



INDEPENDENT SCHOOLS INSPECTORATE

INTEGRATED INSPECTION

ST EDWARD'S SCHOOL

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St Edward's School

Full Name of School	St Edward's School		
DfE Number	916/6032		
Registered Charity Number	293360		
Address	St Edward's School Cirencester Road Charlton Kings Cheltenham Gloucestershire GL53 8EY England		
Telephone Number	01242 538600		
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Email Address	officemanager@stedwards.co.uk		
Head	Mrs Pat Clayfield		
Chair of Governors	Mr Peter Goatley		
Age Range	11 to 18		
Total Number of Pupils	346		
Gender of Pupils	Mixed (192 boys; 154 girls)		
Numbers by Age	11-16:	240	17-18: 106
Number of Day Pupils	Total:	346	
Inspection Dates	24 Nov 2015 to 27 Nov 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 November 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.

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.

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 a trustees' representative, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited the facilities for sick or injured pupils. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

Inspectors

Mrs Pamela Leech	Reporting Inspector
Mr Kenneth Adams	Team Inspector (Head of Academic Studies, ISA school)
Mr Graham Best	Team Inspector (Headmaster, Society of Heads school)
Mr Toby Mullins	Team Inspector (Headmaster, Society of Heads school)

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 St Edward's School was founded in 1987 on the outskirts of Cheltenham, following the merger of two Catholic grammar schools. A co-educational day school, St Edward's educates pupils from the ages of eleven to eighteen. The school welcomes pupils of all faiths and backgrounds, whose parents feel their children will benefit from an education embracing traditional Catholic values. As a charitable trust, the trustees form the governing body, with representation from the Carmelite order. The separate preparatory school shares the same governing body, some facilities and staff, but is managed autonomously. Through the two schools, the trustees seek to offer a continuous education for pupils from two to eighteen years.
- 1.2 The school aims to encourage pupils to strive to be the best they can be, and, in doing so, develop beyond their perceived potential, and become lifelong learners and thoughtful contributors to society. Through its teaching and pastoral provision, the school aspires to offer pupils a wealth of educational experience, enabling each individual to feel valued for themselves and to develop an enriching spiritual foundation and a strong moral code.
- 1.3 Since the previous inspection, a significant programme of modernisation has been undertaken, including many sporting facilities and teaching areas. The cafe and the social and study areas for more senior pupils have been refurbished. Internet facilities have been upgraded, offering greater access to information by staff, pupils and parents. There have been new appointments and changes at senior management level and within the governing body.
- 1.4 There are currently 346 pupils who attend the school, of whom 106 are in Years 12 and 13. Most pupils come from within a twenty-mile radius of the school across Gloucestershire and represent a wide range of cultural, ethnic and economic backgrounds. Parents are predominantly professional or self-employed.
- 1.5 The ability profile of the pupils is above the national average for Years 7 to 11, and reflects the national average for Years 12 and 13. A wide spread of abilities is represented across the year groups. The school has identified 75 pupils with special educational needs and/or disabilities (SEND), all of whom receive learning support at appropriate levels according to their need. No pupils have a statement of special educational needs or an education, health and care plan. Twenty-nine pupils who speak English as an additional language (EAL) receive support in line with their English language ability.
- 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 St Edward's School is highly successful in educating its pupils in accordance with its aim of providing an educational experience which allows pupils to reach their potential. This is strongly supported by its Christian foundation. The achievements of the pupils are excellent. Throughout the school, pupils develop a mature approach to their academic studies and apply their knowledge confidently. Pupils present their work with pride, and work co-operatively and independently. Supported by excellent teaching, pupils usually make rapid progress academically. The excellent curriculum and extra-curricular programme promotes learning opportunities, and pupils value their links with the community. Worksheets are used effectively, meeting a recommendation of the previous inspection. Pupils with SEND and EAL are extremely well supported and a variety of enrichment opportunities provides challenge for the more able pupils. However, within a few lessons, challenging tasks are not provided for the most able pupils. Marking standards are consistently applied across the school, meeting a recommendation of the previous inspection. However, pupils would benefit from more evaluative feedback in some subjects.
- 2.2 Supported by the high quality of pastoral care, the quality of pupils' personal development is excellent. Pupils learn the values of tolerance and respect, behave with courtesy and kindness towards each other, and achieve an excellent standard of personal development. They undertake positions of responsibility with maturity. Pupils appreciate the support of their teachers and feel confident that staff will guide and help them should they have a concern. The school implements excellent measures to ensure the welfare, health and safety of its pupils.
- 2.3 Governance of the school is excellent. Trustees fully support the ethos of the school and are highly effective in their oversight of all aspects of school life. They understand their legal responsibilities and undertake these duties with thoroughness. Leadership and management are excellent. Through a shared vision, managers at all levels work together to ensure excellent oversight of the daily routines and make well-informed decisions for the future. Links with parents are excellent.

