



INDEPENDENT SCHOOLS INSPECTORATE

**INTEGRATED INSPECTION
SHREWSBURY HIGH SCHOOL GDST**

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Shrewsbury High School GDST

Full Name of School	Shrewsbury High School GDST
DfE Number	893/6018
Registered Charity Number	306983
Address	Shrewsbury High School GDST 32 Town Walls Shrewsbury Shropshire SY1 1TN England
Telephone Number	01743 494000
Fax Number	01743 494039
Email Address	enquiries@shr.gdst.net
Head	Mr Michael Getty
Chair of Governors	Mrs Sylvia Short
Age Range	3 to 18
Total Number of Pupils	641
Gender of Pupils	Girls up to 11 and Boys up to 13 (Prep School) Girls ages 11-18 (Senior School)
Numbers by Age	0-2 (EYFS): 0 5-11: 144 3-5 (EYFS): 29 11-18: 468
Number of Day Pupils	Total: 641
Head of EYFS Setting	Mrs Rebecca Wilde
EYFS Gender	Boys and Girls
Inspection Dates	06 Oct 2015 to 09 Oct 2015

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 integrated inspection was in October 2009.

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 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 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 Bill Burn	Reporting Inspector
Mrs Sheila Hayward	Assistant Reporting Inspector
Mrs Perdita Davidson	Team Inspector (Deputy Head, GSA school)
Mr Paul Lunn	Team Inspector (Deputy Head, HMC school)
Mr Martin Kettlewell	Team Inspector (Head of Department, HMC school)
Dr Carolyn Shelley	Team Inspector (Head of Pre-prep, HMC school)
Mr Steven Smerdon	Team Inspector (Head of Juniors, GSA school)
Mr John Sykes	Team Inspector (Director of Studies, HMC school)
Mrs Kathryn Henry	Co-ordinating Inspector for Early Years

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Shrewsbury High School comprises a senior school for girls and a co-educational preparatory school. Girls and boys are admitted from the age of three. Girls move into the senior school at the age of 11, and most stay until age 18. Boys remain in the preparatory department until they reach age 13. The school was founded in 1875 and moved ten years later to its present site close to the centre of Shrewsbury, on the banks of the River Severn. The preparatory school is located at Kingsland Grange, a site the school acquired as part of a merger in 2008. The school is owned by the Girls' Day School Trust (GDST) and is governed by its council. There is a local governing body that provides additional support for the school.
- 1.2 The school aims to offer an environment in which pupils can achieve excellence in every field: academic, sporting, musical, artistic and dramatic; and to offer excellent pastoral care.
- 1.3 There are 29 boys and girls in the Early Years Foundation Stage (EYFS), 172 in the preparatory school, and 440 girls aged 11 to 18 in the senior school, of whom 128 are in the sixth form. All are day pupils and the majority live in the town of Shrewsbury or rural Shropshire. Pupils also travel on school transport from Cheshire, Herefordshire and Powys. The overwhelming majority of pupils are white British, chiefly from professional and farming backgrounds.
- 1.4 The school is academically selective and the ability range of pupils at all ages is above the average for all maintained schools, with at least one tenth in Years 7 to 11 typically being of well above average ability. There are 47 pupils have been identified as having special educational needs and/or disabilities (SEND), of whom 36 receive specialist learning support from the school. There are two pupils for whom English is an additional language (EAL). They receive extra tuition in English. There are no pupils with statements or education, health and care plans.
- 1.5 Since the previous inspection the school has built a new sixth-form house and study facilities at the senior school, and new dining facilities and a new hall at the preparatory school. In addition, the Nursery, which was run by a separate company until 2010, has been reintegrated into the prep school. It has been reconstituted as the Kindergarten for children from the age of three.
- 1.6 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 academic and other achievements is excellent. Pupils benefit from an excellent taught curriculum that offers a broad range of subjects at all levels, and a programme of extra-curricular activities which offers opportunities for all to excel. Pupils achieve success in music, drama and games, notably, doing well in national competitions and playing sport at representative level. Different groups of pupils achieve equally well and at least in line with their abilities. Pupils' skills and attitudes are excellent and equip them to learn effectively. Teaching is good and supports pupils well. It is clear in its aims, and thorough, and it benefits from careful planning and appropriate use of resources. Provision of additional activities for the most able pupils is excellent. Teaching in the senior school often includes extension exercises for the most able pupils, although these do not always increase the intensity of challenge or stimulation for pupils. The marking of pupils' work does not fully exploit the opportunity to enhance pupils' learning.
- 2.2 The spiritual, moral, social and cultural development of the pupils is excellent. They are considerate and thoughtful, and they understand their role in making the wider world a better place. Relationships among pupils and between pupils and teachers are excellent. This enhances pupils' learning and personal development. Pupils are well prepared for life once they leave school. The school's arrangements for pastoral care and for ensuring the welfare, health and safety of the pupils are excellent.
- 2.3 Governance, leadership and management are successful in supporting the school's aims to nurture excellence in every field. The governing body enjoys excellent communications with the senior leadership team and others within the school, providing appropriate educational direction and oversight of statutory requirements. The senior leaders take a collegiate approach and are effective in enlisting the support of teachers for their programme of improvement. They understand the school's needs and have a lucid vision of the school's future development. Curriculum planning does not consistently ensure a smooth progression from the preparatory school to the senior school. Parents' responses to pre-inspection questionnaires indicate overwhelming satisfaction with the educational provision made by the school. The recommendations of the previous inspection have largely been met, although marking is not yet consistent in practice. The school is adopting a fresh approach to raising the standard of marking.

