INDEPENDENT SCHOOLS INSPECTORATE

INTEGRATED INSPECTION

ELTHAM COLLEGE

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INDEPENDENT SCHOOLS INSPECTORATE

Eltham College

Full Name of School	**Eltham College**
DfE Number	**305/6074**
Registered Charity Number	**1058438**
Address	**Eltham College** **Grove Park Road** **Mottingham** **London** **SE9 4QF**
Telephone Number	**020 8857 1455**
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Email Address	**mail@eltham-college.org.uk**
Head	**Mr Paul Henderson**
Chair of Governors	**Mr Stephen Wells**
Age Range	**7 to 18**
Total Number of Pupils	**828**
Gender of Pupils	**Boys 7 to 16; Mixed 17 to 18**
Numbers by Age	7-11: **202**
	11-18: **626**
Inspection Dates	**25 Mar 2014 to 28 Mar 2014**

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PREFACE

This inspection report follows the *ISI schedule,* which occupies a period of four continuous days in the school. The previous ISI inspection was in March 2011.

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

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

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 pupils aged under three), reports are required to use the same terminology ('outstanding', 'good', 'requires improvement' and 'inadequate') as Ofsted reports.**

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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 vice-chair of governors and the governor with responsibility for safeguarding, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited 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 Gwen Caddock	Reporting Inspector
Miss Victoria Barrett	Team Inspector (Deputy Head (Pastoral), HMC school)
Mr Bill Burn	Team Inspector (Former Second Master, HMC school)
Mr David Callender	Team Inspector (Former Head, IAPS school)
Mr Kevin Fear	Team Inspector (Headmaster, HMC school)
Mr Jeremy Gear	Team Inspector (Former Headmaster, IAPS school)
Mr Vaughan Jelley	Team Inspector (Deputy Headmaster, IAPS school)
Mr Matthew Judd	Team Inspector (Second Master, HMC school)
Mr Mark Twells	Team Inspector (Director of IT and Head of Department, HMC school)

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CONTENTS

		Page
1	**THE CHARACTERISTICS OF THE SCHOOL**	**1**
2	**THE SUCCESS OF THE SCHOOL**	**2**
(a)	**Main findings**	2
(b)	**Action points**	3
	(i) Compliance with regulatory requirements	3
	(ii) Recommendations for further improvement	3
3	**THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS**	**4**
(a)	The quality of the pupils' achievements and learning	4
(b)	The contribution of curricular and extra-curricular provision (including community links of benefit to pupils)	6
(c)	The contribution of teaching	8
4	**THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT**	**10**
(a)	The spiritual, moral, social and cultural development of the pupils	10
(b)	The contribution of arrangements for pastoral care	12
(c)	The contribution of arrangements for welfare, health and safety	13
5	**THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT**	**15**
(a)	The quality of governance	15
(b)	The quality of leadership and management, including links with parents, carers and guardians	15

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1. THE CHARACTERISTICS OF THE SCHOOL

1.1 Eltham College is a selective day school for boys aged 7 to 16, and is co-educational in the sixth form. Founded in 1842 as a boarding school, The School for the Sons of Missionaries, it moved in 1912 to an 18th century Mottingham mansion on an estate of 65 acres situated in south east London. Girls were welcomed into the sixth form in 1976. The school is a registered charity and a company limited by guarantee. The governing body comprises eleven trust governors, including one of the first girls to join the school, and eight representative governors for three religious groups, two local authorities, two elected parent governors and a staff representative. Governance is supported by the work of three committees. The school became an independent fee-paying school in 1976 when the government Direct Grant scheme closed. A significant number of pupils continue to receive fee support from the school.

1.2 The school aims to educate within a Christian environment, encouraging pupils to develop integrity, consideration for others and enquiring minds in a community based on co-operation, good humour and courtesy. It seeks to offer a broad and balanced curriculum, to enable pupils to achieve at the highest level, and to value community service both within the local community and reaching out to the wider world.

1.3 The school currently has 828 pupils on roll. Of these, 202 boys attend the junior school, which is located in its own buildings on the same site as the senior school. The senior school has 408 boys in Years 7 to 11 and a sixth form of 218 pupils, including 55 girls.

