



INDEPENDENT SCHOOLS INSPECTORATE

INTEGRATED INSPECTION

THE GODOLPHIN AND LATYMER SCHOOL

INDEPENDENT SCHOOLS INSPECTORATE

Full Name of School	The Godolphin and Latymer School
DfE Number	205/6291
Registered Charity Number	312699
Address	The Godolphin and Latymer School Iffley Road Hammersmith London W6 0PG
Telephone Number	020 8741 1936
Fax Number	020 8735 9520
Email Address	office@godolphinandlatymer.com
Head Mistress	Mrs Ruth Mercer
Chair of Governors	Mr Cliff Hampton
Age Range	11 to 18
Total Number of Pupils	809
Gender of Pupils	Girls
Inspection Dates	17 Nov 2015 to 20 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 standard inspection was in April 2010.

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

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

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

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

Both Ofsted and ISI inspect and report on the Independent School Standards Regulations. However, they apply different frameworks and have different criteria for judging school quality that are suited to the different types of schools they inspect. Both use a four point scale when making judgements of quality but, whilst the ISI terminology reflects quality judgements that are at least equivalent to those used by Ofsted, they also reflect the differences in approach. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement on each aspect of the school's work at the beginning of each section. **These headline statements must include one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory', and where Achievement is 'exceptional' that term may be used for the top grade.** Elsewhere in the report, inspectors may use a range of different adjectives to make judgements. **For EYFS registered provision (for 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 and other 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 James Wilding	Reporting Inspector
Mr Mark Calthrop-Owen	Team Inspector (Deputy Head, ISA school)
Mrs Christine Douglas	Team Inspector (Former Head of Department, GSA school)
Mrs Pamela Evans	Team Inspector (Former Head of Department, GSA school)
Mr Michael Goodwin	Team Inspector (Head, Society of Heads school)
Mr Chris Hall	Team Inspector (Head of Department, HMC school)
Ms Heather Owens	Team Inspector (Head Teacher, GSA school)
Mr John Rickman	Team Inspector (Deputy Head, GSA school)
Miss Jean Walker	Team Inspector (Deputy Head, GSA school)

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 The Godolphin and Latymer School is an academically selective school, founded initially as a boys' boarding school, The Godolphin School, in 1861 and situated in Hammersmith. Following its association with the Latymer Foundation, since 1905 it has provided day education for girls aged 11 to 18. The school has charitable status, and is administered by The Godolphin and Latymer Foundation, a company limited by guarantee. The majority of its 19 governors have strong connections with the school. The school has a Cornish motto, Francha Leale Toge (Free and Loyal Art Thou), providing the foundation for its liberal yet demanding traditions.
- 1.2 The school aims to provide an outstanding education, such that every girl shall achieve her potential in all her undertakings, in an enriching and inclusive atmosphere. The ethos of the school seeks to teach habits of mind promoting curiosity and initiative, intellectual rigour and independence of thought, reflective learning and flexible thinking, and the ability to maintain an open mind and to reach a balanced judgement. The school sets out to provide very high standards of individualised pastoral care, with a strong focus on creating a principled and caring community.
- 1.3 There are 809 pupils on roll, of whom 228 are in the sixth form. They are drawn mainly from professional homes, many with a cosmopolitan character; whilst all pupils are fluent in English, many speak additional languages. The large majority of pupils are of white British origin. A small number are of other British origin, and a small number come from North American, European or Asian countries.
- 1.4 The ability profile of pupils in the school is far above the national average; few pupils are of less than above average ability. The ability profile of the sixth form is above the national average for pupils, though with a narrower spread of abilities than is seen nationally. Eighty-eight pupils have been identified by the school as needing support for special educational needs and/or disabilities (SEND), most of whom receive additional support. No pupil has an education, health and care plan or a statement of special educational needs.
- 1.5 Since the previous inspection, restructuring of the main school from four- to five-form entry has taken place. The school is an educational partner of an 11 to 18 school in Ladbroke Grove, West London, opened in 2014.
- 1.6 National Curriculum (NC) nomenclature is used by the school for Years 7 to 11 and throughout this report to refer to year groups. The school refers to Years 12 and 13 as LVI and UVI respectively.