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.

(ii) Recommendations for further improvement

2.5 The school is advised to make the following improvements.

1. Ensure that all teaching meets fully the needs of the most able pupils.
2. Ensure that marking throughout the school follows the school's own guidelines.
3. Ensure that all curriculum planning contributes effectively to smooth progression between the preparatory school and the senior school.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

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

- 3.1 The quality of pupils' achievements and learning is excellent.
- 3.2 The school fully meets its aim to realise the pupils' academic and all-round potential.
- 3.3 Children in the EYFS achieve well. Girls and boys achieve equally well. They make excellent progress in their learning and development relative to their starting points. Children with SEND are identified quickly and appropriate support is provided. Most children reach at least expected levels of development and many exceed them in nearly all areas of learning. Children enjoy their learning and listen well. When discussing the skills needed to mould clay, they recognised the importance of keeping the clay wet so that it can be manipulated. Children show high levels of independence. They are able to select activities and locate the resources needed to develop their ideas. In the Reception class they independently access programs on the computer. Kindergarten children confidently explore the resources in the outdoor environment. Children are active learners who co-operate well with one another and respond enthusiastically to learning challenges.
- 3.4 Throughout the school, pupils frequently show excellent subject knowledge. Boys and girls in the preparatory school achieve equally well. They articulate their understanding well both orally and in writing. They think logically and in music and art are highly creative. In some subjects, for example mathematics, pupils apply higher level thinking skills and meet the challenges they are set. Pupils are enthusiastic and confident in physical activity.
- 3.5 Preparatory school pupils have excellent levels of achievement in extra-curricular activities. A number achieve the highest grades in instrumental examinations, and play their own compositions. Several pupils currently take part in cross country, swimming or netball at county level. Preparatory school pupils achieved great success in an international mathematics competition.
- 3.6 Pupils make confident use of information and communication technology (ICT). This contributes to highly effective learning throughout the school. Preparatory school pupils use the technology in history and PE, analysing gym routines to improve performance, and sixth-form photography pupils are adept at manipulating images using sophisticated software.
- 3.7 Pupils in the senior school display excellent subject skills and knowledge in lessons. In a GCSE modern foreign language lesson pupils guessed vocabulary correctly by analogy, and their prior knowledge was excellent. Pupils in economics and religious studies classes skilfully debated complex issues.
- 3.8 Pupils in the senior school have achieved success in a variety of sports, such as cross country, netball and hockey. Pupils have embraced new opportunities in sports such as rowing and gymnastics with enthusiasm and made excellent progress. Throughout the school a number of pupils have gained sports leadership qualifications.
- 3.9 Most pupils take up the Duke of Edinburgh's Award (DofE) and a number are successful at gold level. Pupils achieve well in instrumental examinations, including at diploma level, and play in regional ensembles. They enjoy success in ballet and drama examinations. Pupils have been successful in mathematics challenges and