1.4 The overall ability of the pupils is above the national average. Pupils come from a wide range of backgrounds, including many cultures and faiths, reflecting the London communities from which they are drawn. The majority of pupils live within a five-mile radius of the school.

1.5 One hundred and twelve pupils have been identified as having special educational needs and/or disabilities (SEND). Thirty-eight pupils receive support for their difficulties. One pupil has a statement of special educational needs. Ninety-two pupils have English as an additional language (EAL), of whom two receive support for their English; all others are assessed as fluent users of English.

1.6 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

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2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

2.1 The quality of academic achievement across the school is excellent. It has improved since the previous inspection, both in work seen in class and in results at GCSE and A level. Achievements in sport, both for teams and individuals, in music, drama, art and a wide range of other activities are excellent for pupils of all ages. Pupils are excellent learners at every stage, showing a willingness to work on their own initiative and displaying positive attitudes in class. The curriculum offered in the junior and seniors schools is excellent, going well beyond National Curriculum requirements. It includes, as pupils move through the school, a wide range of modern languages, Latin and, in the senior school, three science subjects at all levels. The range and levels of participation in extra-curricular activities are extensive; pupils develop exceptional skills and are able to use their many talents. Teaching is good throughout and excellent in the junior school. The best teaching offers significant challenge to the most able and makes strong provision for pupils who have SEND, ensuring that they make progress comparable with their peers and their own abilities. In the junior school, provision of learning support has been well developed, meeting the recommendation of the previous inspection.

2.2 The personal development of pupils of all ages in the school is excellent. All aspects of their spiritual, moral, social and cultural development are excellent, and pupils show a great respect for the ethos and traditions of the school, understanding how these frame their education. Pastoral care is excellent, both in systems and in personal knowledge and dedication to the care of pupils. In questionnaire responses parents were highly supportive of the quality of care in the school, and in discussion pupils spoke highly of the care they receive from staff at all levels. Systems to ensure the welfare, health and safety of pupils are strong in most respects but on one occasion a consultation about a safeguarding concern was not raised with the local authority designated officer, (LADO) within the required time. All other policies, procedures and training for safeguarding meet all the required standards. Policies for medical care, first aid, health and safety, and fire safety are comprehensive and very well implemented and recorded.

2.3 The governance of the school is good, with effective oversight in most areas and great care in financial planning and support to the school. Governors bring a wide range of expertise to their roles and support the senior management team well. Governors' monitoring of safeguarding includes the required annual review, and discussion at full governing body meetings is appropriate, but monitoring of policy implementation is not yet sufficiently rigorous. Leadership and management, and their vision for the ethos and traditions of the school, underpin the academic success of the pupils, and the high quality of their personal development. Monitoring and development planning are not yet well developed. The school has addressed two of the recommendations made at the previous inspection; as yet the recommendation to develop the monitoring of planning has not been met. The two regulatory action points from the previous inspection have been met in full.

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2.(b) Action points

(i) Compliance with regulatory requirements

2.4 The school does not meet the requirements of the Independent School Standards Regulations 2010, and therefore it is required to:

- ensure that all safeguarding concerns are referred to the Local Authority Designated Officer within twenty-four hours [Part 3, paragraph 7.(a), under Welfare, health and safety].

(ii) Recommendations for further improvement

2.5 In addition to the above regulatory action point, the school is advised to make the following improvements.

1. Improve provision for the most able pupils to ensure consistency across the school.

2. Develop the monitoring role of senior and middle managers in the senior school to ensure consistently high standards of planning and marking in all departments.

3. Ensure that development planning for the future progress of the school takes account of findings from regular school evaluations by senior management

4. Provide training for the governors to ensure that they are fully aware of their responsibilities in relation to regulatory compliance.

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3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

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

3.1 The quality of pupils' achievements and learning is excellent.

Junior School

3.2 Pupils are well educated in line with the school's aims to encourage enquiring and enthusiastic minds, to foster all forms of communication and to teach them tolerance of others' views.

