



INDEPENDENT SCHOOLS INSPECTORATE

INTEGRATED INSPECTION

DERBY HIGH SCHOOL

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Derby High School

Full Name of School	Derby High School
DfE Number	831/6001
Registered Charity Number	527185
Address	Derby High School Hillsway Littleover Derby Derbyshire DE23 3DT England
Telephone Number	01332 514267
Fax Number	01332 516085
Email Address	headsecretary@derbyhigh.derby.sch.uk
Headteacher	Mrs Denise Gould
Chair of Governors	Dr Richard Faleiro
Age Range	3 to 18
Total Number of Pupils	546
Gender of Pupils	Mixed (73 boys; 473 girls)
Numbers by Age:	3-5 (EYFS): 49 5-11: 206 11-18: 291
Number of Day Pupils	Total: 546
Head of EYFS Setting	Mrs Michelle Hannaford
EYFS Gender	Boys and Girls
Inspection Dates	10 Nov 2015 to 13 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 intermediate inspection was in February 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.

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 and new members of staff and with 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 Stephen Cole	Reporting Inspector
Mr Huw May	Team Inspector (Headmaster, IAPS school)
Mrs Fiona McGill	Team Inspector (Former Deputy Head, GSA school)
Ms Pauline Edgar	Team Inspector (Principal, GSA school)
Mrs Elizabeth Harris	Team Inspector (Head of Department, IAPS school)
Miss Liz Knibb	Team inspector (Vice Principal, HMC school)
Miss Victoria Plenderleith	Co-ordinating Inspector for Early Years

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Derby High School is a senior school for girls aged 3 to 18, which admits boys in the EYFS and primary school. Founded in 1892 it moved to its present site in the Derby suburb of Littleover in 1958. The school is a charitable trust and is overseen by the governors, who are also the charity's trustees. The school has strong links with Derby Cathedral and local parishes.
- 1.2 At the time of the inspection, the school totalled 546 pupils, 473 girls and 73 boys, of whom 49 are in the Early Years Foundation Stage (EYFS). There are 63 pupils in the sixth form. Just under half the pupils come from minority ethnic backgrounds and all live in the Derby area.
- 1.3 The school's stated aims are to achieve excellence for all pupils in every aspect of their academic studies and non-academic pursuits; to provide a happy and stable environment based on Christian values; to nurture the intellectual, physical, emotional and spiritual development of pupils so that they become responsible, well-rounded and confident adults.
- 1.4 The school has entered pupils for national tests in the primary school but has only very recently started using standardised testing of ability. The ability profile of the senior school is above the national average. Most pupils have ability that is at least above average, with around a quarter having well above average ability. Very few pupils are of below average ability. The school uses standardised verbal reasoning testing of ability in the sixth form. There are 64 pupils who speak English as an additional language (EAL), of whom one has adjustments made in the curriculum. The school has 42 pupils with special educational needs or disabilities (SEND), of whom 10 receive specialist support from the school. None has an education, health and care (EHC) plan.
- 1.5 Since the previous inspection, the governing body has been restructured and the Articles of Association revised. A new headteacher has been appointed. The facilities for outdoor learning have been enhanced and the construction of a new building for EYFS and younger pupils is near completion.

- 1.6 National Curriculum (NC) nomenclature is used throughout this report to refer to year groups in the school. The year group nomenclature used by the school and its NC equivalence are shown in the following tables.

School	NC name
Wrens	Pre-school
Robins, Sparrows	Reception

Primary school

School	NC name
Thrushes, Swallows	Year 1
Kingfishers, Herons	Year 2
Melbourne, Tissington	Year 3
Kedleston, Haddon	Year 4
Calke, Hardwick	Year 5
Chatsworth, Eyam	Year 6

Senior School

School	NC name
Upper 3	Year 7
Lower 4	Year 8
Upper 4	Year 9
Lower 5	Year 10
Upper 5	Year 11
Lower 6	Year 12
Upper 6	Year 13

