



# **INDEPENDENT SCHOOLS INSPECTORATE**

**INTEGRATED INSPECTION  
IBSTOCK PLACE SCHOOL**

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## Ibstock Place School

Full Name of School	<b>Ibstock Place School</b>
DfE Number	<b>212/6040</b>
Registered Charity Number	<b>1145565</b>
Address	<b>Ibstock Place School Clarence Lance London SW15 5PY</b>
Telephone Number	<b>020 8876 9991</b>
Fax Number	<b>020 8392 5831</b>
Email Address	<b>reception@ibstockplaceschool.co.uk</b>
Headmistress	<b>Mrs Anna Sylvester-Johnson</b>
Chairman of Governors	<b>Mr Michael Gibbins</b>
Age Range	<b>4 to 18</b>
Total Number of Pupils	<b>957</b>
Gender of Pupils	<b>Mixed (455 boys; 502 girls)</b>
Numbers by Age	<b>4-5 (EYFS): 36    5-11: 270 11-18: 651</b>
Head of EYFS Setting	<b>Miss Lucinda Kempsey</b>
EYFS Gender	<b>Mixed</b>
Inspection Dates	<b>17 Nov 2015 to 20 Nov 2015</b>

## 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 2015. The range of these Regulations can be viewed on the website [www.legislation.gov.uk](http://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 March 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 members of staff and with the chairman of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited the facilities for sick or injured pupils. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

### Inspectors

Mrs Cathy Williamson	Reporting Inspector
Mr Richard Green	Team Inspector (Former Deputy Head, IAPS school)
Mr Robert Gullifer	Team Inspector (Head, IAPS school)
Revd David Ibbotson	Team Inspector (Former Director of Studies, HMC school)
Ms Annie Lee	Team Inspector (Head, IAPS school)
Mr Richard Lynn	Team Inspector (Head, ISA school)
Mr Alastair Ramsay	Team Inspector (Head, IAPS school)
Mr David Rose	Team Inspector (Head, ISA school)
Mrs Sue Sowden	Team inspector (Former Head, GSA school)
Mrs Angela Russell	Co-ordinating Inspector for Early Years

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## 1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Ibstock Place School is an independent mixed day school educating pupils from the ages of four to eighteen. The Early Years Foundation Stage (EYFS) consists of two Reception classes. The school was founded in 1894 and now occupies a ten-acre site on the edge of Richmond Park in London. It is overseen by a board of governors. The school aims to encourage inquisitive and imaginative minds that enable pupils to think for themselves, to challenge ideas and to make well-informed decisions. It seeks to instil values of honesty, integrity, tolerance, courtesy and respect, and to encourage pupils to be healthy and resilient as they pursue excellence.
- 1.2 Since the previous inspection the school has completed work on a large 'New School' building housing classrooms, laboratories, information and communication technology (ICT) facilities and a library. Facilities for design and technology, dance and music have been extended, sports and play areas have been improved and a theatre building is nearing completion. The prep school senior management team has been restructured and a post for the leadership of learning has been appointed.
- 1.3 At the time of the inspection there were 957 pupils on roll, with 306 pupils aged 4 to 11 in the prep school, including 36 children in the EYFS. The senior school consisted of 651 pupils aged 11 to 18, of whom 140 were in the sixth form. Numbers of boys and girls are roughly equal and pupils are representative of the surrounding area, with the majority coming from British backgrounds and from business and professional families. The school has identified 114 pupils with special educational needs and/or disabilities (SEND) and of these 39 receive specialist learning support. No pupils have an education, health and care plan. Of the 86 pupils who have English as an additional language (EAL), 7 receive language support. The ability profile of the school is above the national average. There is a fairly wide spread of abilities in the prep school, and in the senior school most pupils have at least above average ability.

- 1.4 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.