biology and physics Olympiads. Nearly all pupils go on to study at universities including those with high entry requirements.

- 3.10 The attainment of pupils in the preparatory school cannot be measured against average performance of national tests but on the evidence of their work, and of standardised tests, it is judged to be good. This level of attainment, supported by evidence from pupils' performance in lessons, indicates that these pupils make progress that is good in relation to the average for pupils of similar abilities.
- 3.11 The following data uses the national statistics for years 2012 to 2014. These are the most recent years for which comparative statistics are currently available. Results in GCSE have been above the national average for girls in maintained schools and similar to the national average for girls in maintained selective schools. A-level results have been well above the national average for girls in maintained schools and above the national average for girls in maintained selective schools. This level of attainment, considered together with evidence from standardised measures of progress and inspection evidence from lesson observations, work scrutiny and interviews with pupils, indicates that in the senior school, progress is high up to GCSE and excellent at A level.
- 3.12 Results in examinations for pupils with SEND and EAL are excellent. In lessons such pupils were seen to achieve as well as other pupils. The results for the most able pupils are generally excellent, although intellectual stimulation for them is not consistently present in lessons.
- 3.13 Pupils' attitudes to learning are excellent. They are enthusiastic and hard working. Senior school pupils show excitement and enjoyment. They work very well collaboratively in a supportive, constructive and caring manner. Pupils take pride in their work. Their organisational skills are high. Pupils have high levels of persistence and perseverance. In the senior school pupils have been enabled to develop skills to make them independent learners.

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

- 3.14 The contribution of curricular and extra-curricular provision is excellent.
- 3.15 In the EYFS the provision is extremely effective in meeting the needs of all the children who attend. Careful planning for the youngest children gives priority to the prime areas of learning. A wide variety of experiences and opportunities both indoors and outdoors encourages children to explore their environment and engage in independent learning. There is a good emphasis on the development of personal, social and emotional skills. This promotes children's confidence and good communication skills. An effective balance of child-initiated and adult-led activities allows children to engage in collaborative projects. The curriculum is greatly enriched by specialist teaching in music, physical education (PE) and Spanish.
- 3.16 In the preparatory school, pupils learn most subjects with their class teacher. Specialist teaching in creative and technical subjects, as well as in languages, enables pupils to make good progress. This enables pupils to develop subject skills. In Years 6 to 8, specialist teaching is given in all subjects. This enables pupils to learn a good range of languages. A renewed focus on mental mathematics brings rigour and challenge to the teaching, and this raises academic standards.
- 3.17 The senior school curriculum is highly effective in its coverage of the different areas of learning. It provides a wide range of stimulating opportunities suitable for all ages,

abilities and needs including for those with SEND and the more able, who benefit from individual extension and booster sessions, subject-related trips, and an imaginative lecture programme. In some subjects, particularly modern foreign languages, the progression between the preparatory school curriculum and that of the senior school means that some pupils are required to repeat areas of prior learning in Year 7, which limits progress. The curriculum supports the aims of the school to nurture each pupil academically and personally.