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 The school fully meets its core aim to provide an outstanding education, in which girls develop their full aesthetic, intellectual and physical potential. As a result, pupils excel in all areas of school life. Achievement is exceptional. The pupils are highly motivated, well organised and engaged with all that school offers. They articulate ideas strongly, collaborate willingly, and are equally strong as critical thinkers and independent learners. They take risks and challenges that build their confidence and resilience. Pupils, including those with SEND, make high levels of progress due to ambitious teaching and the broad, challenging curriculum that inspires and provokes their curiosity to study. As a consequence, pupils consistently achieve to extremely high academic standards and in a wide range of extra-curricular aspects.
- 2.2 The quality of the pupils' personal development is excellent, and a distinctive feature throughout the school. They are tolerant, accepting of others' differences and frequently debate controversial issues that build their deep-rooted understanding of diversity and values. They are generous and willing to take responsibility from an early stage to make a difference in school and to the world outside. The oldest pupils demonstrate considerable skills, enabling them to forge their way in life, and are modest and mindful too of the responsibilities they are to carry as global ambassadors for the future. The quality of care provided by the school is excellent and the standard of pupils' behaviour exemplary. The pupils' relationships with each other are excellent. They understand how to eat well and stay healthy, and they flourish within the vibrant community of the school.
- 2.3 Governance is excellent, representing an improvement since the previous inspection. The governors have a clear vision for the school, and the systems they have put in place to enable their strategic aims, support the achievements of the pupils and monitor the implementation of appropriate policies are exemplary. Excellent leadership has ensured that the school meets all regulatory requirements. Leadership's strong clarity of purpose, supported by a highly committed and professional team, has ensured the provision of a stimulating learning environment, giving rise to exceptional outcomes for all. Middle management plays a full part in enabling innovation and improvements to provision, directly benefiting the pupils' learning. In a very small number of cases, teachers do not always make best use of the academic and pastoral assessment information provided. Parents and pupils are very happy with the education the school provides. Both feel valued by the teachers and that they are very well cared for. The school has further improved its links with parents and the community since the previous inspection. The improvements in the reporting system now provide parents with detailed information and clear, helpful feedback.

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 improvement.

1. Ensure that assessment, monitoring and the support of achievement, learning and personal development are employed consistently across the school.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

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

- 3.1 The quality of the pupils' achievements and learning is exceptional.
- 3.2 Pupils achieve an outstanding level of knowledge and understanding, spread across a broad subject range of academic and extra-curricular activities.
- 3.3 Achievement in written and spoken languages is of an extremely high order. Pupils apply their excellent mathematical skills to their work across the curriculum. Their analytical abilities are demonstrated in the high quality of work in science. Pupils use information and communication technology (ICT) very well in their work across the curriculum. They show excellent recall of information and in-depth understanding of concepts. As a result, pupils have achieved individual and team successes both regionally and nationally across a wide range of curriculum activities, most notably in UK school Olympiads in modern foreign languages and in science, a prominent essay competition and Young Geographer of the Year. Pupils are highly successful in gaining entry to their first choice of university, with almost all achieving places on highly competitive courses in the UK and overseas; just over ten per cent of pupils continue studies at universities in the USA.
- 3.4 Pupils are intellectually curious and quick to make links to material they already know. They evidently enjoy their learning and they have high aspirations both inside and outside the classroom. The introduction of the 'learning habits' initiative helps pupils to become more aware of how they learn, to use this knowledge in discussing and setting personal targets and to become even better prepared to take responsibility for their own learning. In responses to the questionnaire, almost all pupils said that they are encouraged to do things for themselves and to work independently.
- 3.5 Pupils also achieve at an extremely high level in extra-curricular activities. Many achieve the highest grades in instrumental, and speech and drama examinations; pupils are selected for London and national orchestras and the National Youth Theatre. Pupils are successful in reaching excellent levels of achievement in a wide range of sporting activities such as football, karate and squash, with team success at county, regional and national level in athletics, cricket, netball, hockey, rowing and skiing.
- 3.6 The following analysis uses the national data for the years 2012 to 2014. These are the most recent three years for which comparative statistics are available. Attainment at GCSE has been exceptional in relation to the national average for girls in maintained schools and above the average for girls in maintained selective schools. Results in the International GCSE (IGCSE) have been higher than worldwide and UK averages. Performance at A level has also been exceptional in relation to the national average for girls in maintained schools, and well above the average for girls in maintained selective schools. In 2015 90 per cent of all A-level grades were at A* to B, a level consistent with previous years. Average point scores in the International Baccalaureate (IB) exceed the worldwide average. This level of attainment shows that pupils make excellent progress in relation to the average for pupils of similar abilities. This is confirmed by lesson observation, examination of the pupils' work, discussions with staff and pupils, and quantitative analyses of progress. Those with SEND and those who are most able in a school of generally high ability similarly make excellent progress. This reflects accurate identification

