

PARENTAL LINKS

*“Links between the school and parents, carers and guardians are **excellent**, in line with its aims and have developed since the previous inspection.”*

There are **ample** informal and formal opportunities for parents to communicate with the school and the vast majority of parents who responded to the pre-inspection questionnaire say the **school encourages them to be involved**.

Parents are sent **detailed reports** twice a year with additional interim assessment reports throughout the year. **They are clear, useful and set targets for improvement** and present a clear picture of the pupils’ attainment and achievements.

WELFARE, HEALTH AND SAFETY

*“The contribution of arrangements for welfare, health and safety is **excellent**.”*

Measures to safeguard pupils have regard to official guidance and have been given **high priority** since the previous inspection, so that they now meet the requirements.

Health and safety checks of property and services are **meticulously** carried out and documented.

GOVERNANCE

*“The quality of governance is **excellent**.”*

The governors provide **effective oversight** of all sections of the school in line with its aims. Governors have a **clear vision** based on **detailed knowledge** of the school.

The governors discharge their responsibilities for educational standards, and financial planning **effectively**. They have **invested** in a new building for younger pupils shortly after completing construction of a centre for the sixth form and art.



LEADERSHIP

*“The quality of leadership and management is **good**.”*
*“The quality of leadership and management in the EYFS is **excellent**.”*

In response to the recommendations of the previous inspection, a **strategic element** is now part of the school’s development planning and has a **clear educational direction**.

Leadership responsibilities have recently been shared more widely across the school with a **clear line management structure** to **improve communication** and to **support and ensure consistency of quality** across departments.

The aligned leadership of the senior and primary schools ensures that a **common ethos and approach pervades**, and therefore that the curriculum and pastoral care provide a coherent experience for pupils.



DERBY HIGH SCHOOL
ESTABLISHED 1892



A Snapshot of Excellence 2015 / 16



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Read the full report at www.derbyhigh.co.uk

“The personal development of pupils throughout the school is excellent.”

Independent Schools Inspectorate, integrated inspection, November 2015

ACHIEVEMENT AND LEARNING

*“The quality of the pupils’ achievements is **good**.”*

*“The quality of the pupils’ achievements and learning in the EYFS is **excellent**.”*

All pupils are **academically well motivated**. They concentrate well in class, and follow instructions accurately. **Without exception** they are **keen to support each other’s understanding**.



TEACHING

*“The overall quality of teaching is **good**.”*

*“The quality of teaching in the EYFS is **excellent**.”*

Staff seize every opportunity to promote learning. The **excellent resources** in the EYFS provide many opportunities for **problem solving** and **exploration** and allow children to be **independent in their learning** and **develop their own ideas**.

Teaching is successful in promoting pupils’ progress. It contributes to the school’s aim of **achieving excellence** for all pupils in **every aspect** of their academic studies.

Relationships between pupils and teachers are **excellent** and in interviews pupils commented on how **well supported** they feel.

CURRICULUM

*“The contribution of curricular provision is **excellent**.”*

Planning **reflects individual children’s needs**, and **exciting** and **challenging activities** ensure that all children reach the expected levels of development, **with many achieving beyond them**.

The curriculum **very successfully** supports the school’s aims to provide an **enriching educational experience**.



EXTRA-CURRICULAR

*“The contribution of extra-curricular provision is **excellent**.”*

In the questionnaire the **overwhelming majority** of pupils praised the **range of extra-curricular activities** that is available, and they have the **opportunity to initiate further activities** in which they show interest.

Some of the activities for the younger pupils, for example **choral singing** or **sports practices**, are **organised and led by sixth formers**.

Pupils of **all ages** involve themselves **enthusiastically** in the school’s extra-curricular activities.

PASTORAL CARE

*“The quality of the school’s arrangements for pastoral care is **excellent**.”*

Teachers have an **excellent knowledge of the needs of individual pupils** and **effectively** support their physical and emotional development.

Relationships between staff and pupils, as well as those amongst pupils, are **strong and respectful**. The atmosphere is **friendly, calm, caring and respectful**.



PERSONAL DEVELOPMENT

*“The personal development of pupils throughout the school is **excellent**.”*

Pupils are **confident** and **enjoy excellent relationships** with each other and with adults. They take pride in the **success of others**.

From an early age they are **exceptionally tolerant, respectful**, and **understand the importance of identifying and combatting discrimination**.

