



**INDEPENDENT SCHOOLS INSPECTORATE**

**NORTH LONDON COLLEGIATE SCHOOL**

**INTEGRATED INSPECTION**

# INDEPENDENT SCHOOLS INSPECTORATE

## North London Collegiate School

|                           |   |           |                   |
|---------------------------|---|-----------|-------------------|
| Full Name of School       | <b>North London Collegiate School</b>   |           |                   |
| DfE Number                | <b>310/6075</b>   |           |                   |
| Registered Charity Number | <b>1115843</b>  |           |                   |
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| Headmistress              | <b>Mrs Bernice McCabe</b>   |           |                   |
| Chair of Governors        | <b>Mr Tim Suter</b>   |           |                   |
| Age Range                 | <b>4 to 18</b>  |           |                   |
| Total Number of Pupils    | <b>1065</b>   |           |                   |
| Gender of Pupils          | <b>Girls</b>  |           |                   |
| Numbers by Age            | 0-2 (EYFS):   | <b>0</b>  | 5-11: <b>272</b>  |
|                           | 3-5 (EYFS):   | <b>40</b> | 11-18: <b>753</b> |
| Head of EYFS Setting      | <b>Mrs Jo Newman</b>  |           |                   |
| EYFS Gender               | <b>Girls</b>  |           |                   |
| Inspection dates          | <b>05 Mar 2013 to 08 Mar 2013</b>   |           |                   |

## 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 February 2008.

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. The range of these Regulations, which replace those first introduced on 1 September 2003, can be viewed on the website [www.legislation.gov.uk](http://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.

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.

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', 'satisfactory' and 'inadequate') as Ofsted reports.**

## INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with senior members of staff and with the chair of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited 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

|                     |  |
|---------------------|--|
| Mr John Dunston     | Reporting Inspector                                      |
| Mr Keith Barron     | Team Inspector (Former Senior Master, HMC school)        |
| Mrs Roxanna Harrop  | Team Inspector (Senior Manager, HMC school)              |
| Mrs Susan Hooker    | Team Inspector (Senior Manager, HMC school)              |
| Mr Richard Lloyd    | Team Inspector (Deputy Head, IAPS school)                |
| Mrs Susan Marks     | Team Inspector (Headmistress, GSA school)                |
| Mrs Deborah Northin | Team Inspector (Head of Infants and Nursery, GSA school) |
| Mr John Pearson     | Team Inspector (Director of Studies, HMC school)         |
| Ms Yvonne Powell    | Team Inspector (Head, GSA school)                        |
| Mrs Jane Prescott   | Team Inspector (Headmistress, GSA school)                |
| Mr Patrick Wilson   | Team Inspector (Headmaster, ISA school)                  |
| Mrs Bridget Forrest | Co-ordinating Inspector for Early Years                  |

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## **1. THE CHARACTERISTICS OF THE SCHOOL**