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 Derby High School successfully meets its aim of providing a happy and stable environment based on Christian values, and it is effective in achieving excellence for many pupils in their academic studies and non-academic pursuits. Pupils' academic achievement is good, including in the sixth form, and excellent in the EYFS. They gain success in a range of pursuits, including the Duke of Edinburgh's Award scheme and music. Pupils concentrate well. In the primary school they are keen to share their ideas and experiences, but senior school pupils can be less engaged. They do not routinely show curiosity through challenging questions. Progress at all ages is at least good, and excellent in the EYFS. The needs of pupils with SEND are well supported and consequently they make progress in line with other pupils. Pupils enjoy many opportunities to participate in sport, music and a wide array of clubs. In the pre-inspection questionnaire almost all pupils praised the range of activities available. The contribution of teaching is good. It is particularly effective when the pace of lessons and variety of teaching methods maintains pupils' interest, and challenges them fully. The use of data is starting to be used to set targets, but the recommendation of the previous inspection to ensure that in the senior school marking provides clear guidelines for pupils to improve has not been fully met.
- 2.2 The personal development of pupils throughout the school is excellent. They have a clear sense of right and wrong, and at all ages relate confidently to each other and to adults. Senior pupils enjoy the opportunities to engage with the primary school and are excellent role models. In their discussions they seek harmony. They are open, honest and self-assured. Pupils respond positively to the school's Christian ethos, but are accepting of other faiths and cultures. The quality of the pupils' behaviour is excellent. The contribution of the school's pastoral care to their personal development is excellent. Pupils have access to a wide range of general and specific advice, and communication between adults is effective in tracking concerns. In the pre-inspection questionnaire a small minority of pupils said that their views are not sought or responded to, but interviews identified many avenues for this to happen and examples in which they had brought change. In the interviews a small minority said that rewards and sanctions are unfairly awarded, but documentation and interviews with pupils identified that the rewards and sanctions are fair. The school does not tolerate any bullying and any rare instances are addressed effectively.
- 2.3 The quality of leadership and management is good, and it is excellent in the EYFS. In response to the recommendation of the previous inspection the development plan now contains a strategic element. It focuses on further improving the achievement of pupils. However the processes do not robustly address teaching that is not yet excellent, and academic leaders have not urgently prioritised the recommendation of the previous inspection about marking. The quality of governance is excellent. Governors have a clear vision based on detailed knowledge of the school. They have invested effectively in improving the quality of accommodation for all pupils. They discharge their statutory responsibilities with care, including an annual review of safeguarding.

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 senior and middle leaders monitor marking so that it becomes more effective in helping senior school pupils make academic progress.
2. Use quality assurance in the senior school to ensure that teaching methods challenge and stimulate all pupils to more active participation in their own learning.

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 is good.
- 3.2 The quality of the pupils' achievements and learning in the EYFS is excellent. All children in the EYFS, including those with SEND, achieve extremely well in relation to their individual starting points and make excellent progress. Children enjoy learning and are eager to demonstrate what they can do. They display a high level of concentration and have well-developed listening skills. They are active learners who are keen to explore and investigate, and the lessons about learning enhance these skills. At the end of Reception the vast majority of children achieve the Early Learning Goals and many exceed them. Younger children apply their phonic knowledge to read and spell words and sentences. Older children read and spell more complex words and write lengthy stories. Children are articulate and communicate confidently with others. They use mathematical terms to describe shapes, add two digit numbers together and record sums accurately. Many apply their understanding of number to solve problems. All children are developing confident ICT skills through the use of a wide range of technology. Children develop their creative skills through the regularly planned activities and enjoy using the resources to recreate these activities in child initiated learning.
- 3.3 Pupils of all ages are well educated in line with the aims of the school. They display good levels of subject knowledge and understanding relative to their ability. They speak with clarity and expression: in the Remembrance Day service younger pupils spoke with confidence. Sixth-form pupils have developed good accents in foreign languages and have an excellent understanding of linguistic structure. Pupils listen carefully, respect the ideas of others, and seek concord in discussion. Reading and writing skills are well developed, particularly in the primary school. Many pupils are bilingual and they have a good knowledge of vocabulary specific to subjects they study. Pupils' numerical skills are good and they apply them confidently across the curriculum; in the primary school many pupils are completing mathematical problems appropriate for senior schools. Pupils of all ages produce a high standard of creative work in art, design, and information and communication technology (ICT). Pupils can show good levels of logical and deductive thought; for example younger pupils deduced the animal kingdoms of rare species, and sixth-form pupils correlated frequencies of HIV and tuberculosis in African countries. Pupils develop good physical skills through organised sport at all ages and outward bound opportunities for senior pupils. They sing with enthusiasm and some play instruments to a high level. Almost all primary school pupils continue their education at the senior school, and most sixth formers achieve places in higher education or choose to take up apprenticeships with national companies.
- 3.4 Pupils perform at a good level in activities outside lessons. Girls represent the region in various sports. In the senior school nearly two-thirds of music examinations are passed with distinctions or merits, including a few at high grades. Primary school pupils have achieved distinctions in the majority of their drama examinations. Pupils have achieved success at all ages in the UK mathematics challenge and science Olympiads, as well as in national art competitions. Younger pupils have been finalists in the primary schools mathematics challenge. In the Duke of Edinburgh Award (DofE) scheme the completion rate is higher than the regional average, and several pupils achieve gold awards.