3.3 Across the curriculum and in all age groups, pupils attain high standards. They display very strong factual knowledge, excellent standards in their numeracy skills, and good levels of logical and independent thought: they use a range of strategies to investigate and solve problems. Pupils are articulate, speak confidently, participate eagerly in discussions and write with fluency. Pupils read fluently and widely, and they listen carefully to instructions as well as to the ideas and views expressed by their peers. High standards are attained in the creative and performing arts and in sport. Pupils of all ages take responsibility for organising themselves and collaborate successfully in many class activities. They make skilful use of information and communication technology (ICT), now available through the introduction of laptops on mobile trolleys. The achievement of pupils with SEND is in line with their ability. Their progress is very well supported through individual teaching and by teachers in the classroom. In general the most able pupils achieve well but not all lessons include challenging extension tasks for them. Pupils with EAL make rapid progress with their English and progress in line with their abilities.

3.4 Pupils of all ages achieve highly in extra-curricular activities and competitions. Notable successes are gained in fencing and chess, and in music and drama performances and examinations.

3.5 Pupils' attainment cannot be measured in relation to nationally standardised norms but, on the evidence available, including the results of regular attainment tests and evidence from books, lessons and curriculum interviews, it is judged to be well above national age-related expectations. This indicates that pupils sustain an excellent rate of progress in relation to those of similar ability. Year 6 pupils have all passed a challenging entrance test to the senior school and a high number have achieved scholarship success.

3.6 Junior pupils' success owes much to their positive attitudes and their confident approach to school, learning with evident enjoyment and enthusiasm. They are keen to succeed and to be actively involved in lessons.

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Senior School

3.7 Pupils are similarly well educated in line with the school's aims to promote enquiring and enthusiastic minds, to develop all forms of communication and to encourage tolerance of the opinions of others. Senior pupils show an excellent level of subject skills and understanding. Pupils are confident, very articulate and analytical in their reading, writing, speaking and listening skills; they enjoy taking part in discussions and show good reasoning ability. They work well independently, and use ICT skilfully to research, prepare and deliver excellent presentations. They develop excellent creative skills in art, drama and music, which many pupils see as a strength of the school.

3.8 Pupils achieve great success in a broad range of extra-curricular activities. Pupils are very successful in competitions; many teams and individuals perform well at all levels. Recent achievements include regional, national and international representation. The school team has so far reached the finals of the area round of a national mathematics challenge in 2013, with the finals due later in 2014.

3.9 The following analysis uses the national data for the years 2011 to 2013. These are the most recent three years for which comparative statistics are currently available. GCSE performance has been well above the national average for boys in maintained schools, and above the national average for boys in maintained selective schools. In 2013, just under 75% of grades at GCSE were at A* or A. International GCSE results were above the worldwide average. Results in English language and mathematics were above, and physics and biology similar to, the average for UK schools. A-level results have been well above the national average for maintained schools, and above the national average for maintained selective schools. Results since 2011 have shown improvement, and in 2013 were exceptional: over 70% of grades at A level were at A* or A. This level of attainment, taken in conjunction with other inspection evidence and nationally standardised progress data at GCSE, indicates that pupils make progress that is good relative to the average for pupils of similar ability. Progress in the sixth form is good.

3.10 Pupils with SEND make similar progress to their peers. The achievements and progress of the most able pupils and those with EAL are excellent.

3.11 Pupils show excellent attitudes to their work. They are committed and motivated, and take responsibility for their learning. In responses to the pupil questionnaires, almost all pupils felt that they make good progress in their work and said that they find their work interesting. A small minority of pupils disagreed that teachers ensure they have the right amount of work to do. In discussions, pupils did not support this view and inspectors found that careful monitoring takes place across the age range.

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

3.12 The contribution of curricular and extra-curricular provision is excellent.

Junior School

3.13 The academic curriculum is broad, varied, balanced, and well planned, and fully accords with the aim of the school to offer a broad and balanced range of opportunities for achievement to all pupils. It is flexible and regularly reviewed to ensure that it is appropriate to all ages and needs. The curriculum exceeds the requisite areas of learning; for example, all pupils learn Mandarin from Year 3 and French in Year 6. The curriculum also includes ICT lessons, personal, social and health education (PSHE) and religious education (RE).

3.14 Setting is used in mathematics and comprehension to ensure that the needs of individual pupils are met. Pupils with SEND are appropriately supported. Specific opportunities for extending the more able pupils were seen in some but not all lessons. Careful monitoring ensures that all pupils with EAL make progress in line with their abilities.

