



INDEPENDENT SCHOOLS INSPECTORATE

**INTEGRATED INSPECTION
LICHFIELD CATHEDRAL SCHOOL**

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Lichfield Cathedral School

Full Name of School	Lichfield Cathedral School
DfE Number	860/6012
Registered Charity Number	1137481
Address	Lichfield Cathedral School The Palace The Close Lichfield Staffordshire WS13 7LH
Telephone Number	01543 306170
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Email Address	thepalace@lichfieldcathedralschool.com
Head	Mrs Susan Hannam
Chair of Governors	Mr Colin Hopkins
Age Range	3 to 18
Total Number of Pupils	412
Gender of Pupils	Mixed (220 boys; 192 girls)
Numbers by Age	3-5 (EYFS): 40 5-11: 159 11-18: 213
Number of Day Pupils	Total: 400
Number of Boarders	Total: 12 Weekly: 12
Head of EYFS Setting	Mrs Alison Stevens
EYFS Gender	Boys and Girls
Inspection Dates	19 Jan 2016 to 22 Jan 2016

PREFACE

The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools belonging to the Independent Schools Council (ISC) Associations and reporting on compliance with the Education (Independent School Standards) Regulations 2014. The range of these Regulations can be viewed on the website www.legislation.gov.uk. Additionally, inspections will consider the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment introduced by the School Standards and Framework Act 1998.

This inspection report follows the *ISI schedule*. The inspection on which the report is based took place over a period of four continuous days in the school.

The previous ISI standard inspection was in March 2010 and the previous ISI boarding intermediate inspection was in January 2014.

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

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

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

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

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

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

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

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

INSPECTION EVIDENCE

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

Inspectors

Mrs Gwen Caddock	Reporting Inspector
Mrs Valerie Clark	Assistant Reporting Inspector
Miss Amanda Clark	Team Inspector (Director of Studies, IAPS school)
Mrs Maxine Shaw	Team Inspector (Head, IAPS school)
Mr Geoffrey Hill	Team Inspector (Former Head of Department, HMC school)
Mr Simon Northcote-Green	Team Inspector (Deputy Master, HMC school)
Mr Michael Punt	Team Inspector (Head, HMC school)
Mrs Eileen Grimes	Co-ordinating Inspector for Boarding
Miss Jacqueline Scotney	Co-ordinating Inspector for Early Years

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Lichfield Cathedral School is a co-educational day and boarding school for pupils from the ages of 3 to 18. It educates the choristers of Lichfield Cathedral and currently provides boarding facilities for 12 boy choristers. The present school was founded in 1942 by the Dean and Chapter as a preparatory school for the boy choristers. Its intake was extended to include girls in 1974, senior school pupils in 2007 and finally sixth formers in 2010. The girl choristers were installed in 2012 and now take a regular part in the musical life of the cathedral. A total of 412 pupils are on roll.
- 1.2 The school aims to be a community devoted to Christian ideals of learning, faith, leadership and service, raising the aspirations of each of its members and fulfilling their potential in body, mind and spirit. In 1981, the school became a charitable trust and in 2010 the charity was incorporated becoming a company limited by guarantee. The governing body is composed of up to 15 members, 5 of whom are appointed by the chapter of the cathedral. All members of the governing body serve as the trustees of the company.
- 1.3 The school occupies 2 sites. Pupils in the Early Years Foundation Stage (EYFS) and up to Year 4 are educated at the school's Longdon site, located approximately 3 miles from the centre of the city of Lichfield. Those in Years 5 to 13 are taught in the Lichfield site, in buildings located in the cathedral close. The most recent development on this site is the sixth-form centre, which opened in 2013 to support the introduction of a sixth form. Both sites offer an outdoor woodland education facility and playing fields. Longdon has indoor sports facilities for the younger pupils. Older pupils at Lichfield use a range of indoor sports facilities in the city.
- 1.4 The school educates 40 children in the EYFS, 159 pupils in Years 1 to 6 and 213 in Years 7 to 13. No standardised data is available to assess the ability of pupils in the junior school but they are judged to be of national average ability based upon information provided by the school. Senior school pupils are of above national average ability, with sixth-form pupils of slightly below national average ability overall. The school has 1 pupil with English as an additional language (EAL), who receives specialist support. A total of 45 pupils have been identified as having special educational needs and/or disabilities (SEND) and all receive specialist support. Currently 5 pupils have an education, health and care, (EHC) plan. Pupils have a wide range of backgrounds, primarily Christian and including a small minority from other ethnic and cultural groups. They come from the city of Lichfield and the wider area of Staffordshire.
- 1.5 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 The quality of achievement is consistently good across the school. In the EYFS children make an excellent start to their learning. Pupils demonstrate excellent achievement in the creative areas such as music, with high quality musical achievement evident in choirs, many ensembles and the work of the choristers in the cathedral. Artwork on display around the school demonstrates a high level of creativity and pupils' pride in their work. The curriculum is excellent in its breadth and flexibility, providing older pupils with their first choices in their examination options. Pupils participate in a wide range of activities as they progress through the school, and develop leadership skills as well as enjoying their experiences. Teaching is good. The school has areas of excellence, such as its provision for pupils with SEND who achieve their potential as a result. The most successful teaching provides challenge for all and in particular for the more able, enabling pupils to achieve their best. This provision is inconsistent and the area has been identified as a priority, with work to improve underway.
- 2.2 The quality of pupils' personal development is excellent. Fundamental British values are part of the foundations of the life of the school, underpinning excellent cultural development; pupils understand, appreciate and respect British values and other cultures and religions. Pupils' spiritual values and development are promoted by the Christian ethos of the school and by their participation in worship and assemblies in the school chapel and the cathedral. Their moral and social development is excellent. From the EYFS onwards pupils are kind to each other and they develop awareness of the impact of their own actions on others, whom they treat with respect and great consideration. Pastoral care is excellent, fully supported by clear systems and communications and by the excellent relationships between staff and pupils. Health and safety in all areas is excellent and careful records are kept. Boarding is excellent in all respects and great care is taken to balance the boarders' chorister commitments with their education and free time.
- 2.3 The quality of governance is excellent. The governors fulfil their responsibilities for the statutory and regulatory areas, and appreciate the ethos of the school. The significant change which has taken place over the last year has been very carefully and successfully managed. The board has fully supported the new senior management in its analysis of the priorities of the school. Leadership and management are good. The new leadership team has successfully initiated the processes required to engender improvement. All staff are involved at some level in initiatives to develop the school and they speak enthusiastically about the opportunities they have to participate in this improvement plan and are beginning to see success in the endeavours. The school communicates regularly and effectively with parents about pupil progress and its events and developments, and deals appropriately with concerns. Parents expressed a high level of support in their questionnaire responses for the academic life of the school, for the care of their children and for the work underway with the new leadership team.