- 3.5 The following analysis uses the national and international data for the years 2012 to 2014. These are the most recent years for which comparative data is available. The results in national tests at age seven in 2014 were exceptional. Results in national tests at age eleven have been well above the national average for maintained primary schools.
- 3.6 Results in GCSE are similar to the national average for girls in maintained selective schools. A-Level results have been above the national average for girls in maintained selective schools. Results in 2012 were higher than in 2013 to 14, being well above the national average for girls in maintained selective schools.
- 3.7 In the pre-inspection questionnaire the vast majority of pupils said they were making good progress with their work. The level of attainment at GCSE and A-level, standardised measures of progress that are available and scrutiny of work during the inspection, indicate that pupils make progress that is good in relation to the average for pupils of similar abilities throughout the school. Similar analysis shows that the progress of pupils with SEND is good, in line with that of pupils of similar abilities in the senior school. The progress of the more able is good, in line with other pupils.
- 3.8 All pupils are academically well motivated. They concentrate well in class, and follow instructions accurately. Many have responded positively to the school's learning initiative and have developed their approaches to study. Without exception they are keen to support each other's understanding. Primary school pupils are enthusiastic to answer questions, offer ideas and share experiences. Senior school pupils sometimes lack engagement in class. Many are reticent to answer direct questions, and they rarely show curiosity through asking challenging questions. Their work is often well presented, but in many subjects there is little evidence of independent study below the sixth form. Pupils of all ages involve themselves enthusiastically in the school's extra-curricular activities.

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

- 3.9 The contribution of curricular and extra-curricular provision is excellent.
- 3.10 Children in the EYFS experience a broad and balanced curriculum that covers all areas of learning. 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. Daily phonics lessons are a significant strength of the setting, and phonic intervention lessons ensure that all children's needs are met. The extensive use of ICT means that all children are developing skills relating to their needs and ability. The excellent balance of child-initiated and adult-led activities provide opportunities for children to reinforce and consolidate their learning. Outdoor learning is fully integrated into all areas of learning, meeting the needs of every child effectively. In response to the recommendation in the previous inspection, there are now daily problem solving activities throughout the EYFS setting.
- 3.11 The curriculum very successfully supports the school's aims to provide an enriching educational experience. It effectively covers all the requisite areas of learning, and underpins the intellectual and personal development of pupils of all ages, individual needs and abilities, including those with SEND. In the pre-inspection questionnaire, the overwhelming majority of parents were happy with the range of subjects offered. Pupils interviewed agreed with this view.