- 1.1 North London Collegiate School is a day school for girls aged from 4 to 18. The school aims to provide an ambitious academic education and to enable each girl to make the most of her gifts within an environment where the whole personality can grow and good relationships are fostered. The ethos of the school is intended to enable all pupils to recognise academic excellence, while encouraging them to try themselves out in a variety of ways, and to foster tolerance and service to others. The school is vested in a company limited by guarantee which is also a registered charity known as the North London Collegiate School Foundation of Frances Mary Buss. The governors of the school are also the directors of the company. The work of the governing body is supported by sub-committees concerned with academic matters, personnel, governance, finance and estates, investment and nominations.
- 1.2 The school was founded in 1850 by Frances Mary Buss in the family home in Camden Town. The school acquired the current site at Canons in Edgware in 1929, relocating fully in 1940. At its heart is a country house built by William Hallett, an eighteenth century cabinet maker, on the site of a former palace owned by the Duke of Chandos. The Early Years Foundation Stage (EYFS) comprises two Reception classes of twenty children each. Since the previous inspection, the school established a franchise school in South Korea in September 2011. This provides cultural and educational opportunities for pupils and professional development for staff at the London school, where the income generated by the partnership funds bursaries. In addition, the EYFS curriculum has been introduced for pupils in Reception.
- 1.3 The senior school has 753 pupils. In the junior school, including the EYFS, there are 312 pupils. The pupils come from a wide variety of areas in and around London, Hertfordshire and Middlesex, and from professional backgrounds. Around a fifth of the pupils are nationals from overseas.
- 1.4 The ability profile of the junior school is above the national average, with around a fifth of pupils demonstrating well above average ability, and very few of below average ability. The ability profile of the senior school is well above the national average, with fewer than a tenth of the pupils having less than well above average ability and very few pupils of below average ability. The ability profile of the sixth form is above the national average, with around a third of pupils having well above average ability, and very few having below average ability. Forty-one pupils have been identified by the school as having special educational needs and/or disabilities (SEND), none of whom has a statement of special educational needs. All receive support through an individual educational plan. There are no pupils who have English as an additional language (EAL), although many pupils speak additional languages other than English at home. None of these needs EAL support at school.
- 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 school successfully fulfils its aims to provide an ambitious academic education and to enable all pupils to recognise academic excellence. Pupils benefit from a broad and challenging curriculum and an outstanding range of extra-curricular activities, among which many are related to academic study. Examination results and evidence gained during the inspection indicate that pupils achieve at an exceptionally high level and make excellent progress, including in the sixth form. Pupils' achievements in music, art and drama are of a very high calibre. Pupils are attentive listeners, show perceptive insights and display outstanding independent study skills, although their use of information and communication technology (ICT) in their learning is not consistent. They apply reasoning extremely well across the curriculum. Standards achieved in the EYFS are excellent, although children lack sufficient opportunity to develop gross motor skills in the outside area. The quality of teaching is excellent, showing passion, commitment and a deep love of learning. This is supported by excellent governance, leadership and management across the junior and senior schools and the EYFS. All appropriate policies are in place and effectively implemented.
- 2.2 The personal development of pupils is excellent throughout the whole school, including the EYFS, reflecting the successful achievement of the school's aims to allow the whole personality of pupils to grow and to foster tolerance and service to others. Pupils develop a strong spiritual awareness and a keen sense of right and wrong, bringing these values to their various responsibilities in school and their support for the outside community. They respect other faiths and cultures. Older pupils look after younger ones. Pupils have a highly developed social awareness. The pastoral care provided for pupils is excellent throughout the junior and senior schools and the EYFS. Good behaviour and healthy living are actively fostered. Pupils are encouraged to express their views and bring about change within the school, and are able to recognise importance in education beyond the passing of examinations.
- 2.3 The school meets all regulatory requirements. In response to a recommendation from the previous ISI inspection to continue to develop ICT across the curriculum, considerable steps have been taken in the junior school to develop opportunities for the use of ICT across the curriculum. In the senior school, progress has been made in developing teachers' use of ICT, but not in its use by pupils across the curriculum. Pupils enjoy being at the school. They show an exceptional love of learning and feel well supported by their teachers. They strongly appreciate the outstanding range of activities and opportunities available to them. A significant minority of pupils expressed in response to the pre-inspection questionnaire that their views are not listened to. Inspectors found no evidence to support this. Parents are overwhelmingly enthusiastic and supportive of the education offered by the school to their children, and feel readily involved in the life of the school.

## **2.(b) Action points**

### **(i) Compliance with regulatory requirements**

2.4 The school meets all the requirements of the Independent School Standards Regulations 2010.

### **(ii) Recommendations for further improvement**

2.5 The school is advised to make the following improvements.

1. Develop more opportunities for pupils' use of ICT across the curriculum in the senior school, in order to build on progress already made in the junior school.
2. Provide more opportunities in the Early Years Foundation Stage for the further development of children's gross motor skills in the outside area.



### **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 exceptional.

##### ***Junior school***

3.2 The overall quality and standards of the EYFS provision are excellent. All children make outstanding progress in relation to their starting points. Before setting off as enthusiastic and imaginative explorers on a pretend search for bears in the woodland area, they explained articulately how binoculars, magnifying glasses and torches work. They wrote fictional letters of apology from Goldilocks, using capital letters and full stops, and making accurate attempts to spell words correctly. Children learn different strategies to subtract numbers from 20, and enjoy working with figures on a number line. Since the previous inspection, children have started using ICT in many areas of learning. They have mastered basic word-processing skills and are able to 'click and drag' items on the interactive whiteboard. Children's gross motor skills are less consistently developed.