***Early Years Foundation Stage Setting***

<b>School</b>	<b>NC name</b>
Kindergarten	Reception

***Prep School***

<b>School</b>	<b>NC name</b>
Prep 1	Year 1
Prep 2	Year 2
Prep 3	Year 3
Prep 4	Year 4
Prep 5	Year 5
Prep 6	Year 6

***Senior School***

<b>School</b>	<b>NC name</b>
Senior 7	Year 7
Senior 8	Year 8
Senior 9	Year 9
Senior 10	Year 10
PVI	Year 11
LVI	Year 12
UVI	Year 13

## **2. THE SUCCESS OF THE SCHOOL**

### **2.(a) Main findings**

- 2.1 The quality of academic and other achievements is excellent, so fulfilling the school's aims for the intellectual and personal development of pupils. Since the previous inspection, the school has successfully raised its academic standards and senior pupils attain excellent results in public examinations, including GCSEs, the International GCSE (IGCSE), A levels and the Pre-U. In the prep school, progress is carefully monitored, and at the end of Year 6 most pupils are able to access the academically demanding curriculum offered as they move to the senior school. Children in the EYFS reach at least the developmental levels expected for their ages, and some exceed them. In lessons all pupils, including those with SEND or EAL and the most able, demonstrate a high level of knowledge, understanding and skills. Their attitudes to learning are exemplary and these contribute strongly to their academic success. The contribution of curricular and extra-curricular activities is excellent. Throughout the school, pupils are offered a well-planned, flexible, wide-ranging curriculum designed to offer intellectual challenge and to promote a liberal and humane education. The extra-curricular programme is an outstanding feature across the school and is much appreciated by parents and pupils. Pupils' achievements in their extra-curricular activities are considerable. Teaching is excellent throughout the school. Teachers' subject knowledge is extensive and they use a wide range of techniques and resources to interest pupils. Teachers and pupils have excellent relationships, creating a positive learning environment, and almost all pupils who responded to the pre-inspection questionnaire said that their teachers help them to learn. The school's innovative 'Mindset' programme promotes habits of persistence, clarity of thinking and risk taking, and is highly effective in strengthening pupils' learning skills.
- 2.2 The quality of pupils' personal development is excellent. Pupils are well behaved, friendly and polite. They respect others and have a strong sense of social responsibility. Pastoral care and arrangements for welfare, health and safety are excellent, ensuring that pupils are well cared for and safe in school. The pastoral care systems strongly support pupils' personal development.
- 2.3 The effectiveness of governance, leadership and management is excellent at all levels. Governors ensure that the school meets its aims by providing effective oversight and investing strategically in staffing and facilities. The school's executive provides strong, focused direction throughout, and a culture of continuous self-evaluation has been instrumental in helping the school to raise standards. In the prep school, the strong leadership and the excellent quality of the EYFS promote pupils' progress and personal development most effectively. The school is planning new dining facilities but current seating arrangements for EYFS children restrict their opportunities to develop independence when eating lunch. In the senior school, heads of subjects and faculties provide strong academic leadership, and heads of houses ensure excellent pastoral care. Links with parents, carers and guardians are strong throughout the school.
- 2.4 The school has responded well to the recommendations of the previous inspection. In the EYFS, staff now clearly record each child's next steps. End-of-year reports in the prep and senior schools now include excellent curriculum coverage and areas for development for individual pupils. In the prep school, report comments on some subjects are written in detail by subject specialists, and other subjects are covered in

the tutor's report in less depth. All senior school reports are written by subject specialists.

## **2.(b) Action points**

### **(i) Compliance with regulatory requirements**

2.5 The school meets all the requirements of the Education (Independent School Standards) Regulations 2015.

### **(ii) Recommendations for further improvement**

2.6 The school is advised to make the following improvements.

1. Extend the range of specialist subject end-of-year reports in the prep school to bring them into line with the current excellent reporting practice in the senior school.
2. Ensure that within the new dining facilities the seating arrangements offer opportunities for EYFS children to develop their independence at lunchtime.