- 3.12 The lively and challenging curriculum in the primary school links coherently with the choice of subjects in the senior school, and ensures that the transition for pupils is smooth. The school's learning programme is introduced in the primary school, and seeks to encourage all pupils to become more independent and persistent in their approach to learning. Schemes of work in the primary school ensure that pupils are active learners and make good progress. Pupils with EAL are given specialised support where necessary, and pupils with SEND are supported appropriately within the classroom. The opportunity to choose from three modern languages and separate sciences at GCSE ensures that pupils can focus their studies on future careers. All pupils undertake work experience at some stage of Year 10, and foreign language trips support language learning.
- 3.13 Pupils in the sixth form can study courses in, for example, psychology in addition to the range of GCSE subjects. Some opt to undertake the Extended Project Qualification (EPQ) enabling them to develop research skills and independence in their learning. A variety of visits and work experience to art galleries, the theatre, and the Houses of Parliament enrich the experience. Visiting lecturers are regularly used to contextualise A-level study. Sixth formers are equipped with the skills, which prepare them for university life and beyond. Sixth formers speak positively about the university and careers advice they receive.
- 3.14 The well-planned personal, social, health and economic education (PSHE) programme supports the pupils' development at every age. British values are strongly promoted through the PSHE programme and the curriculum. During the inspection week a service commemorating Armistice Day took place, attended by the whole school, where pupils from both the primary and senior schools participated in readings, hymns and prayers. At every opportunity the school ensures that there is a balance in the coverage of political issues.
- 3.15 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. Many pupils participate in the Duke of Edinburgh's Award Scheme. Some of the activities for the younger pupils, for example choral singing or sports practices, are organised and led by sixth formers. Music and drama provide the pupils with many opportunities for public performance, and the sports programme suits all abilities and skills. The summer activity week in the summer term supplements pupils' experiences.
- 3.16 The school enjoys excellent links with the community. The chapel choir sang at the Holocaust Memorial Service at Derby Cathedral. The primary school organised and hosted a singing concert involving pupils from several local schools. In sport there are strong links with local sports clubs which support further talented pupils.

3.(c) The contribution of teaching

- 3.17 The overall quality of teaching is good.
- 3.18 The quality of teaching in the EYFS is excellent. Lessons are planned to be lively and exciting, and they fully engage all the children. Enthusiastic teaching motivates children to acquire skills for the next stage in their learning, and imaginative and practical activities reinforce their progress. Critical questioning encourages all children to develop thinking skills. Well-timed adult interactions in child-initiated activities help children develop their learning. Considered individual support ensures pupils match the high expectations set. Significant observations of children are

noted to inform next steps and integrated into future planning. Staff analyse data very effectively and use this to track pupils. They seize every opportunity to promote learning. The excellent resources in the EYFS provide many opportunities for problem solving and exploration and allow child to be independent in their learning and develop their own ideas.

- 3.19 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. At the senior school it contributes significantly to pupils' good performance in external examinations, and in the primary school advances the excellent progress in lessons.
- 3.20 In the questionnaire the overwhelming majority of pupils said that teachers help them to learn and encourage them to work independently. Relationships between pupils and teachers are excellent and in interviews pupils commented on how well supported they feel. Pupils say staff are very approachable and are always willing to help them with any work difficulties. The style of teaching promotes tolerance and respect, and is non-partisan in the coverage of political issues.
- 3.21 Most lessons are well planned and take account of pupils' prior learning, enabling pupils to make good progress relative to their ability. At all ages teachers' detailed knowledge of pupils enable individual targets to be set or the difficulty of questions to be adjusted. Many teachers set work that provides challenge for the more able and support for those whose learning is less secure, including those with SEND. The frequent use of group work means that pupils' co-operative attitudes have developed to strongly support each other's understanding. For example in a Year 6 mathematics lesson grouped by ability, the most able pupils were taught by a senior school mathematics specialist. In the senior school, similar examples were seen in English and modern foreign language lessons.
- 3.22 Teachers have received training on the interpretation of data from commercial assessment schemes and in some lessons it is used to adjust expectations. In interview, some senior school pupils stated that they do not routinely act on the targets set. In the primary school teachers use the schools' learning programme to shape the excellent learning attitudes at this age, but its use at the senior school is inconsistent.
- 3.23 Pupils make more rapid progress in lessons in which time is used effectively. The pace of the lesson ensures pupils remain engaged and actively involved in their learning. Teachers assess progress and amend their approach to avoid the more able stagnating. A variety of teaching methods and use of ICT maintains interest, and enhances the learning experience, for example in senior school languages lessons and in many lessons in the primary school. Pupils are given opportunities to successfully advance their skills, particularly in speaking and logical thought. Challenging questions initiate a higher level of pupil response. The judicious use of praise and words of encouragement motivate pupils of all abilities. Where teaching was less successful in raising pupils' achievement, lessons are not well structured, objectives are not clear and pupils are not sufficiently challenged. Teachers do not assess individual understanding during lessons, and hence the pace restricts the progress of pupils, particularly the more able.
- 3.24 A new marking and target setting policy has been introduced but it has not been implemented consistently. Marking is irregular, and many corrections do not provide