3.15 Pupils use the extensive opportunities to develop and express their creativity in music, art and drama. The recently introduced mobile facilities for ICT are enabling pupils to develop their skills.

3.16 Pupils benefit from a physical education and games programme that provides excellent opportunities and specialist teaching in a wide range of sports. This enables budding talent in individual sports to be identified and nurtured.

3.17 The academic curriculum is supported by an extensive extra-curricular programme. Pupils can choose from a wide range of creative and general interest activities including choirs, London Academy of Music and Dramatic Art training, gardening, chess and an Easter preparation course entitled Food for Thought, in addition to sports such as fencing and basketball. The scheme to give every pupil the opportunity to trial a musical instrument encourages individuals to participate from an early age. Pupils' education is broadened through a range of visits, including the Year 6 residential trip to France and a variety of outings both local and further afield. It is also developed by visitors to the school and workshops supporting areas of the curriculum, for example a Viking workshop for Year 5 pupils.

3.18 Pupils are very successfully engaged in a wide range of charitable activities, supporting both their local and international communities. They have raised substantial amounts of money for a diverse range of causes. These include the school in Tanzania, national appeals, a guide dogs organisation and a charity supporting vulnerable deaf adults and children.

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Senior School

3.19 The curriculum covers effectively all areas of learning for pupils of all ages and abilities, including the sixth form and those with SEND or EAL, fully in line with the school's aims to offer to all pupils a broad and balanced range of opportunities for achievement. Pupils' experience is enriched by learning a wide selection of languages in Years 7 to 9, and sciences are taught separately by subject specialists throughout the school. Dual science is offered as a further option if appropriate. In the sixth form, a wide range of AS and A2 modules is available, and the school takes care to ensure that as many pupils as possible are able to pursue their desired options and combinations of subjects. Taught courses are enhanced by clinics, and recreational and syllabus-focused clubs, some of which cater both for pupils who are less able and those who are more able. In most instances the school provides excellent individual support for the most able and talented individuals but provision in in lessons is less consistent.

3.20 The taught curriculum is enhanced by a wide choice of extra-curricular activities, to allow pupils to develop their abilities and talents. Pupils and their parents appreciate the many opportunities on offer. These include working in a school in Tanzania, many successful stage productions and the opportunity for all to participate in a range of external prize competitions, with many successes. Pupils highly enjoy musical pursuits, including a wide range of music groups, and performances such as the recent concert at St John's, Smith Square, and earlier this year the successful staging of *West Side Story.* Pupils have taken part in performances with distinguished conductors, both on national radio and at renowned venues. A wide range of sports and physical activities is available to pupils, with opportunities to represent the school. Some girls said that they would like more choice of pursuits. The Duke of Edinburgh's Award scheme is available at silver and gold level, and significant numbers of pupils take part, enjoying the opportunities for outdoor activities and challenge.

3.21 A wide and inventive community service programme provides excellent opportunities for pupils to extend their experience by running mathematics clubs in local junior schools, performing music for care homes and talking to the elderly. The school provides a diverse programme of visits and residential trips to support learning. Some pupils report that although they receive support for university applications they do not always find some aspects, for example, practice interviews, to be readily available. Inspection evidence showed that there is a comprehensive programme of preparation for university application.

3.22 As recommended at the previous inspection, the school now reports to parents on pupils' participation in extra-curricular activities.

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3.(c) The contribution of teaching

3.23 The contribution of teaching is good.

Junior School

3.24 In the junior school, teaching is excellent. It successfully pursues the school's aims to fulfil in practice the ideal of bringing out the best in pupils. The teachers know their pupils well and lessons are very well planned. The teaching shows strong subject knowledge and a clear understanding of pupils' needs. It successfully encourages a positive learning attitude and stimulates interest and perseverance with the task in hand. Teaching maintains a lively pace and employs a wide variety of approaches to engage the pupils. In most lessons, expectations of the pupils are high. For example, challenging extension work was planned for more able pupils in a Year 5 lesson where they independently researched the Anglo-Saxons using ICT.

3.25 Teachers make excellent use of a wide variety of resources. Interactive whiteboards are used skilfully by teachers to present and illustrate topics in a stimulating way.