- 3.18 In Years 7 and 8, drama and Latin have been introduced recently, and in Years 9 to 11, more time has been allocated to English and mathematics while preserving an excellent range of optional subjects. A broad range of A-level subjects has recently been extended to include textiles and photography, which attract growing numbers of pupils. All pupils do either four A levels or three, together with the Extended Project Qualification (EPQ). They have the opportunity to follow other accredited awards through the school's 'Tripos' scheme. An excellent careers and higher education guidance programme ensures that pupils receive focused and helpful guidance from Year 9 onwards.
- 3.19 The curriculum is enriched by the personal, social and health education programme (PSHE). This is well planned, flexible and comprehensive. It takes into account pupils' changing needs and responds to them. The programme is taught by tutors and subject specialists, and is enhanced by visiting speakers.
- 3.20 Provision for pupils requiring learning support is excellent. Such pupils are identified effectively. Strategies are devised and communicated, progress monitored and the individual plans are regularly reevaluated and reviewed.
- 3.21 The curriculum is fully supported by an excellent range of extra-curricular activities including sport, music and drama. Pupils in the preparatory school may play in competitive matches from Year 3. Music and drama flourish alongside holistic activities such as Woodland Adventures. In the senior school academic clubs provide further opportunities for enrichment in areas such as Greek, Russian and statistics. The DofE is popular and pupils achieve well. In addition, pupils embrace opportunities to be involved in charity work and peer mentoring schemes. They derive excellent advantage from opportunities to organise their own activities and exercise leadership appropriate to their age by, for example, directing house competitions or running clubs for younger pupils.
- 3.22 The school has created excellent links with the local community. For example, it hosts a biomedical conference for local schools in conjunction with a local university, and offers a robotics day requiring coding and mathematical skills and involving over a hundred pupils from nearby primary schools.
- 3.23 In the preparatory school, pupils relish the opportunity for residential experiences at home and abroad, for example languages trips, outdoor activities and sports tours. In the senior school, pupils visit the National Theatre, local concert theatres and participate in exchange visits to France or Germany, or to South Africa, Greece or New York.

3.(c) The contribution of teaching

- 3.24 The contribution of teaching is good.
- 3.25 Through its teaching the school supports its aim of developing its pupils as confident, independent, lifelong learners. Teaching promotes tolerance and respect and is non-partisan in its coverage of political issues.
- 3.26 In the EYFS staff are extremely knowledgeable about how children learn and develop. They provide an excellent balance of challenge and support to move children's thinking forward, and show suitably high expectations. They listen carefully to them and ask questions that encourage creative approaches to learning. Observations are used extremely well to identify children's achievements and plan the next steps in their learning. Planning incorporates and develops children's interests. For example, an archaeological dig site has been created in the outdoor area to support an interest in dinosaurs. Excellent high-quality resources both inside and outside, including the music room, sports hall and the woodland learning environment are used effectively to achieve high quality outcomes for children.
- 3.27 Lesson planning is detailed and promotes good progress. Lesson objectives are clearly identified and are relayed to the pupils at the start of lessons. Examples of high-quality marking are evident in pupils' work, but this standard is not universal. Some marking is superficial and does not aid the pupil to make progress. The best marking is thorough and detailed, and includes constructive comments, dialogue with the pupils and targets for future improvement and progress. The school has recognised this disparity and is currently addressing it. It has established a new structure for marking, assessment and reporting across the age range but it is too early to judge the impact of this approach. Pupils of all ages appreciate and understand the criteria by which their teachers make their assessments.
- 3.28 Teachers have generally excellent subject knowledge. Lesson planning shows good regard for the time available. Much teaching is well paced, using a good, brisk approach. A very small amount of teaching lacks organisation and suitable stimulus for pupils. Resources are well deployed to support the teaching and pupils use both technological and practical aids with confidence and enthusiasm.
- 3.29 The most successful teaching is enthusiastic and creates interesting and lively lessons. Open-ended tasks actively encourage pupils to think laterally and deeply. Pupils respond very positively to such opportunities. Excellent cross-curricular links foster interest and curiosity. Many lessons give the pupils opportunities to work collaboratively in pairs or small groups and the pupils used these occasions very sensibly and rewardingly. Pupils willingly contributed their thoughts and ideas in response to very good and appropriate questions from the teachers.
- 3.30 Pupils with SEND are very well supported both by specialist staff and by class and subject teachers. The increased use of specialist in-class support rather than withdrawal is very rewarding for the pupils. The recently introduced 'passports' for these pupils are very effective and enable teachers to have a clear picture of the pupil's particular needs. Provision is made for the gifted and talented pupils and the school recognises the breadth of possible areas for excellence. In the preparatory school, it was common to find that pupils had been set a variety of tasks in line with their differing abilities. In the senior school, academic lessons often gave the most able pupils extension exercises, but this added to the volume of work rather than the

intensity of the challenge, and there was insufficient evidence of wider, more stimulating and thought-provoking questions being set on a regular basis.