pupils with clear guidelines for improvement. This was a recommendation in the previous inspection report which has not been fully met.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

- 4.1 The quality of pupils' spiritual, moral, social and cultural development is excellent.
- 4.2 Within the EYFS, sharing and turn taking are actively promoted enabling children to develop positive relationships. They quickly learn right from wrong and staff constantly reinforce this at every opportunity. Diversity is actively promoted through celebration assemblies. The children all show respect towards each other and respond to the encouragement to make sensible choices and decisions. Children have a good understanding of teamwork and work well in groups and pairs. The induction process into the setting is thorough and helps children feel safe and settle quickly. Children are well prepared for transition within and beyond the EYFS as staff ensure there are opportunities to interact with teachers and children from other year groups.
- 4.3 Pupils' personal qualities develop well in line with the school's aims and Christian ethos. The values of the school actively promote the central place of democracy, the rule of law, individual liberty and mutual respect for different faiths, ensuring that pupils gain excellent awareness of British attitudes to life. They leave the school as responsible, well-rounded and confident young people with a thoughtful and perceptive awareness of themselves and the world around them.
- 4.4 Pupils respond thoughtfully to messages in assemblies and respect the role of the school chaplain. In the primary school, pupils of all faiths join in prayers at midday and the end of school. In the senior school, some pupils use the quiet room to seek silence, to pray or reflect. Cultural and religious diversity is acknowledged and appreciated. The pupils' different religious or ethnic roots do not affect the harmony of relationships. The unenforced quiet in which pupils walked to the remembrance service reflected their ability to think beyond the immediacy of life.
- 4.5 Pupils have a clear awareness of their responsibility to support the atmosphere of tolerance and respect that exists. Pupils' compliance with school rules has the effect of creating a well-ordered environment. Sanctions are rarely needed. The PSHE programme promotes their awareness of the rule of law and knowledge of public institutions and services. Pupils appreciate the need for choice in a democracy, and show initiative in contributing to improvements in procedures. They address difficult moral issues with maturity; for example, in religious studies, senior school pupils confronted the problem of evil and suffering for religious believers.
- 4.6 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 assume responsibility with comfort, leading and serving the school community in the plethora of roles that the school creates. For example senior and primary school pupils are prefects, and others act as library buddies, or directors of the house drama. Houses are led by senior pupils assisted by staff, rather than vice versa. Beyond the school, pupils contribute to the local community in an international range of charities. Pupils show commitment to supporting others, for example through an Ethiopian project which has lasted for more than a decade, and they have fund-raised significant amounts to build a school hall in Kenya.
- 4.7 The range of cultural roots in the school underpins the pupils' strong cultural consciousness. From an early age they are exceptionally tolerant, respectful, and

understand the importance of identifying and combatting discrimination. Pupils are sensitive and react strongly to any language that could offend those with protected characteristics. Many deepen their cultural awareness by visits to other parts of the United Kingdom and overseas, and others take part in commercially organised expeditions.