2.(b) Action points

(i) Compliance with regulatory requirements

- 2.4 The school meets all the requirements of the Education (Independent School Standards) Regulations 2014.
- 2.5 The school meets all the National Minimum Standards for Boarding Schools 2015.

(ii) Recommendations for further improvement

- 2.6 The school is advised to make the following improvements.
1. Develop the use of information and communications technology (ICT) across the curriculum for pupils in the junior and senior schools.
 2. Extend the provision of challenging work for all pupils and especially for those who are able, gifted and talented.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

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

- 3.1 The quality of the pupils' achievements and learning is good.
- 3.2 Pupils are well educated in accordance with the school's aim to raise the aspirations of each pupil and enable them to fulfil their potential.
- 3.3 Children in the EYFS demonstrate a love for learning through their inquisitive natures and high levels of engagement in activities. They achieve well, making good progress in relation to their starting points and capabilities. By the end of the EYFS, the vast majority of children meet the expected levels of development for their age in all areas, with a high proportion exceeding these. Children who require additional support make steady progress due to the well-targeted support that they receive. Children develop great confidence whilst talking to others and making their feelings known. The younger children begin to demonstrate an awareness of letter sounds and formation, and enjoy listening to stories. Their number knowledge is growing, with more able children confidently using numbers up to 20 in problem-solving activities. Older children demonstrate a growing ability to recognise complex sounds, using these to decode words whilst reading. They confidently write for a purpose in self-chosen activities and use numbers to create simple addition questions. Children are active learners; older children enjoyed unearthing dinosaur bones during a woodland learning activity. They demonstrate high levels of independence and concentration in their work and play. Children's creativity is evident through their imaginative discussions and role play, and the use of varied media in artwork. They demonstrate good thinking skills; younger children eagerly experimented with ways to melt ice blocks, discussing their suggestions with their peers.
- 3.4 The achievement of pupils throughout the school demonstrates good levels of knowledge, understanding and skills across all areas. From the youngest ages pupils enjoy speaking, listen well and develop strong reading and writing skills. They are articulate when answering questions and presenting their views. As they progress through the school, pupils develop logical and independent thought, and the ability to discuss and challenge ideas presented to them. Pupils apply their mathematical skills well in other subjects and develop well, enjoying the opportunities that they have for physical activity. They develop strong computing skills but as yet these are not used widely across the curriculum, other than in the EYFS. At all stages creativity flourishes with excellent outcomes, notably in art, as observed in the excellent displays around the school, and in drama and music, as is particularly evident in the high achievement of the choristers.
- 3.5 The academic achievement of pupils is significantly strengthened by their excellent achievements in extra-curricular activities. The school achieves notable success in music. In performances both nationally and abroad, pupils achieve significant instrumental and choral successes. For example, in lunchtime recitals around Lichfield and in concerts further afield. The school uses local venues to stage successful whole-school productions of musicals and plays. Individual achievements are many, including county success in sport. Pupils who participate in The Duke of Edinburgh's Award scheme (DofE) achieve well and value the opportunities it provides.