- 3.31 Relationships between teachers and pupils are relaxed and mutually respectful. Teachers know their pupils very well. Teachers look for high standards in the pupils' presentation of written work and they actively encourage the pupils to concentrate and to work hard.

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 The personal and social skills of the children in the EYFS are excellent. Their behaviour is exemplary and they show respect for one another by listening carefully to the ideas and perspectives of other children. They make a positive contribution to the setting by co-operating with one another, sharing equipment and tidying up together effectively at the end of each session. Arrangements for transitions to the next stage of children's schooling are also excellent. A whole school 'shuffle up' day includes children who are new to the school. Children are well prepared for new experiences and the close proximity of the classrooms in the new teaching building ensures that they are already familiar with their new surroundings. Children are able to speak about the ways in which the school actively promotes fundamental British values, and give examples of how they enjoy individual freedom, and have a say in how the school works.
- 4.3 The school meets in full its aims to create a spirit of community, where people are recognised as individuals, not stereotypes. It enables pupils to develop self-knowledge and self-confidence, as seen in a sixth-form assembly in which one group gave an impromptu presentation on the charity committee's strategy for the school year. They are well prepared to fulfil their active role in society after leaving school.
- 4.4 The school actively promotes the fundamental British values of democracy, the rule of law, individual liberty and respect and tolerance of those with different faiths and beliefs. Throughout the school, in interviews, pupils were able to display a broad knowledge of and respect for the English legal system together with its public institutions and services. They acquire this knowledge through the PSHE programme and the broader taught curriculum.
- 4.5 The warmth of relationships among all members of the community permeates its life and work resulting from the effective enrichment programme, extra-curricular opportunities and the academic curriculum. Pupils of all ages say they benefit from the recent introduction of resilience, well-being and mindfulness into the PSHE curriculum. These benefits are immediately evident in the way they approach public examinations in a calmer frame of mind. In lessons and enrichment activities, self-evaluation and peer assessment contribute to pupils becoming reflective about their own practices, while encouragement and praise from their teachers sustains their self-confidence. Pupils' spiritual and aesthetic awareness is highly developed through the academic curriculum. This is reinforced by form-time activities, where pupils are encouraged to discuss complex moral issues; music, which plays a significant part in preparatory and senior school life; and aspects of the enrichment programme, such as volunteering in the local church café and museum.
- 4.6 Pupils have an excellent understanding of right and wrong. Pupils in Year 3 discussed questions of trust and promises. Sixth-form pupils in economics debated ethics in business and showed an excellent grasp of the issues. Pupils demonstrate knowledge of the wider justice system acquired through PSHE units in Years 9 and 13, including a visit to the courts. Overall, use of rewards and sanctions enables pupils to accept responsibility for their own behaviour, promoting high personal standards.

- 4.7 Social development is strong. Around the school and during lessons pupils are helpful and courteous. Pupils at all levels are articulate, polite and equitable. They are aware of their responsibility to improve the lives of others. They raise funds for two schools in Africa, one of which is visited every three years. Pupils initiate charity fundraising in the preparatory and senior schools and a charity committee to co-ordinate this activity is led by sixth-form pupils.
- 4.8 Pupils believe in tolerance and actively promote it in the life of the school and beyond. The school encourages them to confront instances of discrimination or prejudice, seen through such curriculum opportunities as a Year 11 PSHE lesson on homophobia. Pupils are passionate about seeking ways in which such discrimination can be prevented. In the preparatory school, pupils showed excellent knowledge of Jewish culture and faith in their 'People and Places' topic. Debate is a feature of many academic lessons and pupils are encouraged to express their views and respect the views of others. The pupils' understanding of democracy is excellent and many posts of responsibility throughout the school are allocated through peer elections. Pupils believe they have the right to be heard as well as the responsibility to contribute. Pupils, including those with SEND, take full advantage of the many opportunities to develop excellent awareness of their own and others' culture, and show exemplary tolerance and respect as a result.