3.3 Pupils are extremely well educated in accordance with the school's aims. Pupils' attainment cannot be measured in relation to average performance in national tests but, on the nationally standardised evidence available, it is judged to be exceptional in relation to national age-related expectations, reflecting rapid progress by all pupils, including those with SEND. The pupils follow a broad and demanding curriculum and, on leaving the junior school, almost all proceed to the senior school. Pupils, including those with SEND, show extensive knowledge, skills and understanding, applying these effectively in their studies. They enjoy their work and concentrate well. Pupils demonstrate high levels of critical and creative thinking across a range of subjects, particularly in speaking and listening, reading, writing and mathematical competence. They develop a wide range of active physical skills.

3.4 Pupils are keen to engage in all aspects of learning, showing excellent attitudes towards their work. Their capacity for logical thought and their use of ICT are well developed. Their creative achievements are outstanding, demonstrated by displays of work which provoke stimulating ideas and questions. The chamber choir recently won the junior schools choir section at a local festival and in 2012 it reached the regional final of the Children's Choir of the Year. Of the eleven pupils who reached the Primary Mathematics Challenge finals, three received bronze or silver medals.

**Senior school**

- 3.5 Through their well-researched written work and in lessons, pupils display an exceptionally high level of knowledge and understanding, reflected in their excellent progress. Pupils are articulate and fluent communicators in their own and other languages. For example, pupils in a Year 9 German lesson demonstrated an excellent working knowledge of syntax and the perfect tense, and in a Year 13 lesson, pupils used complex technical vocabulary when learning about genetically modified foods. Written work is exceptionally well presented in a variety of formats, always neat and well organised, the best examples showing considerable creative flair.
- 3.6 Pupils listen attentively in class and are eager to debate and question; their perceptive insight was also observed in the many academic societies. In a Year 13 geography lesson, pupils demonstrated reasons for climate change using simple props, and made rapid connections arising from historical climate graphs. Pupils display outstanding independent study skills and also work collaboratively. In an English lesson, for example, pairs of pupils eagerly discussed the literary patterns in a poem. Pupils' mathematical skills are excellent and they apply reasoning and logic effectively across the curriculum. Individual pupils have well-developed skills in ICT, as seen in the diverse range of high quality magazines they produce. Pupils participate successfully in a wide range of regional and national sporting competitions, reflecting their high level of achievement in physical skills.
- 3.7 The following analysis uses the national data for the years 2009 to 2011. These are the most recent three years for which comparative statistics are available. Results at GCSE have been far above the national average for girls in maintained schools, and above the national average for girls in maintained selective schools. Almost all grades were A or A\* at GCSE in 2012. International GCSE (IGCSE) results have been higher than both worldwide and national norms. In 2012, in 9 out of 17 subjects, all pupils achieved either A or A\* grades. A-level results have been far above the national average for girls in maintained schools, and well above the national average for girls in maintained selective schools. In 2012, a high percentage gained an A or A\*. International Baccalaureate (IB) results have been far above the average for schools worldwide and for schools in the UK. The average IB points score in 2012 was 40.8 and has exceeded 40 points for seven years running, two pupils attaining the maximum diploma score of 45 points in 2012.
- 3.8 Pupils achieve at an exceptionally high level in activities. They perform very well in national competitions such as a biology challenge and mathematics Olympiad, as well as in Young Enterprise and essay writing competitions. They participate in sports at a high level, with some representing their country. Some pupils are members of the National Youth Theatre or the National Youth Orchestra. In activities, a pupil's sophisticated musical setting of dramatic monologues was adapted from *Wuthering Heights*, and a mathematics club was organised by Year 13 pupils for younger ones. Pupils progress to the most competitive universities, mostly in the UK and the USA.
- 3.9 Pupils' progress is excellent. As a result of detailed lesson planning, which includes provision for pupils with SEND, all pupils make excellent progress, both in individual lessons and over time. They rapidly understand new material and manipulate it appropriately. Pupils are intellectually curious and have a genuine love of learning. The pupils make the most of all opportunities, and share their opinions freely in an atmosphere of intellectual challenge and ambition.