2.(b) Action points

(i) Compliance with regulatory requirements

- 2.4 The school meets all the requirements of the Education (Independent School Standards) Regulations 2014.
- 2.5 The school is advised to make the following improvements.
1. Ensure consistent opportunities in lessons for more able pupils to challenge themselves intellectually and pursue their own lines of enquiry.
 2. Ensure more evaluative feedback is provided for pupils in all subjects.

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 Pupils are extremely well educated, demonstrating levels of achievement and learning which successfully fulfil the school's aims to develop a passion for learning which will last a lifetime. Pupils of all abilities throughout the school, including those with SEND, EAL and the most able, demonstrate excellent subject knowledge and understanding. In almost all lessons, pupils develop the skills to enable them to work together and independently, to think logically and to apply their subject understanding with confidence. Pupils are able to speak eloquently, as observed in a lively discussion of the Bayeux tapestry. Pupils listen carefully to each other and are able to offer constructive peer evaluation. They apply their mathematical and reasoning skills effectively across a range of subjects, for example, when analysing theories surrounding black holes. Pupils use information and communication technology (ICT) imaginatively to further their learning and understanding. Given the wide range of starting points on entry, pupils attain high standards of literacy and numeracy. Excellent achievement in the creative and practical subjects is evident all around the school for example, in the outstanding artwork on display and in the quality of the treasure boxes being manufactured in the design and technology department. Pupils demonstrate high levels of physical attainment in competitive and individual sports.
- 3.3 Beyond the academic curriculum, pupils achieve high standards across the wide spectrum of extra-curricular activities offered. They are successful at county and national levels in a varied range of sports. Many pupils undertake music and drama examinations and take part in performances in venues such as the Royal Albert Hall and Gloucester Cathedral with other schools. Pupils have been extremely successful in league chess challenges and competitions and have achieved notable results in national art competitions. Pupils have been highly successful in mathematics challenges, qualifying for the British Mathematics Olympiad, and in national science awards.
- 3.4 The following analysis uses the national data for the 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 maintained schools, with results in IGCSE higher than the worldwide average. Performance in GCSE examinations in 2015 indicates a higher proportion of students achieving consistently high grades. At A level, results overall are above the national average for maintained schools and similar to the national average for maintained selective schools. In 2015, the proportion of students gaining the highest grades has also increased.
- 3.5 These levels of attainment, together with standardized measures of progress available and other inspection evidence from observation and discussion, indicates that students at all levels make progress that is at least good and, most recently, excellent, in relation to those with similar abilities. Of particular note is the excellent achievement of pupils with SEND and EAL. Progress for the most able pupils is good, but the lack of challenge in a very few lessons leads to inconsistency. Pupils achieve a high rate of success in entrance to universities with demanding entry requirements.

3.6 Throughout the school, pupils demonstrate positive attitudes towards their learning. They show initiative in their studies and are well organised in their work files. They enjoy their academic and creative studies and show an equal commitment when working independently or together. Pupils are proud of their work, taking care with its execution. Behaviour in lessons is exemplary and pupils are appreciative of the supportive relationships with their teachers and with each other. Responding to the pre-inspection questionnaire, most parents and pupils expressed themselves as highly satisfied with the progress they make.

