

64. A team of four inspectors visited the school for two and a half days.

65. 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.

66. 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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