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

- 4.9 The contribution of the arrangements for pastoral care is excellent.
- 4.10 The school is highly effective in meeting its overall aims to create a happy and caring community in which secure relationships are fostered and developed.
- 4.11 In the EYFS, teachers provide a very high standard of care in a happy and purposeful environment. Each child has a key person, who takes overall responsibility for their care and development. The system is effective in making children feel secure and safe so they settle into school very quickly and develop positive relationships. Children learn about healthy eating and are encouraged to bring nutritious snacks to school. Good opportunities for regular exercise are provided through PE lessons twice a week, outdoor play and outdoor lessons in the woodland. Good hygiene practices are encouraged from the very beginning of a child's time at school. They recognise the importance of washing their hands before eating.
- 4.12 Excellent support and guidance is provided for all pupils through the pastoral care structure, centred on form tutors throughout the school. Form tutors know their pupils well and pupils' development is monitored through an online referral system, enabling dissemination of information and support. In the preparatory school, meetings with tutors enable further detailed understanding of each individual, their likes and dislikes, their achievements and hobbies. In the senior school, the heads of year provide further excellent pastoral support, which is highly valued by the pupils. Some older pupils also take responsibility for mentoring younger pupils. In the pre-inspection questionnaire a very small minority of pupils stated that there is not a senior pupil or teacher they can turn to if they have a difficulty. Inspection evidence, including discussions with pupils and consideration of pastoral structures, demonstrates that pupils are individually supported and encouraged.

- 4.13 Relationships between staff and pupils are excellent, and demonstrate a high level of mutual trust and respect. Pupils are caring and considerate towards each other and behaviour is exemplary throughout the school.
- 4.14 Healthy living is promoted actively through the choices on offer at lunch, through taught lessons, and through the PSHE programme. In the preparatory school, pupils are encouraged to make informed choices through assessing the amount of sugar in snacks brought from home. The school promotes the importance and enjoyment of exercise through the extensive programme of games and PE, and this ensures that pupils adopt healthy and active lifestyles.
- 4.15 The school has appropriate policies and procedures to ensure good conduct and to deal promptly and positively with any incidences of unacceptable behaviour. The PSHE programme includes material, planned by Year 12 pupils, on cyber-bullying. In the questionnaire, a very small minority of pupils expressed the view that the school does not deal effectively with bullying. Scrutiny of bullying records and discussions with pupils demonstrates that the school's policy is implemented effectively and consistently. The rare examples of bullying behaviour are followed up rigorously.
- 4.16 Suitable behavioural reward and sanction systems are in operation throughout the school, and these are well understood by pupils. A small minority of responses to the questionnaire suggested that teachers are not fair in the way they use sanctions and rewards. Inspection evidence, including examination of records and discussion with pupils and staff, demonstrates that the systems are well understood and applied consistently. Staff praise and encourage pupils through certificates in the preparatory school and house points in the senior school.
- 4.17 The school has a satisfactory plan for improving educational access for pupils with special needs and/or disabilities. The timescales have not been revised recently.
- 4.18 A small minority of pupils in the pre-inspection questionnaire indicated that the school does not take their opinions into account. Inspectors found that across the school there are many excellent opportunities for pupils' opinions to be expressed. Councils in both sections of the school enable pupils to make suggestions that have resulted in changes. Lunch timings were changed to enable attendance at two clubs; food suggestions were incorporated into lunch menus; and pupils' views on the quality of homework were circulated to teachers for them to put into practice.