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

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

3.8 The curriculum, fully supported by extensive extra-curricular provision, successfully supports the aims of the school in inculcating a love of learning and providing pupils with a spiritual foundation and a strong moral code to become lifelong contributors to society. The well-planned curriculum is highly effective in its coverage of different areas of learning and is suitable for all ages, abilities and needs including for those with SEND, EAL and the most able. Since the previous inspection, the timetable has been restructured to create longer lesson periods throughout the school day. In the pre-inspection questionnaire, most parents and pupils expressed themselves as highly satisfied with the range of subjects, activities and areas of experience.

3.9 From Year 7, pupils follow a broad range of subjects, which includes the option for either Latin or classical studies. German and Spanish are introduced in Year 8, and are taught in rotation as an addition to French. From Year 9, science is taught as three separate subjects, and pupils may opt for classical civilisation. Latin is also available as an enrichment course for dual linguists. A comprehensive choice is offered at GCSE level. Religious studies has recently been included as a core subject. Option blocks are carefully formulated to maximise the number of pupils able to study their preferred choices. These options are augmented by enrichment courses, where pupils may study subjects such as Greek or environmental science. Since the previous inspection, the school has increased the curriculum provision by offering history, mathematics and music as IGCSE subjects.

3.10 An extremely wide range of options is available for pupils in Years 12 and 13 with twenty-two subjects offered at A level. A weekly lecture series, using visiting speakers and parents, addresses contemporary issues and provides a forum for consideration of higher educational options. The comprehensive programme for supporting university application is enhanced by additional guidance for potential Oxbridge candidates.

3.11 The use of ICT is embedded throughout the curriculum, with dedicated lessons for Years 7 to 9 and ICT resources are used effectively throughout the school to enhance pupils' learning. Careful consideration is given to ensuring that usage complies with the school's policy and guidance on cyber-safety. A carefully planned personal, social and health and economic (PSHE) education programme provides pupils with appropriate guidance for the next stage of their lives. This covers topics relevant to pupils' ages. Where this and other subjects cover political matters, they do so in a balanced way. The school actively promotes fundamental British values.

3.12 There is suitable provision for pupils with SEND, EAL and the most able. Effective systems enable staff to identify pupils who would require support or who would benefit from additional challenge. Progress is monitored through carefully

constructed individual learning plans, which are regularly reviewed to ensure pupils receive appropriate support in lessons. Schemes of work include opportunities to challenge the more able pupils. However, these are inconsistently applied within some lessons. A debating society offers more able pupils the opportunity to research and present individual essays. Similar opportunities are available for Year 8 pupils who are invited to make presentations to their peers and senior managers.

- 3.13 An excellent programme of extra-curricular activities fully supports the curriculum and comprises a wide range of sports, creative opportunities and service, ensuring that pupils develop skills beyond the academic curriculum. Competitive sporting options are available in team and individual sports. Numerous opportunities are available for pupils to participate in music and drama. Additional activities include the combined cadet force and The Duke of Edinburgh's Award Scheme. Science clubs are designed to offer opportunities to pursue individual interests, with specific science, technology, engineering, and mathematics (STEM) clubs to enable girls to develop their interests in science and engineering.
- 3.14 The school has established strong links with the local community. Pupils have numerous opportunities through the school's outreach work to undertake voluntary service. Pupils give concerts at a nearby residential home for children with disabilities and are active in the fundraising for local charities. The school's curriculum is further enhanced by numerous trips both within the UK and abroad. These have recently included optional sports tours to Dubai, subject-related trips to Iceland and Italy, which provide cultural and language experiences, and an expedition to Ecuador.

3.(c) The contribution of teaching

- 3.15 The contribution of teaching is excellent.
- 3.16 Teaching is highly effective in supporting the aims of the school to promote an aspiration for lifelong learning and a desire to strive for a personal best. Teaching is non-partisan in the coverage of political issues and actively promotes values of tolerance, respect and kindness towards others. Most pupils who responded to the pre-inspection questionnaire said that their teachers helped them learn and an overwhelming majority are happy with the progress they are making. Parents were equally satisfied with the progress their children are making. Inspection evidence fully supports these views.
- 3.17 Teachers usually demonstrate an excellent understanding of the needs of their pupils and lessons throughout the school are effectively planned and resourced. As a result, pupils enjoy their learning and make rapid progress. Teachers have excellent subject knowledge, using this to give clear explanations and foster enthusiasm for their subject. The exceptionally positive quality of the relationships in lessons between teachers and their pupils promotes an atmosphere which is relaxed but respectful. Consequently, pupils develop a confident approach to learning and freely engage in discussions.
- 3.18 Pupils welcome opportunities to work together, supporting each other in order to complete the task successfully. Pupils demonstrate equal commitment when working independently, employing research skills with method and self-discipline. In almost all lessons, the pace is brisk ensuring pupils remain focused and interested, and teachers have high expectations of their pupils. A variety of tasks promotes pupils' learning and pupils are challenged to take intellectual risks and learn for