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

- 4.8 The quality of the school's arrangements for pastoral care is excellent.
- 4.9 All staff in the EYFS form positive relationships with the children enabling them to feel secure and happy at school. Each pupil has access to a key person. High expectations and constant reinforcement underpin the children's exemplary behaviour. Praise is used effectively and children respond positively to the rewards given in class and in assemblies. Healthy eating is promoted and the staff support children to encourage them to eat and develop good table manners. High staff to pupil ratios ensure that children feel safe at all times.
- 4.10 Pastoral care supports the pupils' personal development most effectively. Teachers have an excellent knowledge of the needs of individual pupils and effectively support their physical and emotional development.
- 4.11 Well-understood communication procedures and rigorous record keeping ensure the needs of pupils are monitored. Pupils state that they have people that they can go to with a problem. A school nurse has been appointed in response to the widening needs of young people. Parents in the pre-inspection questionnaire overwhelmingly agreed that pupils, including those with SEND, are well looked after. Transition from primary to senior school is coherent. The school has a suitable plan to improve educational access for pupils with SEND.
- 4.12 Relationships between staff and pupils, as well as those amongst pupils, are strong and respectful. The atmosphere is friendly, calm, caring and respectful. The vast majority of pupils reported that the few incidents of bullying were dealt with well. Individuals are valued and the pupils' self-esteem is strengthened by reasoned systems of praise and rewards. In the questionnaire, a very small minority of senior pupils did not agree that teachers are fair in the way they give sanctions and rewards. In interviews some pupils revealed some unhappiness with the strict tariff for late work, but all felt the rewards systems are fair. This was confirmed in the school's central record.
- 4.13 Pupils emulate the courtesy exemplified by adults. In the questionnaire the overwhelming majority of parents thought that the school achieves a high standard of behaviour. The PSHE programme encourages pupils to have a healthy lifestyle. Pupils in the primary school could talk intelligently about a balanced diet and the importance of exercise. There is an excellent range and high quality of food provided at lunch and for snacks.
- 4.14 In the questionnaire a small minority of senior pupils did not agree that the school responds to their views. In conversations however pupils said they have the opportunity to express their views through a school council in both the primary and senior schools, and pupils were able to give examples of changes that had been brought about.

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 Almost all parents in the questionnaire said that their child is happy and feels safe at school. 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. Safer recruitment procedures are rigorously followed and reviewed regularly, including those for visiting speakers. The single central register has been accurately completed. Staff and governors receive regular training in all aspects of child protection, including awareness of the signals of radicalisation and female genital mutilation. Staff are clear in their understanding of school policies and reporting procedures, and vigilant in recognising signs of abuse or need in pupils of all ages. Senior prefects receive basic child protection training. There is extensive provision for pupils to approach members of staff or outside groups for guidance and advice. The school's designated safeguarding leads have a strong co-operative relationship with the local safeguarding authorities, and one has been, until recently, a member of the local safeguarding education hub. Safeguarding records are well organised.
- 4.17 Appropriate measures have been taken to limit the risk to pupils in a school on a busy road. Evacuation procedures for all parts of the school are practised regularly, recorded and reviewed. Health and safety checks of property and services are meticulously carried out and documented. Accident records are regularly monitored for trends. Risk assessments show a good understanding of the potential dangers to pupils both in school and on trips. The majority of staff are first aid trained, many to a high level. Medical cover includes a trained nurse. There is appropriate provision for pupils with particular medical needs. The school's attendance and admission registers are correctly kept and stored for three years.
- 4.18 In the Early Years Foundation Stage, children's welfare is promoted effectively and the safeguarding of children is carefully ensured. Handover procedures at the beginning and end of the day are strictly monitored. Prompt and regular attendance is promoted. Arrangements for identifying radicalisation and extremism are proportionate to the risk.

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 governors represent a wide range of skills, particularly in finance, law, human resources and medicine. A few governors are new to the role. Induction procedures are thorough, and ensure governors have a strong understanding of the school before appointment. Nominated governors and sub committees ensure that the full governing body has a good insight into the working of the school and are effective in exercising their monitoring role, providing support, challenge and stimulus for growth and improvement. In response to the recommendation of the previous report, the governors have worked closely with the senior leaders to create a coherent strategic development plan to shape the progress of the school over the next three years.
- 5.3 The governors provide effective oversight of all sections of the school in line with its aims. A Christian working group focuses on enhancing the school's Christian ethos. 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.
- 5.4 The governors are effective in discharging their responsibilities for statutory requirements. The nominated governor meets weekly with the designated senior officer for child protection and checks entries on the single central register termly. All governors conduct an annual review of safeguarding and child protection arrangements throughout the school and ensure that the school actively promotes the well-being of pupils.
- 5.5 The governors' involvement in the EYFS is effective. A nominated governor visits regularly and liaises with staff to ensure that the setting is both supported and the outcome for pupils monitored.