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

- 4.19 The contribution to the arrangements for the welfare, health and safety is excellent.
- 4.20 The provision for children's welfare is excellent in the EYFS. Staff are aware of the health and safety and safeguarding procedures in place to protect children and keep them safe. All staff are suitably qualified and trained in safeguarding, fire safety and paediatric first aid. All necessary measures are taken to reduce potential risks to children. Outdoor play is well organised, carefully monitored and benefits from high staff ratios. Risk assessments for activities in school and for outings are rigorous and undertaken regularly.
- 4.21 Throughout the school, highly effective policies and procedures to promote the welfare of pupils, including their safeguarding, contribute to their personal development and support the aims of the school. Safeguarding policy takes full account of the need to prevent radicalisation and extremism, including in the EYFS.

- 4.22 Throughout the school, safeguarding arrangements are thorough and well implemented. Training in child protection for all staff meets the requirements of the local safeguarding children board. Those with designated responsibilities are trained at a higher level and in inter-agency work. Strong links with the local safeguarding board provide excellent opportunities to ensure that the policies and procedures are up to date. Recruitment checks on new staff adhere to safer recruitment guidance and all new staff have appropriate training in matters relating to safeguarding. The safeguarding policy makes reference to recent guidance on preventing children from being drawn into terrorism and staff are given online training to ensure that they are familiar with the risks. Consultations with local police services and the local safeguarding board have enabled the policy to reflect the local and the national context. Lessons in PSHE and in the ICT curriculum ensure that children understand how they can help to keep themselves safe when on line and when using social media. Systems are in place to keep children safe when they are working on the school's IT system and when they are accessing the internet through the same school system.
- 4.23 The health and safety policy and its implementation are reviewed regularly. All necessary measures are taken to reduce the risk from fire and other hazards through the school. Thorough risk assessments are carried out for all buildings and for all curriculum activities and these are updated regularly. Risk assessments for all school trips and visits are well considered and effective. An accident reporting systems allows analysis of all reported incidents.
- 4.24 The school medical room is well resourced. All medicines are stored safely and their administration is carefully controlled; relevant information is recorded in the medical room. First aid kits are suitably placed in all areas of the school. A majority of the staff throughout the school are trained in first aid, and some in both senior school and the preparatory school are trained at a higher level. Appropriate action is taken to record and report accidents.
- 4.25 Prompt and regular attendance is promoted through an effective registration system. Meticulous registers also record pupils' admission to the school. These are suitably maintained and stored as required for three years.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is excellent.
- 5.2 Arrangements for governance ensure highly effective oversight of all areas of the school, including the EYFS, in line with its aims to achieve excellence in all fields: academic, sporting, musical, artistic and dramatic, and to offer excellent pastoral care. The governing body has effective systems to oversee educational standards, financial planning and recruitment, training and retention of appropriate teaching and support staff. Likewise it invests effectively in enhancing the facilities for the benefit of the pupils, and ensures that learning resources are appropriate.
- 5.3 The sub-committee structure has been restructured and rationalised recently. A review is seeking to ensure that it meets fully the changing demands on governance. The governing body ensures that it is well-informed about the working of the school, and discharges its responsibilities effectively through regular and frequent informal meetings with the senior leaders in the school, and through an annual meeting dedicated to review and target-setting. Communication is seen as a high priority and is excellent. The governing body has embraced the establishment of a system of day visits to the school by individual governors. In these ways the governing body is able to provide support, stimulus and challenge to the school in pursuit of its aims.
- 5.4 The governing body has been instrumental in encouraging a more collegiate approach to leadership and management and in establishing a more strategic approach. Additional impetus has been supplied by new appointments and restructuring of the senior leadership team.
- 5.5 Governors are trained rigorously and benefit from the oversight of the GDST. They are effective in exercising oversight of child protection, welfare, and health and safety throughout the school. They carry out the annual review in each case as a whole body. In the case of safeguarding they benefit from the additional expertise of an external consultant.