3.26 Marking is undertaken regularly, and is thorough and consistent, in line with the junior school policy. Targets are set alongside corrected work to show pupils how they can improve their work, and they respond well. Positive comments and praise are supported by merit stamps, motivating pupils to work hard. Pupils interviewed showed a clear understanding of their half-termly regular assessment report grades.

3.27 The teaching is well informed by assessment and tracking. Systems introduced this academic year include termly book monitoring, sometimes led by subject co-ordinators, but also including opportunities for peer review and sharing of best practice within a subject. This is resulting in the raising of standards.

3.28 Since the previous inspection, the junior school has increased the resources for pupils requiring learning support. These pupils are carefully monitored and well supported across the curriculum, both by individual teaching and by strategies used by teachers in class to support their learning.

Senior School

3.29 In the senior school teaching is good; teachers know their pupils well and develop productive relationships with them based on mutual trust and respect. Teaching reflects the school's aim to fulfil in practice the ideal of bringing out the best in all pupils. A small minority of pupils indicated in questionnaire responses that they do not feel that teachers show concern for them as a person. However, in discussion, pupils said that their teachers know them well and that in lessons they feel well supported and are prepared to work hard in response. Teachers' subject knowledge is a clear strength, and good planning with careful structuring results in secure learning. The best teaching encourages independence and interest, often through the pupils' use of ICT to enhance their learning. Pupils make presentations to classmates on their individual research and can access enrichment or extension material, or extra practice exercises, using recommended websites. The best planning ensures that the needs of pupils of all abilities are met, with careful provision to ensure that those pupils with SEND or EAL are supported effectively, and the most able pupils are extended and challenged. In a small minority of lessons observed, teaching lacked pace or was excessively over directed by the teacher, and the progress of pupils was slow as a result. Preparation for public

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examinations includes very well-planned revision sessions, giving pupils the strategies they need to revise independently.

3.30 Processes for identifying pupils' specific SEND are well developed. Specialist advice on strategies is given in pupil profiles to mainstream classroom teachers, which are well used to enable pupils to achieve their best. In those cases observed where pupils were, for example, given additional time to complete tasks, or instructed to do them without consulting reference material, they appreciated the sensitivity to their particular circumstances. The school ensures that the needs of any pupils with a statement of special educational needs are fully met. The school identifies those pupils with EAL who speak English with fluency and monitors their progress, and those who are less fluent receive well-directed specialist support.

3.31 Classrooms are well equipped, and teachers' use of the resources available is effective. Interactive whiteboards are used to enhance learning, with, for example, good use of short video clips to illustrate case studies in geography lessons.

3.32 A marking and assessment policy has been recently introduced and its use is at an early stage of development. Implementation is as yet inconsistent; best practice includes plentiful regular detailed assessments, with written comments and advice on how to improve, engaging pupils in a dialogue about their work and helping them to understand their own strengths and weaknesses. Some marking is less regular and lacks helpful comments. Regular assessment information is well used to track pupils' progress and to enable teachers to plan appropriately.

3.33 In responses to the questionnaire, a small minority of pupils felt that the quantity of homework set is burdensome and that the work does not always help their learning. Inspection evidence did not support this view, and the concern was not supported in discussions with pupils.

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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.

Junior School

4.2 The school fulfils its aims to: educate within a Christian environment so that young people can discover the meaning of the Christian faith and spiritual values; encourage personal integrity and consideration for others; promote community service in both the local community and the wider world to create better mutual understanding and promote greater awareness of environmental issues. Pupils are confident, articulate and able to explain very clearly their individual and collective contributions, both to the school and to the community beyond.

4.3 Pupils' spiritual development is excellent. Spiritually, pupils are very aware of and involved in the school's history, its missionary foundations and the lives of the missionaries after whom the houses are named. This helps pupils of all faiths to identify with the school community and to have a significant place in a continuing tradition. The Food for Thought course stimulated thought-provoking definitions of the festival. Pupils are self-confident and develop self-esteem, through, for example, their involvement in assemblies that celebrate their successes. An excellent assembly on the Great War included a hymn especially written for the school, which was very well sung and engaged the pupils thoughtfully in this community activity.

4.4 The pupils have excellent moral awareness, with a very clear understanding of right and wrong, and high standards of behaviour. The elected peer mentors help other junior school pupils to address minor behaviour issues and bring more serious matters to the attention of the teachers.