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

- 5.6 The quality of leadership and management, including links with parents, carers and guardians is good.
- 5.7 The quality of leadership and management in the EYFS is excellent. There is a clear and ambitious vision for the EYFS, which is shared by staff and the leadership team to further enhance the already excellent setting. The leadership team and governors have liaised closely in the design of the new building to ensure the outcomes for children are promoted. Effective systems provide supportive monitoring and appraisal identify professional development opportunities. Educational programmes are regularly monitored and good progress has been made since the previous inspection. In the response to the recommendation in the previous inspection the quality of information in EYFS profiles is now more consistent and next steps for learning are included. Links with parents are excellent and staff are happy to speak to them at any point in the day. Reading record books provide daily written communication and targets are also sent home. Throughout the year, regular reports and parents' evenings ensure parents are kept well

informed of their children's progress. Information evenings are well attended and ensure parents are fully informed of any new initiatives and changes.

- 5.8 The leadership has a clear focus on improving the quality of the contributions to raising pupils' achievement. 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. School policies and procedures have been fully reviewed. Senior leadership and management are working towards establishing effective self-evaluation and priority setting, which reflects the needs of the pupils. The school recognises the need to ensure that the quality of teaching is more consistent in order to pursue one of its stated aims of achieving excellence for all pupils in every aspect of their academic studies. Lesson observations by senior staff are followed up formally, and are accurate in their identification of the relative strengths and weaknesses. They provide reaffirming evidence for the widespread excellent teaching, particularly at the primary school. However, these processes do not yet robustly address teaching that does not reach that standard. Academic leaders at all levels have not urgently prioritised the recommendation of the previous inspection that marking should include clear guidelines for pupils.
- 5.9 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.
- 5.10 A quality assurance and line management policy has been introduced but its impact is yet to be evaluated. This aims to have a clear structure for staff development, effective self-evaluation, the setting of priorities and clarity on how to achieve them. The leadership and management of the school exercises effective responsibility for safeguarding pupils and ensuring their welfare. Communication between pastoral leaders is clear and information tracked. Policies and procedures for the appointment of staff are well developed and robustly implemented. Teaching and non-teaching staff are deployed effectively, and make a highly significant contribution to the pupils' well-being and education. Their relationship with pupils reflects the school's Christian ethos and the respect for others and democracy.
- 5.11 The leadership has been successful in recruiting, retaining, and developing high-quality staff. The induction procedures for new staff ensure that they are quickly cognisant of the values and approaches expected. Newly qualified teachers (NQTs) receive appropriate mentoring. The quality of training received ensures that all staff and governors are sharply aware of safeguarding, welfare and health and safety issues, especially the signs of radicalisation and the risk to girls of female genital mutilation. Teachers understand the difference between a pupil at risk of harm and in need, and this underpins the excellent contribution made by the school's pastoral care to the pupils' excellent personal development. The open relationship between teachers and governors allows the latter to have a detailed insight of the school and enables them to exercise their monitoring role effectively.
- 5.12 Links between the school and parents, carers and guardians are excellent, in line with its aims and have developed since the previous inspection. Weekly updates from the headteacher, electronic reporting, parental surveys, curriculum evenings in the primary school and a food forum have all been established during this time. 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. The parent teacher association is valued by the school and supports directly the induction of new parents.

- 5.13 The school provides parents of pupils and prospective pupils with the required information about the school through the school website, weekly and termly newsletters and within the school prospectus. Of the parents who responded to the questionnaire the overwhelming majority said the information and policies are readily available and that they receive a timely response to their questions. Staff are always available to speak to parents, before or after school or during the day if it is more convenient. 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. Termly parents' evenings are held where parents can discuss their children's progress.
- 5.14 The school handles the concerns of parents with due care. An appropriate complaints procedure is followed on the rare occasions it is needed. There is a concise record of low-level parental concerns and these are followed up and resolved in an appropriate manner, often involving extensive contact and discussion.

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