- 3.6 Results in externally marked national tests at age 11 have been good in relation to the national average for maintained junior schools, with increasing success in both English and mathematics. The following analysis uses the national data for 2012 to 2014, the most recent 3-year period for which the comparative statistics are currently available. Results at GCSE have been above the national average for maintained schools and those at A level have been similar to the national average for maintained schools. In 2015, results at GCSE matched the best that the school has achieved. At A level there has been a steady improvement in exam results since pupils were first entered and the proportion of pupils gaining passes at grades A* to B improved significantly in 2015.
- 3.7 The attainment of pupils in the junior school demonstrates that they make good progress, and the evidence observed during the inspection confirmed this view. Standardised measures of progress indicate that senior school pupils make appropriate progress overall in relation to the average for pupils of similar abilities at both GCSE and A level. Current pupils demonstrated strong evidence of progress in lesson observations, scrutiny of their work and in discussions, although these levels have not yet been reflected in examination results. Overall, pupils make good progress in relation to those of similar ability. The great majority of pupils go on to higher education and an increasing number of offers are from universities with demanding entry requirements.
- 3.8 Pupils identified as having SEND or EAL make excellent progress because of the support and encouragement that they receive and the care taken to match work to their needs. This progress is identified by the school's tracking scheme and in the data held by the learning support department. The good attainment of more able pupils overall is enhanced by enrichment activities such as the Extended Project Qualification (EPQ) which is available to sixth-form pupils. More able pupils do not consistently receive appropriate challenge. The vast majority of pupils feel that they are making good progress as indicated in their pre-inspection questionnaire responses.
- 3.9 Pupils of all ages have highly positive attitudes to learning. They are eager to learn, take pride in what they achieve and persevere with their tasks. Pupils make every effort to present their work well.

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

- 3.10 The contribution of curricular and extra-curricular provision is excellent.
- 3.11 In the EYFS, the flexible yet comprehensive educational programmes are well matched to children's interests, needs and abilities, and cover all areas of learning thoroughly. Planning responds to children's progress and interests which creates a bespoke, topic-based curriculum that helps children meet and often exceed the expected levels of development for their age and ability. Adult-directed and child-initiated activities, planned for across the indoor and outdoor environments, are effectively balanced. The curriculum is enriched by specialist teaching. Sessions in the woodland learning area provide good opportunities for children to reinforce topic work and learn valuable life skills through the natural world.
- 3.12 The curriculum is carefully mapped to ensure that it is broad and balanced. It offers a wide range of subjects suitable for the age and ability of the pupils, and fulfils the school's aims. In their responses to the pre-inspection questionnaire, the overwhelming majority of parents thought the school provides an appropriate range

of subjects and activities. The curriculum and co-curriculum are carefully planned and include strong provision for those with SEND or EAL, and a developing programme for able, gifted and talented pupils. The curriculum fully supports British values and presents opposing views in a non-partisan manner during coverage of political issues in both curricular and extra-curricular activities.

- 3.13 Work in the woodland learning environment has been a significant, beneficial addition to many areas of the curriculum. Those in Years 5 and 6 enjoy cross-curricular weeks which enrich their learning. Pupils have a broad experience of language learning; French is taught from Year 1 and Latin is introduced in Year 5, further modern language options are introduced in Year 7 and may be followed through to GCSE.
- 3.14 The curriculum has been extended to support the development of the sixth form, including the introduction of triple science at GCSE to prepare pupils for A-level science subjects. All pupils take the religious education (RE) GCSE examination, in line with the ethos of the school, and increasing numbers choose this subject at A level. Further new subjects have been introduced including economics, psychology, and government and politics, as well as the EPQ to offer challenge and breadth. At GCSE and A level the choices of subjects are very flexible which ensures that the preferences of all pupils are met.
- 3.15 In the senior school the timetabling of half-termly personal, social and health education (PSHE) afternoons ensures thorough coverage of all relevant aspects and allows time for the pupils to explore these fully through discussion and reflection. Pupils are very well prepared for future choices through comprehensive, impartial careers and university entrance advice, including from visiting speakers. A higher-education evening with guest speakers is held for Years 10 to 13 and work experience in Year 11 extends pupils' experiences and supports them in making informed choices.
- 3.16 A wide range of co-curricular opportunities, to suit all ages, is offered throughout the week including many sports, cookery club, bell ringing in the cathedral, taekwondo and a radio-controlled car club.
- 3.17 The school has excellent music provision; pupils of all ages can participate in a wide range of choirs and ensembles, and in a school orchestra. The DofE scheme provides older pupils the opportunity for service in the community, which makes a significant contribution to the cultural life of the area. The various musical ensembles also go out into the community to entertain and to raise money for charities. Drama productions take place in the city and its environs. During the inspection, sixth formers took part in a storytelling workshop with elderly local residents. Every year group in the school arranges their own events and raises significant funds for their chosen charities.
- 3.18 From the earliest age, the curriculum and co-curriculum is supported and enriched by stimulating educational visits and visitors capturing the pupils' imaginations and engaging them in their learning. Senior school pupils are greatly appreciative of the opportunities provided to participate in international visits and tours, which enhance their learning and personal skills.