4.5 Pupils demonstrate excellent social development. The school prefects set an excellent example around the school. They are fully aware of their responsibility for the other pupils and are very proud of the senior positions they hold. Questionnaire responses showed that older pupils would relish more opportunity to take on formal roles of responsibility. The pupils recognise a responsibility to help others less fortunate than themselves; they visit a local elderly care home, and they raise funds for a wide variety of charities. In PSHE they learn about the function of the local council and other public services, and they show their economic understanding in practical ways. For example, Year 6 cancelled their 2013 Christmas 'Secret Santa' activity and instead contributed the money for their gifts to the school in Tanzania which Eltham College supports.

4.6 Cultural awareness is excellent. Major world religions are explored in RE lessons and pupils are able to explain clearly what they have learned about different faiths. Visits to places of worship, visiting speakers of different faiths and cross-curricular studies on cultures around the world, such as learning about other nations in geography, support the development of pupils' understanding of the traditions of others. Different cultures are widely celebrated, for example through visits from parents of different religions to celebrate festivals such as Diwali. Pupils are proud of their own backgrounds and cultures and work happily together.

4.7 By the end of their time in the junior school, pupils are vey well prepared for the move into the next phase of their education. This is facilitated by time spent in the

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senior school, use of its science facilities and teaching in some lessons by senior school staff.

Senior School

4.8 The school meets its aims to: educate within a Christian environment so that young people can discover the meaning of the Christian faith and spiritual values; encourage personal integrity and consideration for others; promote community service in both the local community and the wider world to create better mutual understanding and promote greater awareness of environmental issues. Senior school pupils achieve an exceptionally high level of personal development. Their responses in discussions and in self-assessment on their reports demonstrate a sophisticated level of emotional maturity.

4.9 Pupils have an excellent spiritual awareness. Individuals of different religious backgrounds work well together and pupils of all faiths and of none organise and lead chapel services. They are very tolerant of each other's different backgrounds. A pupil was able to explain effectively differences between versions of religious texts at a Christian Union meeting.

4.10 The moral awareness of pupils is excellent. Pupils have a strong sense of right and wrong. They behave in an orderly fashion. The pupils engage with a range of moral issues within the school curriculum, such as war, marriage and social isolation, and they have established and run clubs such as a gender equality club and an ecological group in response to their own concerns.

4.11 The pupils' social development is excellent. The house system enables pupils of all ages to mix together and many assume leadership roles within activities, such as directing and stage managing plays. Pupils have a strong sense of social responsibility to others, both locally and internationally, raising over £13,000 for charities so far this year. All Year 12 pupils contribute to the community service programme. The school's links with the school in Tanzania enable pupils to gain a first-hand understanding of planning and teaching lessons in a developing country, and they educate their peers on return.

4.12 Pupils' cultural awareness is very strong. Excellent cross-curricular work on spiritual and cultural topics, such as a Year 7 design technology project on the place of light in various religious festivals, embeds an awareness of different cultures and traditions into school life and helps to develop a strong sense of a cohesive community.

4.13 The PSHE programme offers helpful opportunities for pupils to develop an understanding of economics and finance. The sixth-form pupils interviewed felt that they are well prepared for the next stage in their lives.

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

4.14 The contribution of arrangements for pastoral care is excellent.

Junior School

4.15 The high quality of pastoral care reflects the Christian ethos of the school. Careful monitoring of pastoral matters results in sensitive action to support pupils in the junior school. Relationships between staff and pupils and amongst pupils themselves are excellent. Pupils enjoy coming to school, where they feel safe and secure, and know that there is always somebody available to help, including non-teaching staff. The 'buddy' system, where each new pupil in Year 3 is paired up with a boy in Year 6, is spoken of very highly by the pupils. Year 6 say that they are still friends with their mentors who are now in Year 9.

4.16 Healthy eating is regularly promoted. Opportunities for regular exercise abound in games, gym and swimming lessons, as well as within a 'walk to school' promotion and numerous activities including fencing, gymnastics and tennis, in addition to traditional team sports.

4.17 Behaviour is excellent throughout the junior school. Pupils say that bullying is very rare and is dealt with immediately and with sensitivity whenever it does arise. Anti-bullying weeks are held every year, and regular visits from a travelling exhibition that provides additional displays and resources help to reinforce the message.