and high quality subsequent support the school provides for pupils with different interests, needs and talents. In pre-inspection questionnaire responses, almost all pupils and parents expressed satisfaction with the progress pupils make in their work.

- 3.7 Pupils have a very positive approach to learning. They are highly motivated, well organised, willing to pose and answer challenging and insightful questions, and readily make links between subjects, drawing effectively on their previous knowledge. They collaborate willingly and effectively with each other in lessons.

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

- 3.8 The contribution of curricular and extra-curricular provision is excellent.
- 3.9 The curriculum is broad, challenging and inspiring; it is suited to all ages and abilities across the school, and especially those who show a particular gift or talent in academic work or extra-curricular activity. The curriculum covers all requisite areas. Scientific, creative and expressive subjects are equally represented, and a comprehensive programme of personal, social, health and economic education (PSHEE) is followed by all pupils. The curriculum actively promotes basic characteristics of Britishness such as the rule of law, democracy and tolerance of the views of others. It equips pupils for life in modern Britain. Where political issues are encountered, there is a balanced presentation of opposing views. In response to the pre-inspection questionnaire, practically all parents agreed that their children are offered an appropriate range of subjects and areas of experience.
- 3.10 Following a recommendation from the previous inspection, the school has fully integrated ICT into planning, teaching and learning across the curriculum. In addition, since September 2015, all pupils in Year 7 have been provided with individual tablet computers, which are proving to be a powerful and enjoyable classroom resource as an aid to learning. The school plans to introduce similar technology to all other year groups by September 2017.
- 3.11 Pupils in Years 7 to 9 follow a stimulating and wide-ranging curriculum that explores different areas of learning and provides a thorough preparation for study at GCSE. The provision of languages has broadened since the previous inspection and includes Mandarin Chinese, which is taught from Year 7 and offered through to GCSE and A level. Pupils are able to take GCSE mathematics early and study additional mathematics in Year 11. The curriculum in Years 10 and 11 has an appropriate compulsory core of English, mathematics, physics, chemistry, biology and a modern foreign language, together with three optional subjects chosen from a broad range of GCSE and IGCSE subjects, as well as AS critical thinking.
- 3.12 The sixth form provides a wide range of A-level and IB qualification routes in order to satisfy the individual pupil's choice. There are opportunities for the development of research skills and independent learning through the IB programme and the Extended Project Qualification (EPQ), which the majority of pupils at A level are expected to complete.
- 3.13 Those pupils identified as having SEND are monitored for their individual learning needs. The school has developed its own pupil attitudinal profile assessments, identifying strengths and areas for development across a broad spectrum of learning skills. It uses information on pupils' self-perceptions as learners to provide very specific detail on areas of learning challenge. This is used very effectively by

teaching and pastoral staff in conjunction with academic data to assist with their planning.

- 3.14 The quality of careers guidance is excellent. The in-house careers programme integrates skills development and self-awareness with an understanding of the breadth of opportunities available to women in the workplace. Pupils appreciate the support and advice they receive in considering career options and making university applications.
- 3.15 An outstanding variety of extra-curricular activities is available that significantly enhance the pupils' development and enjoyment of school life. House activity, introduced since the previous inspection, covers many areas. The provision is further enriched through a wide range of visits and trips, and includes excellent Model United Nations participation, a programme of international exchanges and the World Challenge. Links with the local community are forged through outreach with local schools and a programme of voluntary work.
- 3.16 Strong music and drama provision offers pupils ample opportunity for performance development. The annual Year 7 Christmas play is produced and directed by sixth-form pupils, promoting the development of leadership skills. Pupils enjoy a wide variety of sporting activities that include a comprehensive fixture list and participation at national level. Other opportunities for physical activity include climbing, fencing, kick boxing and Pilates. The Duke of Edinburgh's Award scheme is well organised and successful, with good levels of participation and achievement at bronze, silver and gold levels.