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

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

#### ***Junior school***

- 3.11 In the EYFS, the curriculum focuses on opportunities for self-directed learning and on developing skills of critical argument and independence of thought. Particular emphasis is also placed on linguistic and mathematical development in order to enable children to develop their outstanding skills in speaking, listening, literacy and numeracy. Library skills are taught effectively. The excellent personal, social and health education (PSHE) provision offers strong support and guidance for children. Individual education plans are in place for the small number children who require learning support.
- 3.12 The junior school provides a curriculum in line with its aims to provide an ambitious academic education and to enable each pupil to make the most of her gifts. Programmes of study ensure that all pupils develop a wide range of skills. Curricular support for those requiring additional help, including pupils with SEND and the most able, is strong, and the systems to identify such pupils are effective. Class teachers and specialist staff work closely together in developing individual support plans, the effectiveness of which is closely monitored.
- 3.13 The breadth of the curriculum enriches the pupils' education. Pupils experience four modern foreign languages in Years 3 to 6. Lessons in PSHE support pupils' emotional development, as do those in many other subjects.
- 3.14 The range of the extra-curricular programme is excellent. An extensive variety of activities supports the school's aim to be a place where the whole personality can grow. The lunchtime and after-school activities involve languages, sports, the arts, and curriculum enhancement and support. They are well attended by pupils and enthusiastically delivered by staff. The school provides a wide-ranging sports programme for all pupils. Pupils from Years 3 to 6 participate in annual drama productions. Concerts and solo music competitions take place throughout the year.
- 3.15 Since the previous inspection, the junior school has improved its ICT facilities and extended the support given to staff in their use of ICT. Pupils have weekly ICT lessons. The use of computers helps in the creation of outstanding displays in classrooms and around the school. The application of ICT can be seen across the curriculum, a striking example being the Year 6 art gallery for which pupils have designed and created their own virtual, three-dimensional building in which to display their own artwork.

**Senior school**

- 3.16 The curriculum is broad, balanced and challenging, and it is kept under regular review to ensure that it fulfils the school's aims to provide an ambitious academic education and to enable each pupil to make the most of her gifts. Since the previous inspection, additional IGCSE subjects have been introduced, including three separate sciences. Pupils in Year 11 take AS-level English literature. Among the foreign languages available, Russian and classical Greek can be taken up in Year 10. In the sixth form, the Pre-U course has recently replaced A level in modern foreign languages and it is also followed in English and in philosophy and theology for pupils not taking the IB Diploma. The excellent guidance given to pupils when they select their sixth-form options is highly valued by both pupils and their parents. In a recent survey, some parents expressed concerns over homework, an issue also raised by the Student Voice, a systematic approach to seeking the views of pupils. In response, the school reviewed all aspects of homework and made appropriate changes.
- 3.17 The curriculum is enriched by many other opportunities designed to nurture an enthusiasm for learning and an appreciation of scholarship. Academic societies are led by pupils. They organise lectures given by high profile speakers, weeks in which individual subjects have a whole-school focus, and the publication of magazines of exceptional quality including *The Linguist*, *Wintour* (a magazine about fashion), *Catalyst* (science) and *Archipelago* (literature). Academic symposia take place in collaboration with local maintained and independent schools. Older pupils mentor younger ones in some academic subjects, for example in the mathematical society *Mathletes*.
- 3.18 The extra-curricular programme is outstanding, supporting further the school's aims to be a place where the whole personality can grow, to teach pupils that education is much more than passing examinations and to encourage pupils to challenge themselves in a variety of ways. Sport is played at a variety of levels, including informal activities and representative school, regional or national matches. Pupils participate in The Duke of Edinburgh's Award scheme. During the inspection, a chamber ensemble won a regional music competition at St John's Smith Square, and a production of *Sweet Charity* was in rehearsal. Pupils enjoy a wide range of choral and instrumental activities and drama productions. There are 38 societies, almost all run by highly dedicated committees chaired by pupils. Public speaking and debating also flourish.
- 3.19 The senior school has begun to respond to the recommendation of the previous inspection to continue to develop the use of ICT across the curriculum. Good examples of its use in teaching were seen, including the use of video clips and animations during a Year 10 physics lesson, and the demonstration of a graphical calculator in a mathematics IB lesson. However, fewer instances were seen of the use of ICT by pupils as part of their studies, either during work scrutiny or in lessons, and its use by pupils in lessons other than ICT is inconsistent. Imaginative displays, publications produced by pupils, research papers and the use of recording software for oral work in languages indicate, however, that the individual level of ICT competence of many pupils is very high.