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

- 5.6 The quality of leadership and management is excellent.
- 5.7 The school fulfils its aims and discharges its responsibilities effectively with regard to policy implementation and safeguarding.
- 5.8 The safeguarding of children has a very high priority in the EYFS. Staff know and understand the relevant policies and procedures and implement them appropriately, Excellent and effective teamwork makes a significant contribution to the progress and development of the children in the EYFS. There are extremely good lines of communication and clear priorities for future development. Arrangements for staff supervision are good and lead to focused professional development. All in the EYFS promote diversity by encouraging children to listen to one another and work together co-operatively. Progress since the previous inspection has built well on a strong foundation.

- 5.9 The leadership and management team provide clear educational direction through the five year strategic vision and the school development plan. Staff speak highly of the level of collaboration in constructing these future plans and have a strong sense of involvement at a whole school and departmental level. Pupils achieve an excellent standard of education, especially in the senior school, and their personal development is excellent. Pupils across the whole school show themselves as confident and considerate, with significant mutual respect and co-operation in evidence.
- 5.10 Leadership and management have made the transition between the different phases of the school generally successful. The head of Year 7 visits all pupils entering the senior school before they leave their previous school. In this way the pastoral transition is achieved smoothly. A range of special events promote further familiarity with the senior school staff. Similarly the transfer of academic data is effective and prompt. In the mathematics department there has been extensive collaboration to ensure that the curriculum progression is appropriate and well established but this is less smooth in other departments. This affects adversely the start of the pupils' education in the senior school.
- 5.11 Leadership and management are effective in self-evaluation, setting clear priorities and ensuring that they are achieved. Annual departmental reviews reflect on progress within departments and analyse examination results. The effective implementation of these plans is reviewed at scheduled intervals. The school development plan is also reviewed as a standing item at departmental staff meetings.
- 5.12 The leadership and management are successful in recruiting staff. They support them effectively through performance management and by providing ample opportunities for professional development, including progression into middle and senior management. Training is linked closely to appraisal findings and to departmental needs. All staff attend at least one course each year and many attend more than this.
- 5.13 Monitoring of the quality of teaching and learning by middle management in the senior school and senior management in the preparatory school is not yet wholly consistent. Similarly, a small minority of teachers do not adhere uniformly to the school's marking policy. Strategies to stretch and challenge the most able pupils outside the classroom are effective, and include booster sessions, departmental open door times, a lecture programme called Above and Beyond, and departmental enrichment. In normal lessons, stimulation and challenge and opportunity to apply higher order thinking skills are limited for the most able pupils.
- 5.14 Staff are well trained to fulfil their obligations in the areas of safeguarding, welfare, health and safety. Concerns from parents are handled with care and in accordance with the school's appropriate published procedures.
- 5.15 The school maintains a constructive relationship with parents in accordance with its aims, creating a happy, caring and welcoming community. Parents value the many opportunities available to be part of school life with fixtures being well attended in support of teams, parents helping with trips and visits and some hearing readers in the preparatory school. The Friends of the School Parent Association raises funds for school projects and arranges social events for parents.
- 5.16 Strong and effective partnerships with parents in the EYFS support children's learning and development and enable suitable interventions when needed. Staff are

very approachable and encourage parents to engage in their child's learning. Parents, guardians and carers show a genuine appreciation of all aspects of the school's provision including the high level of communication about their children's progress and welfare.

- 5.17 An overwhelming majority of parents' responses to pre-inspection questionnaires expressed satisfaction with the quality of communication with the school. This has been enhanced since the previous inspection with the introduction of a weekly newsletter and a portal for parents on the school website. Regular parent meetings and open events provide parents with good opportunities to be actively involved in the work and progress of their children
- 5.18 Parents of pupils and of prospective pupils are provided with the required information about the school.
- 5.19 Parents receive clear and useful reports about their children's work and progress each term, with measures of achievement, effort, concentration and application in class. Reports indicate the work that has been covered, comment on performance and targets for the future. Parents are happy with the level of information covered within these reports.

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