3.(c) The contribution of teaching

- 3.17 The contribution of teaching is excellent.
- 3.18 Teaching in all areas enables excellent progress to be made by pupils and supports the aims of the school. This is an improvement since the previous inspection. Pupils enjoy the process of learning in a highly ambitious and intellectual environment that is non-partisan when covering political issues. Almost all lessons are skilfully planned and taught with flair at a pace and level that encourage a positive and studious attitude. Teachers know their pupils well, listen carefully to their contributions and encourage the pupils to respect and show tolerance towards others. Behaviour is uniformly excellent across the school. Teaching is both challenging and suited to the individual pupil's needs. This develops pupils' intellectual curiosity and independent thinking.
- 3.19 Teachers demonstrate excellent subject knowledge that inspires pupils to strive for excellence in their own work, often going beyond the formal requirements of examined courses. Teachers use open-ended tasks to guide pupils towards their own subject understanding and skills, promoting responsibility for their own learning. Teachers plan well-paced lessons using a wide range of good quality resources to support learning, including ICT and audio-visual equipment, well-stocked libraries and subject-specific materials.
- 3.20 Digital technology is extensively used throughout the school to enhance pupils' skills; this is an improvement since the previous inspection. In Year 7 in particular, teachers have developed the use of tablet computers to support learning. They are aided by a team of student digital champions who suggest new ways in which this technology may be used both in lessons and other activities. Exemplary practice

was seen in a dance lesson where Year 9 pupils were filming group choreography and giving feedback.

- 3.21 All pupils are considered to be of above average ability but those recognised as most able or as having individual learning needs, specific gifts or talents are given opportunities to develop learning in line with their requirements. For example, in a Year 13 Italian lesson exploring immigration and cultural integration, teaching balanced the very different demands of advanced and beginner pupils through judicious use of language and skilfully chosen questions. Pupils who are able or who have SEND, or others identified through the school's assessment and pastoral systems, are given appropriate extension or support materials designed to meet their learning needs. This is usually delivered through the adaptation of learning resources, though may also be provided through individual support.
- 3.22 Assessment of pupils' work is supportive and valuable to them in enabling progress. Through written and oral comments, marking offers advice that helps pupils to focus on what needs to be improved. Where feedback is particularly successful, it requires pupils to set their own targets for continuous improvement and empowers them to develop the skills needed to extend and enhance their responses. From work seen and discussions with pupils, inspectors found that feedback is not invariably given at the start of the next stage of learning in all subjects. Virtually all teachers use academic and pastoral assessment information very well to review progress and to plan carefully for all pupils in each academic area according to their needs. Pupils enjoy the academic care they receive from teachers and appreciate their good humour. In responses to the parent and pupil questionnaires, this was seen to be a significant strength of the school.