### **3.(c) The contribution of teaching**

3.20 The contribution of teaching is excellent.

#### ***Junior school***

- 3.21 The EYFS setting makes excellent provision in meeting the needs of the range of children who attend. A colourful, vibrant and imaginative learning space, both indoors and outside, gives children many exciting opportunities in every area, encouraging independent learning, exploration, critical thinking and problem solving. There is a good balance between adult-led and child-initiated learning. Conscientious and enthusiastic adults plan and assess meticulously as an effective early years team. Staff have high expectations and provide challenging activities for the most able, supporting every child according to her needs. Careful questioning enables children to express themselves articulately, thoughtfully and confidently. Support and extension tasks are carefully planned to help each child progress in her learning. Excellent teaching motivates the children and generates enthusiasm. A wide variety of good quality resources, both indoors and outside, is accessible to children, offering stimulating and imaginative experiences. There are, however, no wheeled toys in the outside area.
- 3.22 Teaching enables pupils of all ages and abilities to make excellent progress, increase their understanding and develop their skills across the curriculum. Teachers show wide subject knowledge, communicate effectively and have high expectations, using regular praise and encouragement. Teachers establish excellent relationships with pupils, creating an environment that fosters high levels of learning and exemplary behaviour. Effective assessment is carried out regularly. Marking is thorough, giving considered advice for future improvement and much encouragement.
- 3.23 Lessons have clearly stated aims, which are shared with pupils to ensure that they know what is expected. Activities are carefully planned to suit pupils' ages and abilities. Teaching is conducted at a rapid pace and reflects effective planning. Year group testing is well supported by a wider programme of data analysis and tracking. The assessment procedures of a new mathematics scheme introduced since the previous inspection aid the swift identification of pupils' concerns, which has helped to raise the level of pupils' attainment.
- 3.24 During lessons, skilled questioning by teachers challenges individual pupils at levels appropriate to their ability. The high quality of teaching, reflected in teachers' in-depth knowledge of their pupils and detailed planning to meet the needs of all pupils, including those with SEND, extends pupils' knowledge, encouraging them to think for themselves and become independent learners. The sharing of good practice throughout the junior school and the implementation of targets in the school development plan have further enhanced the quality and effectiveness of teaching.
- 3.25 Teaching offers pupils additional opportunities for the creative use of ICT in the extensive range of other academic activities, an excellent example being the Year 6 Apps club.

**Senior school**

- 3.26 In the senior school, teaching is excellent and enables pupils to make excellent progress. The school successfully fulfils its aims to provide an ambitious academic education, enabling all pupils to recognise academic excellence. This vision is consistently reflected in the quality of teaching and is encouraged among the pupils, who aspire to sophisticated levels of understanding. Provision for pupils with SEND is excellent and well monitored, enabling them to receive immediate, individual support within the classroom.
- 3.27 The school's vision is reflected in teaching that instils growing levels of independence. For example, having finished their AS-level English literature course, Year 11 pupils were enthusiastically engaged in writing reviews of art films. Pupils in Year 12 enrichment lessons are given responsibility for making academic presentations, a successful example of which was a project on the significance of *Candide* as a historical text. Inspirational teaching enables pupils to give talks with confidence, write articles, perform original drama and succeed in academic competitions.
- 3.28 Teachers' subject knowledge is excellent. Their enthusiasm and commitment convey a deep love of their subjects, which communicates itself effectively to the pupils. Both tasks which stretch pupils and probing questions encourage pupils to think and to enjoy learning for its own sake, reflecting teachers' fresh and highly dedicated approach. Teachers work collaboratively with pupils, particularly with smaller groups, and encourage co-operative learning. Teachers expect, and elicit, sophisticated responses.
- 3.29 Pupils' work is substantial, accurate and neatly presented, and regularly and thoroughly marked. Pupils understand the grading system, which is central to the detailed and constructive reporting policy. Marking in the more senior years is detailed, responsive and specific in its advice to pupils, and at times incorporates dialogue between individual teachers and pupils. In interviews, pupils testified to the valuable contribution that marking makes to their understanding and progress. A recent initiative to increase guided peer assessment provides a further example of excellent practice in teaching.
- 3.30 Teaching is adapted to meet the needs of all pupils, including those with SEND, many of whom benefit from the provisions outlined in individual education plans. Specific and practical guidance is provided for all teachers both in these plans and in other supportive documentation. Where necessary, pupils are allowed to use laptops in class to assist them.