3.(c) The contribution of teaching

- 3.19 The contribution of teaching is good.
- 3.20 In the EYFS, staff know the children in their care extremely well. They understand how young children learn. As a result they provide learning experiences that enthuse and engage children, such as enabling younger children to sustain their fascination in the well-chosen activities for considerable periods of time. Through high expectations and sensitive support where needed, staff help children to try their best, which they were observed to do. Thorough assessment and planning systems plan future learning experiences with great success. Teaching presents suitable challenge; for example younger children are encouraged to use their growing knowledge of larger numbers to measure sticks. Resources are of high quality and provide exciting learning opportunities both indoors and out. Since the previous inspection, the provision of technology resources across the EYFS has been enriched and children make excellent use of up-to-date equipment such as tablets and digital cameras with confidence.
- 3.21 Throughout the school, teaching is good. Some excellent teaching encourages pupils to develop a lifelong love of learning in accordance with the school's aims. Teaching engages pupils well and is characterised by high expectations of pupils, enabling them to develop a secure understanding of individual subjects and successfully promoting their progress. In the great majority of lessons, time is used well and the pace is matched to the pupils' needs and abilities. In a small number of lessons where teaching is less effective, planning does not use time efficiently and a limited variety of tasks are employed resulting in some pupils not having sufficient challenge. On a few occasions, lessons were too tightly controlled and directed by teachers and as a result pupils had few opportunities to think for themselves and to be involved in the learning process. In their responses to the pre-inspection questionnaire, the vast majority of pupils commented that their teachers help them to learn.
- 3.22 Teachers have strong subject knowledge and use this to plan teaching which is well matched to pupils' abilities, using up-to-date resources. For example, junior school pupils were introduced to a new mathematics topic through a range of interactive tasks on a whiteboard which were varied to suit different abilities. Learning was then reinforced with challenging independent work which required pupils to calculate missing numbers. In the senior school the library is a well-used resource which supports literacy skills and independent research.
- 3.23 Teachers are very well-informed about the needs of pupils with SEND or EAL by the specialist team, and plan carefully to ensure that these pupils make strong progress. In some lessons imaginative tasks are planned to challenge the more able pupils to extend their learning, such as developing websites in an ICT lesson for younger pupils, but this is not consistent. Planning has been strengthened recently by the introduction of a thorough system of formal assessment throughout the school which enables teachers to understand pupils' capabilities and progress, and to plan to meet these. Pupils' achievements are carefully monitored and individual learning targets are set which are evaluated regularly, meeting the recommendation set out in the previous inspection report.
- 3.24 Teachers know their pupils extremely well and recognise their individual needs. The excellent rapport between teachers and pupils adds to the effectiveness of the teaching. Teachers treat all pupils equally and promote tolerance and respect, and

are non-partisan in the coverage of political issues, in line with the school's Christian ethos. Their high expectations of behaviour lead to well-organised lessons and a productive learning environment. Teachers emphasise the importance of pride and good presentation in pupils' work. In all age groups, pupils speak warmly of their teachers' willingness to provide extra support outside of lessons, even to the extent of a revision retreat weekend for some subjects. Pupils confirm that the demands placed on them are appropriate and that the school helps them to manage their workloads. Choristers are highly appreciative of this consideration.

- 3.25 Marking of pupils' work is regular, thorough and generally rigorous. It often includes words of encouragement and praise. The most helpful marking provides constructive feedback to pupils on how they can improve their work, and written dialogue is found to be useful by pupils. Peer and self-assessment by pupils is used well to strengthen understanding and critical ability. The system of effort and achievement grades is understood by pupils. Homework is used well to reinforce and extend learning. Most parents feel that the amount of homework set is appropriate to the age of their children, inspection evidence supports this view.
- 3.26 The school makes the provision set out in EHC plans or statements.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

4.(a) The spiritual, moral, social and cultural development of the pupils

4.1 The spiritual, moral, social and cultural development of the pupils is excellent.

4.2 In the EYFS, children demonstrate excellent personal development; they are kind to one another, behave extremely well, and work and play harmoniously together. Children recognise the importance of sharing and are tolerant of each other's differences. Their kindness is evident through spontaneous gestures such as making get well soon cards for a peer who is unwell. They have a good awareness of the wider community and understand that there are people who are less fortunate than themselves. Children are keen to help to make a difference. Their growing understanding of British values is reinforced constantly through promotion in the curriculum, the community ethos that permeates the school and through opportunities to undertake roles of responsibility. Children are well prepared for the next stage of their education, this is further supported by the well-organised transition procedures that help ease children into their next class.