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 school is highly successful in providing a vibrant and supportive environment in which personal development and the key values of Britishness are actively promoted. The result is that pupils achieve an extremely high level of personal development.
- 4.3 Pupils are polite, well mannered, articulate and confident. In pre-inspection questionnaire responses and in discussions, pupils spoke well about their school and surroundings. They express a deep sense of loyalty to the school and its history, and show a genuine sense of gratitude and pride in the opportunities afforded them. They take full advantage of excellent opportunities for reflection, both within the curriculum and assemblies. As a result, they consider their own beliefs and demonstrate a considerable understanding of the shared values that characterise modern Britain, as seen in the insightful accounts by Year 7 pupils following a day learning about the Hindu faith at a temple in London.
- 4.4 Pupils have a clear understanding of right and wrong, both within the context of the school's rules and the wider one of the legal framework of England. Pupils are tolerant and accepting of others' differences, and frequently debate current issues that are of interest or concern to them. A sixth-form pupil gave an excellent EPQ presentation to Year 11 on the morality of giving, one example of much rigorous moral debate as seen in activities and in written work. Pupils take responsibility for leading discussions on ethical topics, and recently led a forum on global reaction to terrorism. They respect others and organise activities to reflect upon discrimination, and understand the importance of identifying and combating abuses.
- 4.5 Pupils demonstrate their social development in their contribution to the society of the school. The youngest pupils are ready to support the following year's intake, corresponding with them and welcoming them to the school. Co-operation and teamwork are encouraged in the classroom and pupils engage successfully in critical academic discussion with their peers. The school's various 'buddy' systems work well, for example pupils in Year 8 feel well supported by sixth formers and by the vertical house system that helps positively in the development of relationships between ages. Pupils welcome the opportunity to lead and take their individual responsibilities seriously. Sixth-form pupils are highly successful ambassadors for the school and provide valuable support and leadership. Pupils value being members of the school council and the leadership training they receive following their election. Pupils identify the keynote speakers to be involved in their lecture programmes, usually inspirational women and role models. The mock election held to coincide with the General Election promoted pupils' understanding of the public services and institutions of England, as well as the workings of the British political system. Charitable fund raising is extensive and reflects pupils' strong concern and empathy shown to others less fortunate. The annual Christmas Bazaar raised in excess of £48,000 in 2014. The funds are used to promote other activities within the local community. In addition, the school hosts monthly tea parties for local elderly people, organised by the sixth form and assisted by pupils across the other year groups, and the sixth form and Year 10 organise a similar event every Christmas.

- 4.6 Pupils appreciate the diversity of the school community, which allows them to create many cultural opportunities. In a physical education (PE) lesson, pupils in Year 9 enthusiastically choreographed a Bollywood dance. The pupils benefit from many opportunities on school trips locally and abroad, including Ecuador and Vietnam, and coupled with strong links with European exchange programmes to Moscow and Hamburg, these serve to widen individual pupils' respect and appreciation for their own and other cultures. Older pupils also benefit from the skills they acquire during work experience opportunities in Berlin and Versailles. Following a recent trip to Italy, those involved gave an informative presentation of their experiences to younger pupils, speaking enthusiastically about the language and of its historic buildings. Providing opportunity to share cultural experiences between year groups is a significant strength of the school.
- 4.7 Pupils leave the school as extremely well educated, confident and articulate young adults, ready to forge their way in life.

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

- 4.8 The contribution of arrangements for pastoral care is excellent.
- 4.9 Staff throughout the school know their pupils extremely well, in accordance with the school aims. They are very adept at helping them to take advantage of the opportunities provided by the school and great care is taken to support pupils on their educational path. Information arising from the pupils' self-perception analyses is used to good effect, for example in reducing anxiety over learning. Pupils are encouraged to be independent, caring, responsible and resilient members of the community, and to contribute to its life and that of the wider community around them. An outstanding management structure for pastoral care underpins these aims. The pastoral structures include ready lines of communication to all staff. Regular meetings are held with form tutors, heads of year, members of the PSHEE team and others. Pupils are supported by a wide variety of systems, including 'buddies' for Year 7, the extended mindfulness programme, and the 'Challenge Your Limits' week that includes staff and parents, equipping girls with the ability to cope with challenges and difficulties.
- 4.10 In questionnaire responses and discussions, pupils said that teachers help them to learn and that their form tutors care for them as individuals and enable them to manage all of their commitments. Parents are most appreciative of the care their children receive. Relationships between staff and pupils, and amongst the pupils themselves, are founded on mutual respect and are excellent across the entire school community. The school is highly successful in maintaining a friendly atmosphere, based on mutual respect, which enables pupils to learn and participate in extra-curricular activities successfully and with enjoyment.
- 4.11 The conduct of pupils is exemplary, reflecting clear school and staff expectations, and the effectiveness of the school's pastoral management. A minority of pupils responding to the questionnaire felt that sanctions are not administered fairly. A small minority also said that rewards are not given consistently. However in discussion with inspectors, pupils felt that these are fairly administered and are successful in promoting good behaviour. Inspectors found that sanction and reward logs are scrupulously kept in accordance with policy and demonstrate proportionate and fair responses to misdemeanours.