4.18 The junior school council meets termly and provides a voice for the pupils. The elected representatives enjoy sitting on the council. They feel that it is important for their feelings to be aired and identify extra equipment in the playground as their main achievement to date this year.

Senior School

4.19 The high standard of pastoral care is in line with the school's Christian ethos. A careful structure of pastoral responsibilities at all levels engages the school community in thoughtful and sensitive care of the pupils. Effective communication of concerns, regular meetings for staff with responsibility for pupils at different stages of the school, all attended by the school nurse, and comprehensive record keeping contribute to the successful care of the pupils. In responses to the questionnaire almost all pupils said that they feel safe at the school. In interviews, pupils highlighted how much they appreciate and value the care offered in the medical centre.

4.20 Pupils' relationships with each other and with staff are excellent. The majority of pupils said that they know who they would turn to in the school for advice and support. Older pupils mix well with younger pupils and willingly take responsibility for their well-being in many ways, in particular in house system roles, which makes a key contribution to the social life of the school. All-age activities including music, drama and sports support this social cohesion.

4.21 Pupils receive strong encouragement to make healthy choices, both in their diet and through exercise. The meals on offer in the school dining room provide a good mix of fresh, healthy choices, although a number of pupils voiced that not all options appeal. Pupils participate in the wide range of sporting activities on offer, including both team and individual sports both in lessons and in activity time. Pupils are

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encouraged to consider their own health and well-being, and the boys appreciated a special men's health programme earlier in the year.

4.22 Effective policies promote good behaviour, and guard against bullying and harassment. High standards of behaviour were seen in classrooms and in all other areas of the school. In responses to the questionnaire, the majority of pupils said that little bullying takes place, and that when it arises it is deal with appropriately: this view is supported by the records of sanctions and actions taken. A small minority of pupils indicated that some harassment had taken place amongst the pupils. This was supported in discussions with pupils, who stated that when reported, appropriate action had been taken. The school is proactive in seeking pupils' views and recently conducted a survey of girls to find out whether they feel that any sexism is experienced. The results of this survey are being used to inform future training for staff and the development of the PSHE curriculum. In questionnaire responses, a small minority of pupils indicated that they do not think staff are fair in their use of rewards and a minority of pupils indicated the view that sanctions are not fairly given. The inspection found no evidence to support this view in records maintained by the school; senior staff monitor the ways in which rewards and sanctions are given to ensure fairness and appropriate use.

4.23 The senior school council of elected representatives puts forward the views of the pupils and the responses are published on school notice boards. A majority of pupils responding to the questionnaire did not feel that the school asks for and responds to their opinions. The inspection team found that pupils have opportunities to offer views and assume a leading role in the school council; responses to their comments have included improvements to the sixth-form area.

4.24 The school has a suitable plan to improve educational access throughout for pupils with special educational needs and/or disabilities.

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

4.25 The contribution of arrangements for welfare, health and safety is good.

4.26 In both sections of the school, appropriate measures are in place to promote the welfare, health and safety of pupils. The safeguarding arrangements meet the requirements of official guidance and in almost all respects are fully implemented, with staff receiving training at appropriate intervals and levels according to their responsibilities. On one occasion the school did not use the procedure of initial consultation with the LADO within the required period to establish whether a concern should be reported as an allegation. In all other respects the safeguarding procedures and records show high quality care. The school undertakes the required pre-appointment checks, which are carefully recorded. In responses to the questionnaire, parents were unanimous that their children are happy and felt safe at the school. The overwhelming majority felt that their children are well looked after.

4.27 The school has comprehensive policies and procedures to reduce the risk from fire and other hazards. All required drills, training, checks and maintenance procedures are carried out and carefully recorded. Health and safety policies and procedures promote a safe environment for pupils. The medical centre, staffed by trained personnel throughout the school day, provides excellent care and comfortable and suitable accommodation for sick or injured pupils. Health issues are well recorded and communication with parents is prompt. The school maintains clear policies for first aid, and training for first aiders is well recorded and up to date.

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4.28 The admission and attendance registers are suitably maintained and correctly stored for three years.