4.3 The pupils' strong spiritual development is encouraged by the Christian ethos of the school and their exploration of Christian values. The ethos is strengthened by the use of the school's own chapel and the cathedral as places of worship and quiet reflection. Pupils develop their individuality, becoming self-confident young people with a clear sense of their own beliefs. Their appreciation of other faiths and beliefs is well supported by opportunities to explore and discuss in lessons and assemblies. Through music and drama performances and art displays, pupils express a mature understanding of a world beyond the physical and become increasingly self-aware.

4.4 The moral development of the pupils is excellent. They have a clear sense of right and wrong, fostered by regular discussions in lessons and during PSHE sessions. Pupils understand well the importance of considerate and sensitive behaviour, including respect for those with protected characteristics, when engaged with the local community at events such as carol singing or during their DofE outreach programme. They are encouraged to discuss and formulate their views, and they are well-informed by a range of visiting speakers on topics such as the rule of law and individual liberty. They understand and respect English laws as well as moral and ethical values.

4.5 The pupils' social development is excellent. Pupils relate extremely well to each other, across all ages. Respect is evident in all relationships throughout the school. Pupils display high levels of courtesy, maturity and consideration for each other. They eagerly take on positions of responsibility as elected representatives on a wide range of school councils, form or house captains, prefects and or senior choristers. Senior pupils organise the senior prom for Year 11 and the leavers' ball for Year 13. Sixth-form pupils are encouraged to apply for a wide range of leadership roles to serve the community. All pupils demonstrate concern for those less fortunate than themselves through a strong commitment to charitable and voluntary work in service to the community. Pupils successfully raise funds for a wide range of local, national and international charities, and junior school pupils take great pride in contributing to these fund-raising activities. Fundamental British values are actively promoted through classroom displays; PSHE, citizenship and RE lessons; and year group assemblies. Recently the democratic process was fully explored during the general election and the pupils held their own mock election.

- 4.6 The cultural development of pupils of all ages is excellent. It is promoted in many curricular and extra-curricular areas including music, drama and art. Work on display in the junior school demonstrates pupils learning about other faiths and cultures. Older pupils are provided the opportunity to discuss wide-ranging cultural issues for example in RE, psychology, philosophy and ethics lessons. Pupils gain an appreciation of, and a respect for, the western cultural tradition as well as those of other communities and faiths. They demonstrate an appreciation of individual liberty, mutual respect and tolerance of those with different faiths and beliefs. Pupils also develop further their cultural awareness during visits to various other countries.
- 4.7 The quality of the pupils' personal development is excellent throughout the school, evident from the very youngest pupils to the sixth formers. By the time they leave, pupils are self-assured individuals who are articulate and confident in social situations.

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

- 4.8 Throughout the school the contribution of arrangements for pastoral care are excellent.
- 4.9 Children in the EYFS have their individual needs met extremely well by their key person and other staff. Staff provide excellent role models and successfully create a secure and welcoming environment in which children thrive. The setting nurtures positive relationships and sets appropriate behavioural guidelines. Independence is fostered at an early age. Through experiences such as undertaking their own risk assessments, children learn how to take responsibility for their own safety. Healthy lifestyles are encouraged, for example through the provision of high-quality snacks and meals that offer a balanced diet rich in fruit and vegetables, and through the range of physical activities available to children. Children are aware of the benefits of healthy lifestyles and demonstrate a growing understanding of the effect that this has on their bodies.
- 4.10 The school provides strong support and guidance for pupils. This fully supports its aim to develop every pupil's confidence and self-esteem. Staff know their pupils especially well; they communicate concerns about pupils both formally and informally. Relationships between staff and pupils and amongst pupils themselves are highly positive and demonstrate a great mutual support and respect.
- 4.11 At all ages, pupils are encouraged to develop a healthy lifestyle. They have plenty of opportunity to make healthy choices in the food provided. In their pre-inspection questionnaire responses a minority of pupils expressed dissatisfaction with the quality of food provided by the school. Inspection evidence found that menus are varied and balanced. In interviews, pupils of all ages said that they enjoyed the school meals. Pupils are encouraged to become involved in a wide range of sporting activities and take exercise regularly.
- 4.12 The school has excellent arrangements to promote good behaviour and to guard against harassment and bullying, including cyberbullying. A positive approach to behaviour is adopted by the school and pupils know what is expected of them. Any unacceptable behaviour is dealt with constructively. A small minority of pupils indicated in their questionnaire responses that they do not think that rewards and sanctions are administered fairly by staff. The records scrutinised and discussions held during the inspection did not support this view. The school is clear that bullying is not tolerated and comprehensive procedures are in place should any occur.