themselves. The most able pupils make less progress in the very small minority of lessons where expectations are lower and pupils become passive learners. In response to a recommendation from the previous inspection, worksheets, when used, provide sufficient challenge. Pupils are encouraged to use ICT competently throughout the school, for example, Year 10 used their smart phones in a Latin class to extend their vocabulary knowledge and Year 7 boys enjoyed checking their hockey techniques with the field camera.

- 3.19 A very small minority of pupils who responded to the pre-inspection questionnaire said that they did not find the work they do interesting. Through observation in classes and in discussions with pupils, inspectors noted high levels of pupil enjoyment in lessons. Teachers understand the needs of their pupils very well and teaching is well planned to provide support and encouragement as needed. Excellent support is offered for pupils with SEND and EAL with additional specialist help in extra sessions. As a result pupils make excellent progress. Enrichment opportunities outside the timetabled programme enable the more able pupils to extend their learning and understanding. In lessons, the provision of individually designed tasks to challenge the more able was inconsistently applied, with the result that pupils did not make rapid progress in all lessons.
- 3.20 A small minority of pupils, responding to the pre-inspection questionnaire, indicated that their homework did not help them learn. A few felt that the amount of homework was too demanding. Following a scrutiny of pupils' work books, observations in lessons discussions with pupils, inspectors found that homework is set appropriately and makes a positive contribution to pupils' learning. The school has successfully addressed a recommendation in the previous inspection and implements effective systems to ensure greater consistency of marking across all departments. Pupils are regularly encouraged to reflect on their own progress. However, not all subjects consistently offer detailed evaluative feedback. Assessment information is used effectively throughout the school to set targets, monitor pupils' progress and inform lesson planning.

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 development of the pupils is an outstanding strength of the school. In creating an environment where pupils are encouraged to develop into tolerant young people with a sense of responsibility for those around them, the school fulfils its aims to encourage pupils to take their place in the modern world with confidence. It is also active in promoting values that reflect the distinctive character of British society.
- 4.3 Pupils demonstrate strong spiritual awareness and self-esteem, and know their own strengths. Through classroom discussions and regular assemblies, pupils are encouraged to examine their own beliefs and develop tolerance of those of others. They understand and respect differences in religious beliefs, using their studies in literature, art and religious studies to examine a wide range of faiths. Pupils develop a sense of spiritual identity through the quiet daily prayers and reflective silences which precede their busy school days, and appreciate the guidance and support they receive from the chaplaincy. They reflect on the non-material aspects of life as they make their walking pilgrimage to Tewksbury Abbey and through a series of 'days of recollection'. Pupils without a specific faith value the acceptance of the school community, extending their own spiritual development through an appreciation and tolerance of the faith of others around them.
- 4.4 The moral development of pupils is excellent. Behaviour around the school is exemplary. Pupils display a mature sense of right and wrong and are considerate and supportive of each other. They have a clear understanding of the civil and criminal law of England, and appreciate that any form of discrimination is unacceptable. Pupils develop a mature understanding of moral and ethical issues and participate enthusiastically in class debates which allow them to express their opinions. They value the examples set by the staff and by pupils who undertake leadership roles and are proud of their school.
- 4.5 Pupils' social skills are excellent. They respond positively to each other, whatever their backgrounds, and fully understand the meaning of equality and the avoidance of any kind of discrimination. They are sensitive to the needs of others and eagerly support one another around the school. As school prefects and pupil representatives, pupils undertake suitable roles of responsibility with enthusiasm. They develop social skills and an awareness of the needs of others through their contributions to the wider community, through regular fund-raising and organising events for a local school for children with disabilities.
- 4.6 Pupils display a strong cultural awareness and explore cultural diversity through their studies and through relationships with each other. They gain a greater understanding of other traditions by participating in cultural celebrations, in their studies in art and music and through trips abroad. Pupils demonstrate their appreciation of British values by their commitment to tolerance and inclusivity within their community. They understand the nature of English institutions and individual liberty, exploring this through visits to Westminster, local law courts and through listening to visiting speakers. They exhibit a well-developed understanding of democracy and held a very successful mock election to coincide with the recent general election.