- 4.12 Policies and procedures for dealing with bullying are clear. School counsellors speak to the staff on anti-bullying policies and mental health. The pupils feel very safe in the school and report that bullying is virtually non-existent. In discussion, pupils of all ages expressed confidence that any concerns about bullying would be swiftly investigated and dealt with by staff. All pupils experience excellent provision for relationship education, including the use of social media, and to protect them from cyber-bullying, within the very comprehensive PSHEE programme, in assemblies and in computing lessons. In addition, extra-curricular clubs and forums provide opportunities for pupils to talk about personal issues, as well as topics related to gender, discrimination and the national strategy to prevent radicalisation and extremism.
- 4.13 In their questionnaire responses, a small minority of pupils did not feel that the school listens to their opinions or responds to them. Considerable inspection evidence confirmed that the school has well-established communication channels to enable its staff to listen to pupils' views. As a result, form representatives have prompted changes to the PSHEE programme and approved improvements to school infrastructure, for example. Initiatives arise at a variety of levels, including school council, house and form groupings. An imaginative project on environment and climate change initiated by Year 7 has led to the exchange and evaluation of evidence with pupils of a similar age in Zambia.
- 4.14 Pupils understand the importance of healthy eating and keeping fit. This is reflected in their enjoyment of nutritious, healthy meals, and their participation in very many opportunities such as Latin American dance aerobics and Pilates, which form part of their PE programme, as well as clubs throughout the week. Pupils also demonstrate enthusiastic involvement in a very wide range of sporting options.
- 4.15 An appropriate plan is in place to support educational access for pupils with SEND.

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

- 4.16 The contribution of arrangements for welfare, health and safety is excellent.
- 4.17 The school regards welfare, health and safety as of paramount importance for the safeguarding of pupils. A health, safety and risk management committee implements comprehensive and detailed policies and procedures. All staff and governors receive appropriate safeguarding training, including in e-safety, and a governor is charged with overseeing safeguarding matters. Staff recruitment policies are excellent, following safer recruitment requirements and guidelines; the single central register of appointment checks is appropriately maintained.
- 4.18 Detailed risk assessments are carried out for all on- and off-site activities, and a governor oversees risk assessment arrangements across the school. Matters arising are dealt with swiftly. The school takes suitable steps to reduce the risk from fire. Fire practices are carried out regularly and are carefully and suitably recorded. Extinguishers and alarm systems are well maintained.
- 4.19 The school makes appropriate arrangements for pupils who are unwell or injured, or whose special requirements, including SEND, require support. There is a well-appointed medical room and two registered nurses cover the whole school week, supported by a weekly visit from a doctor. School counsellors are also available to meet with girls. The first-aid policy is comprehensive, and a considerable number of additional staff are trained appropriately, covering excellent procedures for dealing with accidents. Detailed records are kept of all incidents so that any patterns can be

spotted and appropriate action taken to reduce risk. Attendance and admission registers are suitably maintained and stored, and any absences are followed up promptly.

- 4.20 In responses to questionnaires, pupils and parents overwhelmingly stated that the school makes excellent provision for the welfare, health and safety of its pupils.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is excellent.
- 5.2 The governing body is highly successful in supporting the core aim of the school, which is to provide an outstanding education. Since the previous inspection, governors' guidance has been more clearly focused through the development of the work of committees on the strategic aims of the school, and this has improved the overall quality of education and provision to an outstanding degree. Governors' vision for the future is clear and exciting, most notably through ensuring successful development of the skills and personal attributes of all pupils so that they can contribute well as global citizens.
- 5.3 The expertise of governors is comprehensive, drawn from a variety of professions and interest groups. It covers all areas of their ambitious remit. Regular audit of the skills required, coupled with effective training, ensures that the school meets all regulatory requirements. The governing body ensures that the head mistress and the senior leadership team meet challenging strategic goals, and that the school's ambitious development plans continue apace. Governors are very generous with their time, attend many school events and are increasingly well known to the staff and pupils alike.
- 5.4 Governors successfully oversee education and academic standards throughout the school, and their successful financial and capital planning has seen extensive investment in school buildings over recent years. They exercise their responsibilities with immense diligence for the welfare, health and safety of pupils, and have recently appointed a compliance officer to assist them in discharging their duties. The governors have oversight of the school's handling of complaints, and regularly scheduled review of safeguarding and child protection arrangements is carried out.