Pupils of all ages are confident that little bullying takes place and are sure that when it does occur, the school takes it seriously and responds quickly. Scrutiny of the school's records supports this view.

- 4.13 The school regularly seeks the views of pupils through school council meetings and pupil surveys. The junior school council provides opportunity for pupils in the EYFS to Year 6 to have a voice; pupils in the junior school voted to have a school council budget which they now manage. Concerns raised are followed up by staff and acted upon. Topics discussed by the school councils are presented to the whole school in assemblies. In their responses to the questionnaire, a small minority of pupils indicated that they do not feel that their views are consulted or responded to. Inspection evidence does not support these concerns; pupils are consulted in many ways and receive clear responses in school assemblies. Pupils interviewed during the inspection said that their views are considered.
- 4.14 Pupils with SEND are fully included in the life of the school. Sensitive provision is made for specific needs and the school has a suitable three-year accessibility plan.

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

- 4.15 The contribution of arrangements for welfare, health and safety is excellent.
- 4.16 In the EYFS, due regard is afforded to the welfare, health and safety of children. Policies and procedures are robust and well known by staff, including those that prevent radicalisation and extremism. The security of children is afforded highest priority, with effective systems implemented to aid a safe handover at the beginning and end of the school day. The setting has suitable systems to promote regular attendance of children, including the prompt follow up of any absences.
- 4.17 Comprehensive safeguarding arrangements have regard to official guidance, including measures and training to support the Prevent strategy. Strong relationships have been developed with local safeguarding agencies. All staff, including those new to the school, receive the required induction and training in child protection at appropriate levels and procedures are rigorously followed, including in the EYFS. The school ensures pupils' awareness of the importance of cyber-safety through PSHE and computing lessons. It works closely with the staff of the cathedral to make sure that arrangements for the care of choristers, including handover procedures, ensure their well-being.
- 4.18 A comprehensive health and safety policy sets out clear procedures for all the appropriate checks, servicing and training. All checks and records are meticulously recorded. All necessary measures are taken to reduce the risk from fire and other hazards. Staff are regularly trained in the use of fire-fighting equipment, which is tested frequently. Fire drills take place at regular intervals and evacuation procedures and times are recorded, including those specifically for boarders. The arrangements to ensure the welfare of pupils are very effective and efficient, including provision for pupils who have SEND.
- 4.19 Provision for the care of pupils who are unwell is excellent. The school has dedicated medical rooms available for pupils of all ages. Care of pupils who are injured or unwell is led by a fully qualified nurse and a high proportion of staff are first-aid trained. Pupils in the junior school benefit from support from paediatric-trained first-aid staff. Meticulous and careful records are kept and care is taken to ensure that the parents of younger pupils are quickly notified of more serious medical incidents. A comprehensive risk assessment policy is in place and clear risk

assessments are undertaken in all areas including for excursions, sports events, and movement between sites and buildings. Effective support and monitoring is provided by the health and safety committee.

- 4.20 The admission and attendance registers are properly maintained and appropriately stored for three years.

4.(d) The quality of boarding

- 4.21 The quality of boarding is excellent.

4.22 The outcomes for boarders are excellent. Boarders are extremely happy, confident, articulate and considerate. They thrive within the friendly atmosphere created by the attentive house staff, and the boarding house promotes a sense of community and belonging. Boarders are able to influence events within the house as staff collect suggestions for outings to places such as the cinema, and can also make suggestions for in-house activities. A committed staff team of a housemother and matrons are supported by a nurse and a tutor team of teaching staff. All staff understand the demands on choristers and ensure that they have a balance of free time and other commitments and duties. Excellent relationships exist between the boarders themselves and with staff at all levels within the school, as well as with musical and cathedral staff. Boarders have a number of people who they can contact for guidance and support, including an independent listener, and contact numbers are clearly displayed throughout the house. Behaviour within the house is excellent. Boarders understand the need for co-operation and older boarders are extremely supportive of the younger. Senior chorister roles are clearly defined and training is provided, including in safeguarding where appropriate. Boarders are able to keep up to date with worldwide and local events through the television, internet and newspapers.