## **4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT**

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

- 4.1 The pupils' spiritual, moral, social and cultural development is excellent.
- 4.2 The school fulfils its aims to be a place where the whole personality can grow, and to maintain a community that is tolerant and teaches service to others.
- 4.3 The personal, social and emotional development of children in the EYFS is outstanding. The children are happy and confident, and feel secure. They develop independence and make choices, happily accessing and using tools such as hole-punches when making pirate hats for their teddies. They learn to take turns and share, and are kind friends to one another. Their behaviour and table manners are exemplary. Children are well prepared for their transition into Year 1 as staff know them very well individually.
- 4.4 Pupils reach an excellent standard of personal development. They are encouraged to be resilient by taking part in carefully monitored risk-taking pursuits on residential trips. Opportunities for public speaking and for working in partnership with other schools promote confidence and high self-esteem. Pupils respond positively to the regular encouragement they receive to focus on the individual and on improving oneself, rather than on competition with others.
- 4.5 Pupils are confident, articulate and well informed; expressing their views with ease and showing outstanding maturity. Pupils' excellent spiritual development is underpinned by a well-planned programme of PSHE and in thought-provoking assemblies, which they often lead, that explore religious, moral and cultural issues, such as one about a recent trip to Nepal. It is further developed through music and the creative arts. Year group assemblies also celebrate diversity. There are senior societies for all major world religions and a secular society, all of which have imaginative displays around the school.
- 4.6 Pupils demonstrate a keen sense of right and wrong. They are extremely well behaved, displaying a sensitive and caring attitude to all. The gentlest reminders of the expected norms of conduct are quickly acted upon, and sanctions are rarely required. Relationships between pupils and adults are excellent. High moral values and self-esteem are promoted. Pupils discuss difficult and sensitive issues openly and with empathy, describing complex emotions within their written work. A Year 12 enrichment class debated ethical dilemmas faced by doctors.
- 4.7 Pupils show a well-developed sense of social responsibility through a regular charitable activity known as Canonaid, and through supporting numerous good causes and community projects. Pupils support a community school in Zambia, by supplying books and equipment and by raising funds for more substantial projects, and Year 12 pupils teach at the school each year for two weeks. Their international understanding has been further enhanced by the creation of the franchise school in South Korea. Pupils take part in local community service activities at care homes for adults and in special schools, or as primary school classroom assistants. Pupils eagerly take on posts of responsibility. The pupil voice throughout the school is strong and effective in initiating change and improvement. Pupil committees nominate the termly charities supported by the school and pupils take a significant role in organising extra-curricular societies, which strengthens the sense of community within the school.

4.8 Pupils understand and respect other faiths and cultures, sharing their home traditions and beliefs harmoniously, and through studying modern foreign languages, through dance, music and drama, and within religious education lessons. Pupils have developed a strong appreciation of western culture through regular visits to museums, theatres, art galleries and places of worship. They are proud of their school and the harmonious relationships they share with each other. Pupils' highly developed awareness of other cultures and religions is apparent in lessons, such as in English, in which they discussed ethical, religious and juridical issues in *The Merchant of Venice*. In Year 10 form periods, pupils demonstrated a wide awareness of current affairs. Pupils broaden their understanding of global issues and of different societies and cultures through international expeditions.

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

4.9 The contribution of arrangements for pastoral care is excellent.

4.10 The contribution of the EYFS provision to children's well-being is excellent. Staff give high priority to the children's safety and happiness. Children's needs are at the heart of the provision and consequently strong and caring relationships are formed between staff and children, making children feel very secure in their setting. There are many opportunities for them to develop independence. Staff provide excellent role models for polite and considerate behaviour and good manners, and children know what is expected of them. Healthy snack and lunchtime routines as well as physical education and swimming lessons raise children's awareness of the need for physical exercise and a healthy diet. Hygiene is strongly emphasised.

4.11 Relationships between staff and pupils are excellent, promoting a high level of mutual trust, regard and respect. Teachers' warmth and empathy ensure that pupils feel valued, and are kind and caring to each other. The mentoring system provides excellent support, and younger pupils say that the older pupils are the first point of reference if they have any concerns.

4.12 Hard-working, committed and caring staff provide effective support and guidance for pupils in accordance with the school's aims. Each pupil's pastoral care is supported by comprehensive policies, clear lines of responsibility, regular meetings between staff and pupils, and detailed record keeping, alongside the careful co-ordination of pastoral and academic monitoring. The introduction of specialist counselling, co-tutoring and individual tutorials has further enhanced the quality of care. Senior pastoral staff are readily accessible to pupils, who are confident that there is a range of people to whom they can turn for help. Further support is provided by the nurse and the counsellor. Pupils feel safe and happy.