- 4.7 By the time they leave school pupils display an excellent standard of personal development. They are individually mature, tolerant, respectful and supportive of each other.

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

- 4.8 The contribution of arrangements for pastoral care is excellent.
- 4.9 The quality of pastoral care is excellent, successfully meeting the school's aim to support and guide pupils and encourage the development of sound moral qualities based on Christian values. Highly effective pastoral systems include teams of tutors specifically selected to work with individual age groups. Leaders monitor the effectiveness of arrangements through weekly meetings, to ensure that information is appropriately shared and recorded in order to meet the needs of each individual pupil.
- 4.10 Open and trusting relationships between staff and pupils are founded on mutual respect and are evident throughout the school. Pupils appreciate the guidance and support they receive from their teachers and interact well with each other. An excellent induction programme helps new pupils settle quickly, including an away visit for Year 7 with team activities designed to promote the school's ethos of friendship and care. This caring ethos is evident in the attitudes of senior pupils who are generous in their support of and commitment to their younger peers.
- 4.11 In their pre-inspection questionnaire responses, a minority of pupils indicated that rewards and sanctions are not always fairly given. The school has a clear system of rewards and sanctions. Records demonstrate a fair and consistent application of rewards and sanctions, and pupils confirmed inspectors' findings during discussions. The school has strong arrangements in place to guard against bullying and cyber-bullying and to promote good behaviour. Through examination of records and in discussions with students and staff, inspectors found that any instances of bullying are dealt with effectively and swiftly in accordance with the school's policies and procedures.
- 4.12 Responding to the questionnaire, a minority of pupils felt that their views were not sought or acted upon. Inspectors looked at the matter in detail and found that there are appropriate ways in which pupils make their views known. The school council provides an excellent forum for pupils to express their opinions and school prefects may raise issues during their weekly meeting with senior managers. In addition to the council representatives, pupils enjoy opportunities to undertake leadership roles as prefects responsible for specific areas of the school, or as tour guides for parents of prospective pupils.
- 4.13 The school promotes a healthy lifestyle through an excellent PSHE programme which demonstrates the benefits of eating healthily and taking regular exercise. An overwhelming majority of parents responding to the questionnaire indicated their satisfaction with the way the school looks after their children.
- 4.14 The school has a suitable plan to improve educational access for pupils with SEND.

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

- 4.15 The contribution of arrangements for welfare, health and safety is excellent.
- 4.16 The school has excellent arrangements to promote the welfare, health and safety of all its pupils. The termly reports to the governing body demonstrate the effective implementation of the school's comprehensive health and safety policy. An extensive audit of maintenance, health and safety is completed annually, with regular checks made by the leaders and managers. Risk assessments for buildings and grounds are comprehensive and reviewed annually. Accidents and incidents are suitably recorded. The school makes every effort to minimize the risk of fire, through regular fire drills, equipment testing and staff training. Appropriate records are suitably completed and stored. Electrical equipment is regularly tested by an external agency and records are properly kept. Due care is taken to ensure the welfare, health and safety of those on school trips and those with specific physical or learning needs.
- 4.17 Safeguarding policies and procedures are thorough. All staff receive annual training in child protection matters from appropriately trained designated staff and further training every third year by local safeguarding agencies. All staff are familiar with the latest guidance. The school maintains close links with local welfare agencies and a suitable number of senior managers have been trained in safer recruitment and on the latest safeguarding strategies, for example, how to identify and combat radicalisation.
- 4.18 Admission and attendance registers are correctly maintained and stored and staff know what to do if a pupil were to go missing. An appropriate number of staff receive first aid training. The school has excellent facilities for the care of sick pupils and pupils who are unwell are properly cared for.