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

- 5.5 The quality of leadership and management, including links with parents, carers and guardians, is excellent.
- 5.6 The members of the senior leadership team demonstrate a highly committed and professional approach to monitoring the school's progress in fulfilling its educational aims and against its strategic development plan. The three recommendations from the previous inspection have been met, and the senior leadership team has identified clear priorities for further improvements and innovation. Regular monitoring ensures that policies and procedures reflect the most recent requirements and guidance.
- 5.7 Recent restructuring within the senior leadership has strengthened the direction of and provision in the school. Communication between academic and pastoral teams is excellent. There is effective accountability and support through a clear line management structure, leading to regular and rigorous monitoring of the quality of provision. Leadership fosters open debate and reflection within the staff faculty, engendering challenge and energy to drive the school to meet its ambitious vision.

- 5.8 New roles are clearly defined and understood; middle leaders feel that all members of the senior leadership team are accessible and approachable. Middle leaders are given opportunities to contribute to discussions about school targets and initiatives, such as through working parties on learning and teaching, and the Godolphin extended leadership programme. Staff thus have a strong feeling of inclusivity and involvement in school decisions and its direction.
- 5.9 Self-evaluation is accurate and perceptive. The findings contribute to the construction of the school's strategic development plan. Departmental plans are linked to whole-school targets. Leaders at all levels maintain careful monitoring of progress towards implementation targets.
- 5.10 This climate empowers teaching staff to develop professionally; they appreciate the autonomy and trust placed in them. Continuous professional development is well resourced and responsive to both whole-school needs and those of individual members of staff, identified through appraisal. Induction of new staff includes safeguarding training and raising awareness of welfare, health and safety procedures. The school has appropriate arrangements for checking the suitability of new staff and governors. Innovative approaches to potential teacher recruitment issues are being actively addressed, for example appointing supernumerary trainees in shortage subjects.
- 5.11 All levels of leadership share an extremely strong sense of pride and purpose in the school. The leadership is highly respected for its outstanding open, democratic style, as well as for its forward-thinking drive, clarity and incisive decision making. Benefit to pupils is central to its focus.
- 5.12 In overwhelming evidence from questionnaire responses, parents were very happy with the education that their children receive. They feel that the pupils are valued by their teachers, and that they are very well cared for. Parents described the breadth of educational opportunity as extraordinary, and many expressed appreciation that the teachers challenge, support and encourage all pupils and know them well.
- 5.13 Parents play a very active part in their children's education and development. They know and understand who to approach should there be a concern, and heads of year support form tutors in communicating ideas and solutions with care and sensitivity. The use of parent surveys and parent focus groups inform the direction of the school and reflect an active and fruitful partnership.
- 5.14 Parents of current and prospective pupils receive all required information about the school. A weekly bulletin is sent by email, and termly newsletters and end-of-term letters highlight the many achievements of the pupils. Social media is used to excellent effect to promote community events and sporting successes. Very well-produced school magazines are published each year. A promotional film made by the pupils gives visitors to the website an excellent overview of the nature and character of the school. Comprehensive handbooks and guides are readily available and provide much detailed information on all aspects of the school.
- 5.15 Parents receive high quality information about the work and progress of their children. They value the readiness of staff to respond to email and are appreciative of a school culture that focuses on the individual girl. Parents and pupils receive reports with clear feedback on current achievement. The useful written comments are aimed to help pupils to improve; they focus on learning habits and encourage dialogue between teachers and pupils. These reports, along with extensive information about pupils' timetables, attendance and behaviour records, are

available through the parent portal of the school's website, itself a highly successful initiative that connects the school-wide community. These changes represent an improvement on the position at the previous inspection.

5.16 The school has an appropriate complaints policy. Complaints are rare and are sensitively handled in accordance with the school's published arrangements.

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