4.13 The school promotes good behaviour and guards against harassment and bullying. Parents and pupils are fully informed of school procedures. The code of conduct requires high standards of behaviour, which are reflected in the atmosphere around the school. Pupils perceive that bullying is not an issue. They distinguish between unkindness and bullying, and feel confident that any instances of bullying would be dealt with immediately, fairly and effectively. Appropriate arrangements are in place for pupils with SEND, with a comprehensive three-year accessibility plan in place.

4.14 Pupils are encouraged to develop healthy eating habits through the curriculum and through the choices available at lunchtimes, which always include an extensive range of varied and healthy food. Pupils are encouraged to take regular exercise in addition to physical education and swimming lessons. Emphasis is placed on a



healthy lifestyle for pupils, with a balance between the pursuit of academic excellence and personal development.

- 4.15 In response to the pre-inspection questionnaire, a significant minority of pupils expressed the view that they are not listened to. During the inspection, no evidence was found to support this view. A wide range of opportunities was found to exist to enable the opinions and suggestions of pupils to be gathered, including the Student Advisory Council, Student Voice, individual meetings, the system of form monitors, sixth-form mentors and the senior pupils known as the Big Six. Evidence seen illustrated how pupils' suggestions have led to change within the school.

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

- 4.16 The contribution of the arrangements for welfare, health and safety is excellent.
- 4.17 Since the previous inspection, the school has further developed its policies and practices. The school has a comprehensive health and safety policy and all necessary measures are taken to reduce risk from fire and other hazards. Regular fire drills are recorded and weekly fire alarm tests take place. Staff are trained in the use of fire equipment. Appropriate risk assessments are carried out and recorded for both internal and external school activities.
- 4.18 A health and safety committee meets regularly and an annual external audit provides further reassurance that arrangements and procedures are effective. The health and safety plan is presented for the approval of governors and incorporates accessibility arrangements. Induction of new staff includes health and safety matters.
- 4.19 Medical care, provided by the school nurse and trained first aiders, is excellent. Facilities for pupils who are unwell or injured are provided in a welcoming medical centre located conveniently for both the junior and senior schools. The policy for first aid is effective and the recording of accidents is comprehensive.
- 4.20 Appropriate safeguarding arrangements are in place. Safer recruitment procedures are implemented. The school arranges suitable staff training in safeguarding. Staff provide high levels of care for pupils, who know whom to contact in case of concerns.
- 4.21 Attendance and admission registers are suitably maintained, backed up monthly and correctly stored for the previous three years.
- 4.22 All the EYFS requirements for safeguarding and welfare have been met and both parents and children readily trust the highly trained staff within the happy, safe environment. Comprehensive and regularly reviewed risk assessments give children opportunities to be independent and take calculated risks within a safe environment. For example, there is a climbing tree in the woodland area.

## **5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT**

### **5.(a) The quality of governance**

- 5.1 The quality of governance is excellent.
- 5.2 Governance strongly supports the aims and ethos of the school. The members of the governing body are drawn from a range of professional backgrounds including finance, construction, law, universities and broadcasting, and include a number of parents of current or former pupils. Governors contribute particularly to the oversight and monitoring of the school by means of the six sub-committees; in addition, individual governors spend time in school observing lessons and meeting with senior staff in both the senior and junior schools. Governors provide appropriate support to the EYFS setting, which they visit at regular intervals.
- 5.3 Governors have a keen insight into the working of the school and contribute effectively to its strategic development. They have played a significant role in the establishment of the franchise school in South Korea, supporting the vision for this international initiative to bring professional benefits for staff and educational opportunities for pupils at the UK school. Governors' meetings are held termly. The governors' risk register, in the context of managing any potential risks in the operation of the school, is reviewed annually. Governors contribute effectively to the strategic and financial planning of the school and the continuing development of facilities and resources on the site, while maintaining care for the scenic grounds of the estate. They are consulted on significant educational and curriculum developments and are involved in the oversight and evaluation of the annual development plan. Governors are effective in discharging their responsibilities for the welfare, health and safety of pupils and carry out a formal annual review of safeguarding.