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 promotes the school's aims by provide a safe and nurturing environment where pupils are encouraged to develop enquiring minds with a passion for learning. Through excellent governance and a positive vision for the future, the school is highly successful in providing a strong academic base and maintaining excellent standards of pastoral care and personal development for its pupils.
- 5.3 New trustees receive induction training and all benefit from an extended programme of training enabling them to undertake their roles effectively. Trustees have a wide range of relevant expertise and skills and these are used most effectively to provide a thorough oversight of their responsibilities. The well-defined committee structure allows trustees to maintain strong oversight of the working of the school. Trustees are rigorous in their evaluation of the school's performance through regular staff presentations and close scrutiny of examination results and the success of the extra-curricular programme, providing effective support and challenge for the leadership.
- 5.4 Strategic development planning is strong, with clear long-term aims. Governance provides successfully for the development and maintenance of the school's accommodation, facilities and resources, and ensures the recruitment of high quality staff. Arrangements for promoting welfare, health and safety and budgetary control are effectively monitored. Trustees fully understand their legal responsibilities and maintain thorough oversight of required policies and procedures and all have received child protection training. All trustees undertake an annual review of safeguarding arrangements and their effectiveness.
- 5.5 Trustees actively support the school by visiting lessons, attending performances and meeting staff and pupils.

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 committed leadership and management are highly effective in enabling the school to meet its aim to provide an education where pupils are encouraged to achieve their potential in everything they do. As a result, pupils became confident learners. They flourish in the nurturing and supportive atmosphere and develop excellent personal qualities. Individual pupils' educational needs are clearly identified with effective management support structures, resulting in excellent provision for pupils with SEND and EAL, and good provision for the more able.
- 5.8 Senior leaders undertake a rigorous process of self-evaluation, enabling them to plan the strategic development of the school effectively. This can be seen in the numerous site improvements undertaken since the previous inspection. Through frequent communication with managers at all levels, leaders maintain a highly effective oversight of the day-to-day operation of the school. The leadership is successful in promoting values which encourage respect for others, the democratic

process and prepares students for life in modern British society. Senior leaders have been assiduous in ensuring that recommendations from the previous inspection have been fully met.

- 5.9 Schemes of work are detailed and usually comprehensive. Subject planning is based on a thorough understanding of the needs of pupils and provide a variety of learning opportunities for pupils. In a few cases, opportunities to extend the most able pupils are not identified, and marking does not provide them with evaluative feedback. Staff at all levels benefit from regular appraisal and continuing opportunities for professional development. All new staff receive thorough induction training and guidance, and newly qualified staff are well supported through a suitable programme.
- 5.10 Thorough procedures to ensure the recruitment of suitable staff are rigorously applied with all the required checks completed before staff begin work at school. Checks are correctly recorded in the school's single central register. Staff undertake regular training in their roles in safeguarding, welfare, health and safety. Policies and procedures are reviewed at suitable intervals, and are properly implemented with close reference to the governing body. The vast majority of parents who responded to the pre-inspection questionnaire, indicated their high level of satisfaction with the way in which the school is led and managed.
- 5.11 The school had established strong links with parents, and these make a positive contribution to the academic and pastoral development of the pupils. Responding to the pre-inspection questionnaire, parents were overwhelmingly supportive of the school and highly appreciative of the care their children receive. The school has a suitable complaints policy and in the event of a complaint, all procedures are rigorously followed.
- 5.12 Comprehensive information about the school is readily available to parents of current and prospective pupils on the school website, in the school prospectus and through a variety of newsletters and additional documentation. Parents are highly appreciative of the ease of contact with staff. Bi-annual parents' consultation evenings enable parents to discuss their children's progress. Regular written reports are sent to parents and are evaluative and helpful, providing suitable targets to enable pupils to make progress with their learning.
- 5.13 The involvement of parents through the active parents' association, the informal monthly coffee mornings and through sporting, music and drama events, strengthens the sense of community within the school.
- 5.14 In their responses to the pre-inspection questionnaire, an overwhelming majority of parents expressed high levels of satisfaction in all aspects of the education provided for their children, and would recommend the school to another parent.

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