4.23 The quality of the boarding provision and care is excellent. Care is personal to each boarder. A detailed induction procedure is in place whereby boarders support each other, and the boarders have written a introductory guide for new joiners. Boarders are supported by an extremely well run, organised and resourced medical service. This ensures that any medical needs are addressed swiftly to ensure their physical and emotional well-being. A comprehensive system records and monitors any medication issued, and a detailed day book ensures that any incidents are recorded. Meals are varied and planned with consideration for individual dietary needs. Boarders have a wide range of food to choose from and they comment that meals are plentiful and of good quality. Snacks are available between meals, with tea served after evensong. In addition, boarders are able to access light snacks and drinks before bedtime if required.

4.24 Boarding areas provide comfortable and clean accommodation which is well lit and heated, as well as places for relaxation and study if required. Washrooms are sufficient and offer suitable privacy. Within the boarding area boarders have a range of places to store items, including a lockable cabinet. They are encouraged to personalise their space, and boarders take great pride in their dormitories. Suitable activities are provided within the boarders' busy schedule. An efficient laundry service is available to boarders, run by the house staff. Boarders are encouraged to keep in contact with parents through the use of mobile telephones and through daily contact when parents attend services at the cathedral. Parents visit the boarding houses at least twice a week as a result of weekly boarding. Staff maximise this

opportunity to keep parents informed about their children and contact is prompt at other times if necessary.

- 4.25 The arrangements for welfare and safeguarding are excellent. Procedures for promoting the welfare health and safety of the boarders are very well managed by all staff. All health and safety issues are addressed to a very high standard and fire drills are practiced during boarding time. Risk assessments cover every aspect of boarders' lives and are implemented effectively. All adults working with boarders have had suitable recruitment checks completed and on an informal basis staff share good practice and look for ways to progress. No adults who are not employed by the school live in the boarding area. All boarding staff have a very good understanding of safeguarding procedures and how to implement these. Behaviour within the boarding houses is exceptional. Boarders know exactly what is expected of them and respond with respect to each other and staff. They know who is on duty and how to find a member of staff if they need help during the night. Staff support boarders in resolving their own conflicts and in understanding the consequences of their actions on others. Boarders report that little to no bullying occurs and that they are confident that should any occur it would be dealt with promptly and appropriately. They understand the dangers of cyberbullying and e-safety, discussing the procedures that they would follow and who they would report any concerns to. Boarders report that sanctions and rewards are managed fairly and openly. Appropriate policies have been adopted for the conduct of searches of boarding areas and for the use of physical restraint, although these procedures have never needed to be used.
- 4.26 The leadership and management of the boarding provision is excellent. A clear set of boarding principles and practice provides a secure and ordered framework within which boarders grow in self-esteem and confidence. The aims of boarding are clearly implemented throughout the boarding community. Suitable policies and procedures are implemented which support and enhance boarding practice. Staff have undertaken a wide range of appropriate training courses. A clear management structure enables staff to reflect on their practice, and they have compiled a detailed self-evaluation as a result. This supports the development plan which highlights the management of the transition to becoming day boys when boarding closes at the end of the current academic year. Staff are committed to maintaining the current high standards and making boarding an exciting, fun experience for all.
- 4.27 House staff meet regularly, sharing good practice and issues from the day and week. The day book, which records all events and issues both current and pending, is used to inform staff about every aspect of house life and ensures consistency and continuity regardless of staff on duty. A link governor for boarding monitors standards through visits and meetings with staff and through discussions with the boarders themselves. This enables the whole governing body to be informed about boarding.
- 4.28 The recommendations raised at the previous intermediate boarding inspection have been addressed and the results are embedded into boarding practice.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The governance of the school is excellent.
- 5.2 The governing body keeps abreast of its responsibilities in regard to the specific requirements for the EYFS, and takes an active interest in its work and development. A recently appointed EYFS link governor visits the school and has a secure understanding of how the setting runs, its strengths and areas for development. Similar oversight of boarding is maintained.
- 5.3 The work undertaken by the governing body and its two sub-committees provides comprehensive oversight of the work of the school in line with its aims. Careful financial planning has enabled the development of the sixth-form centre, the refurbishment of a number of areas of the school including the Year 5 and 6 hub, and the recruitment of well-qualified and experienced staff. The governing body has completed a guided self-evaluation and has established a series of recommendations for the development of their work. This provides recently appointed senior staff with a clear agenda and mandate for improvement. The strategies adopted enable the governors to fully support senior managers in putting rigorous procedures in place for review, and the monitoring of the school's educational provision.
- 5.4 Regular meetings take place between governors with specific responsibilities and senior managers, which include monitoring and discussion. Senior leaders provide comprehensive information to the education committee and the full board in detailed regular reports, and work with the safeguarding governor to ensure an effective annual review of safeguarding. The governing body fully discharge their responsibilities for statutory requirements, including oversight of health and safety. Through the newly formed parents' forum, governors are working successfully to develop strong communications with the parent body including consultation.