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

- 5.4 The quality of leadership and management, including links with parents, carers and guardians, is excellent.
- 5.5 The senior leadership teams in the junior and senior schools have a unified, clear sense of purpose and direction shared by staff and pupils. Leadership at every level is committed to continual improvement in all aspects of school life, most notably in the quality of teaching and learning. This sustained focus on excellence supports pupils' exceptional achievements in public examinations and in many types of extra-curricular activities.
- 5.6 The senior leadership teams ensure that high standards are maintained in the quality of teaching, in pupils' learning and achievement, in pastoral care and in pupils' personal development. Rigorous self-evaluation, including the monitoring of teaching and pupils' work, together with detailed development planning, reflects the school's intention to strive for continuous improvement. In the current academic year, for example, a programme of 'learning walks' and 'tutored walks' has been implemented, the former focusing on different aspects of teaching in each term, and the latter on supporting teachers' professional development.

- 5.7 In both the junior and senior schools, comprehensive policies are implemented effectively. Planning is thorough and highly effective. Clear educational direction is reflected in the extensive programme of extra-curricular activities delivered by committed, enthusiastic staff. A professional development programme incorporating both internal and external training is provided for staff.
- 5.8 Effective delegated responsibility is a hallmark of the school's leadership. Academic and pastoral leaders are supported in this by detailed policies and guidance. Individual departmental development plans contribute directly to the formulation of the annual school development plan, which is designed to put the school's aims into practice. The school's self-evaluation is informed by surveys, annual reviews, staff appraisals, monitoring of pupils' progress and Student Voice.
- 5.9 The school is highly successful in appointing and retaining talented and committed staff. Staff recruitment is managed efficiently. All appropriate recruitment checks are carried out. Procedures have recently been introduced to ensure greater clarity in the single central register of appointments.
- 5.10 Since the previous inspection, opportunities for staff development and training have increased both within the school itself and through teachers' involvement in the franchise school in South Korea. New heads of department are mentored during their first year in post by an experienced colleague. All teachers have been trained at the required intervals in welfare and safeguarding, and have also received training in health and safety and in effective tutoring.
- 5.11 Senior leaders ensure that policies are effectively implemented and that health and safety practices are carefully monitored. The dedicated team of administrative and support staff makes a significant contribution to the smooth running of the school.
- 5.12 Leadership and management of the EYFS are excellent, demonstrating clear aspirations for improvement and an ambitious vision. Safeguarding and welfare procedures are strong and children are cared for extremely well within a safe and warm environment. Policies are regularly updated. Staff continually evaluate the setting and strive for success. Effective appraisal systems provide many opportunities for training and strong links are forged with the local authority. Staff at every level are valued and given responsibility. Extensive resources are effectively and imaginatively used. Excellent partnerships with parents and external agencies help to secure appropriate interventions for children who need them.
- 5.13 In their response to the pre-inspection questionnaire, parents expressed overwhelming satisfaction with the education and support provided for their children, the range of activities offered and the quality of communications they receive from the school. There were no concerns raised by significant numbers of parents. The school maintains a constructive relationship with parents, who feel that their concerns are dealt with promptly. Their views are sought through parent surveys. At social evenings in the autumn term, parents of pupils in the same form meet each other, as well as their children's tutor. Receptions take place for parents before evening events to allow them to socialise with each other and to meet staff informally. Special events are organised for grandparents. Parents receive regular newsletters.
- 5.14 Parents have frequent opportunities to be actively involved in the work and progress of their children, coming into school as guest speakers at careers events and lectures. Parents of pupils in Year 9 are involved in the annual Take your Daughter to Work Day. Parents accompany school trips, help in productions and volunteer in

the library, all of which contribute to their sense of belonging within the school community.

- 5.15 Parents of current and prospective pupils are provided with comprehensive information about the school; they receive all that is required. Parents are confident that their children are well prepared for the next stages of their education throughout the school and when they leave. Parents receive clear and constructive reports about their children's work and progress each term. Written reports include a clear explanation of the grading system used and agreed targets for future improvement.
- 5.16 Engagement with parents is a particular strength of the EYFS. Responses to the pre-inspection questionnaire were overwhelmingly positive. Parents are delighted with the care and education their children are receiving and find staff very welcoming and approachable. They feel that the setting is part of a true community and greatly appreciate the family atmosphere, such as the role sixth formers play in the early years classrooms and as chaperones on the coach. There are many opportunities for parents to be involved in their children's learning and to understand new curriculum developments. Reports to parents are thorough and include targets for future progress.
- 5.17 Any complaints are handled with sensitivity, in accordance with the school's policy, and appropriate records are kept.

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