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5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

5.1 The quality of governance is good.

5.2 The governing body provides effective oversight of both sections of the school. It supports the work of the school in realising its aim to provide education within a Christian environment, continuing the tradition of the school's foundation. In particular, the governing body shows excellent support for this long tradition by maintaining a significant number of bursaries to support pupils in the school. The work of the whole governing body, of the three committees and of the governors who take on individual responsibilities supports the work of the senior management team and the whole staff. Prudent financial planning has facilitated the development of buildings, the care of the environment of the school and its grounds, and good investment in staff and appropriate resources. Plans are well advanced for further future developments.

5.3 Visits to the school by governors and reports from the heads of the senior and junior schools as well as other key members of staff contribute to governors' good knowledge of the work of the school and support to the senior management team.

5.4 Careful monitoring of educational standards and resources takes place, and governors undertake an annual review of safeguarding as well as receiving termly reports. However, one aspect of safeguarding has not been sufficiently monitored, in relation to ensuring timely contact with the local authority to establish whether a concern should be reported as an allegation. As a result, the school does not meet regulatory requirements in relation to this aspect of safeguarding.

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

5.5 The quality of leadership and management is good.

5.6 The leadership of the school is overseen by a senior management team that includes the heads of the senior and junior schools, deputy heads, head of sixth form, development director, registrar and bursar. Minutes of the weekly senior meeting are published in order to facilitate communication with all staff.

5.7 Leadership and management are effective in promoting the educational aims of the school, and their success is reflected in the excellence of pupils' academic and other achievements, as well as in the excellent standard of pastoral care. In the junior school, members of the senior management team co-operate well together to monitor the work of that section of the school effectively, and planning for the future is clear. In the senior school, high priority is given by the senior leadership to spending time with pupils, knowing them as individuals, asking about their welfare and supporting activities in which they are involved. Pupils say that the senior management team is very approachable and caring. The trust between senior pupils and the senior management team is seen in regular meetings that are held with an open agenda between the head boy and girl with both the deputies and the head. These meetings result in influences to school policy.

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5.8 Throughout the school, clear leadership has resulted in effective monitoring and tracking of pupils' academic progress, which supports their learning. The Christian foundation and the strength of the traditions of the school support the excellent personal development of pupils, who flourish within the caring environment. The oversight of pastoral matters is highly effective, with a strong sense of purpose and shared commitment in both sections of the school to its pastoral ideals.

5.9 The weekly meetings of the senior management team deal with day-to-day matters but as yet there is no regular focus on whole-school development and strategic planning. School self-evaluation is limited in scope.

5.10 The direction given to heads of academic departments does not provide a consistent approach to routine monitoring of the work of the departments or to the induction of new staff. The quality of management of academic departments varies greatly. The best practice involves systematic scrutiny and support of the teaching, analysis of examination results, preparation of policies, and monitoring and checking marking and assessment. This good practice is not established systematically across the school. The pairing of departments to share good practice has resulted in some progress to fulfil the recommendation of the previous inspection: this is further supported by the recent appointment of a head of teaching and learning to co-ordinate developments in these areas.

5.11 Valuable links have been established between departments in the senior and junior schools, notably in core subjects, resulting in enrichment and extension of the junior curriculum and facilitating a smooth transition between Years 6 and 7. Heads of department feel supported by the senior management team and governors, in terms of both budget allocation and generosity with their time.

5.12 Management at all levels has been successful in securing, supporting, developing and motivating sufficient high quality staff and largely ensuring that they are suitably trained for their roles in meeting the needs of all pupils, safeguarding, and welfare, health and safety.

5.13 Parents who replied to the questionnaire indicated overwhelming support for and appreciation of the school. A very small minority indicated dissatisfaction with the handling of their concerns. Inspectors found that the school has a clear policy and procedure for dealing with complaints and concerns, and records show that they have been followed appropriately. Parents are highly satisfied with the education and support provided for their children and with the quality of communication with the school, and almost all parents felt that their children are well looked after by the school. The school maintains a constructive, positive and well-developed relationship with parents, in accordance with its aims, and handles any concerns with care, in accordance with its published procedures. Parents have good opportunities to be actively involved in the work and progress of their children. They receive weekly information bulletins that outline activities across the whole school and frequently celebrate the successes of pupils. Parents also receive clear and pertinent reports about their children's work and progress. Parents meetings are frequent and well attended, with talks on matters relevant to year groups.

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

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