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

- 5.5 The quality of leadership and management, including links with parents, carers and guardians is good.
- 5.6 New senior managers have made a highly effective start to the work of developing the school. Leadership and management are successful in accordance with the aims of the school in creating a stimulating, challenging and rewarding learning environment, inculcating a love of learning. They are highly effective in discharging their delegated responsibilities for policy implementation and safeguarding of pupils. The leadership team provides clear educational direction which supports the pupils' good achievement and it has identified the developments needed for improvement. Excellent standards of personal development of the pupils have been maintained and further developed.
- 5.7 The EYFS setting benefits from strong leadership and management. Policies and procedures are consistently applied by staff. This includes the promotion of equality, diversity and fundamental British values, which are embedded in the school's Christian aims. Leadership and management keep abreast of changes in legislation

and ensure that practice is revised accordingly. Since the previous inspection significant changes have been made to the setting, including a purpose-built facility for the youngest children and a re-organisation of the Reception class. Good progress is evident since the previous inspection; additional time has been allocated for senior management to fulfil designated roles, although constraints remain due to additional roles of responsibility taken on. Care has been taken to create a safe and secure environment for children to explore. Leadership and management drive efficient self-evaluation processes, and include staff in regular meetings in this area. These inform the suitably ambitious development plans, which all staff keenly adopt. Staff share the vision of the leadership and management for continual improvement. Leadership and management have a good oversight of planning and practice, and have developed rigorous assessment systems that inform future planning both for individuals and for the setting as a whole. Staff are suitably supervised in their work, and an annual performance management and appraisal cycle identifies training needs which in turn further improves children's experiences.

- 5.8 Recent in-depth evaluation and analysis of the needs of both sections of the school have led to the introduction of effective strategies to ensure rigorous self-evaluation by departments, leading to development planning, monitoring of teaching and learning, and appraisal and support for staff to raise standards. The leadership team has identified the need to enhance the educational experience for able, gifted and talented pupils, and work is underway to ensure that all lessons offer appropriate challenge to all pupils. A small minority of parents raised this as a concern in their questionnaire responses. Evidence demonstrates that the school has initiated measures for improvement. As needs have been identified, well-directed staff training has been implemented, linked to continuing professional development. The department development plans have been fed into the wide-ranging whole-school development plan ensuring specific focus on key areas of the school. Implementation of the eight strands of the plan has begun. Clear priorities have been set and in some cases are already being met. A number of other initiatives underway across the school, involving all staff, are beginning to show results.
- 5.9 Management at all levels is successful in securing and retaining high-quality staff. Comprehensive policies and procedures for all aspects of welfare, health and safety and safeguarding are in place; staff receive highly appropriate, linked training and induction to enable them to fulfil their roles in meeting the needs of all the pupils. A comprehensive recruitment policy has been adopted and thorough arrangements are in place for checking all staff, governors and volunteers during recruitment and recording the checks.
- 5.10 Excellent links with parents, carers and guardians have been strengthened recently by the leadership team. Parents are extremely satisfied with the quality of education and support provided, and praise the wide range of opportunities which are open to pupils including the recent improvement to sporting provision. They greatly value the care taken for the individual. In their questionnaire responses, parents fully support the new senior managers and the positive changes which are taking place.
- 5.11 In the EYFS, staff have close partnerships with parents. The open-door policy and the introduction of 'stay and play' sessions help foster working partnerships between home and school. Parents are provided with valuable information about the settings' routines, along with suggestions on how to support children's learning at home. They are encouraged to become involved in children's learning by assisting on trips and visiting to lead sessions linked to topic work and festivals. Should the need

arise, staff work closely with parents of children who require additional support, involving external agencies if necessary.

- 5.12 Throughout the school, welcome meetings at the start of the academic year establish ties between tutors and parents. Communication has been improved through email and a weekly newsletter. Complaints and concerns are resolved at an early stage and this was confirmed in the responses to the pre-inspection questionnaire. Complaints of a serious nature are rare. The required procedures are followed if needed. School records demonstrate that behaviour management issues with a small group of pupils, about which a number of parents expressed concern, have been effectively resolved.
- 5.13 Pre-inspection questionnaire responses indicated that a few parents do not feel that they are provided with sufficient information on their children's progress. Evidence gathered during the inspection does not support this view; information on progress and achievement is shared frequently through a variety of means including meetings, detailed reports and learning journals. Arrangements for reporting pupils' progress are regular, informative and clear. Parents receive three reports per year and these are supplemented by parents' evenings for each year group. The use of planners provides further contact.
- 5.14 Parents are warmly welcomed at all school events such as carol services, sports fixtures and concerts. This creates a sense of community. Training is offered to parents in key areas of their children's education. The work of the Friends of Lichfield Cathedral School is of valuable support to the school.

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