### **3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS**

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

- 3.1 The quality of pupils' achievements and learning is excellent.
- 3.2 Pupils throughout the school achieve at a high level in their academic studies and extra-curricular activities. They demonstrate intellectual rigour and have the confidence and determination to excel in and out of the classroom, so fulfilling the school's aims for their intellectual and personal development.
- 3.3 All pupils, including the most able and those with SEND or EAL, listen attentively, and their reading and writing skills are highly developed. Pupils think logically and have excellent research skills that are developed in the prep school and culminate in the sixth-form Extended Project Qualification (EPQ): in 2015, over two-thirds of level 3 entries were awarded A or A\*. Pupils communicate with confidence and maturity, as in an ethics lesson when Year 8 pupils debated detentions. Public speaking is a particular strength. In 2015, over a third of Year 7 and two-thirds of Year 12 gained distinctions in national public speaking qualifications. Pupils are highly competent in a range of other languages. Pupils employ ICT very effectively; for example, Year 10 musicians make highly skilled use of composition music software. Pupils' mathematical skills are highly developed, and they apply them effectively across the curriculum and in competitions such as a UK mathematics challenge and Crest science awards. Pupils excel in physical activities, representing their school in local, regional and national competitions. They are highly creative: children in the EYFS designed their own dinosaur, and an excellent standard of artwork is seen throughout the school.
- 3.4 Pupils enjoy high levels of success in external music, drama and dance examinations. The choir has sung in Westminster Abbey, and in 2014 prep school pupils were national champions in the 'Great Big Dance Off', a competition for non-specialist schools. These high standards were demonstrated in a prep school concert for instrumental beginners and a senior school production of *A Midsummer Night's Dream*. Senior pupils are successful in athletics and rugby at regional and national levels, and in 2014 the U14 football team won the English Schools' Football Association small schools' cup.
- 3.5 Children in the EYFS reach at least the developmental levels expected for their ages, with some exceeding them. In the prep school, pupils' attainment cannot be measured in relation to average performance against a fixed national norm, but on the evidence available from lesson observations, work scrutiny and the school's internal assessment data it is judged to be well above national age-related expectations. Having followed a demanding curriculum, at the end of Year 6 most pupils are able to access the academically challenging curriculum as they move to the senior school.
- 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 currently available. Results at GCSE have been above the national average for maintained schools and similar to the national average for maintained selective schools. Results have shown an improvement from 2012 to 2014, and in 2014 were well above the national average for maintained schools and above the national average for maintained selective schools. Results in IGCSE subjects are in line with or above UK and worldwide norms. Results at A level have been well above the national average for

maintained schools, and above the national average for maintained selective schools. In 2015, more than a third of pupils attained three or more A or A\* grades, a new record for the school.

- 3.7 In the EYFS, all children, including those with SEND or EAL and the most able, make excellent progress in relation to their starting points. In the prep school the level of attainment as judged, indicates that pupils make progress that is at least good and often excellent relative to the average for pupils of similar ability, as shown by standardised measures of progress. In the senior school, the level of attainment at GCSE and IGCSE, and standardised measures of progress, indicate that pupils' progress is high in relation to the average for pupils of similar abilities. The school does not carry out standardised testing of ability or measures of progress in the sixth form as numbers are statistically small, but school data shows high levels of progress for most sixth-form pupils. Throughout the school, pupils with SEND and the most able make good and often excellent progress, in line with their peers, and there is no difference between the progress of boys and girls. The school's own data shows that the small number of pupils with EAL make progress in line with their peers.
- 3.8 Pupils, including the youngest in the EYFS, have exceptionally positive attitudes to their work. They come to class prepared to work hard, and at all ages have a genuine desire to learn and enjoy their lessons. They are active learners; children in the EYFS were seen to enjoy investigating snails with magnifying glasses at the outdoor science table. Throughout the school pupils persevere in their studies, producing a large volume of work that is accurate, well organised and presented to an exceptionally high standard. Pupils work successfully as individuals; they remain focused and take responsibility for their own progress. When working with others pupils offer suggestions confidently for group discussion, and so make rapid progress.

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

- 3.9 The contribution of curricular and extra-curricular provision is excellent.
- 3.10 The curriculum at all levels of the school is well planned, flexible, wide ranging and consistent with the school's commitment to a liberal and humane education. It goes beyond the required subject areas, with early provision in the prep school for languages. The excellent provision in the EYFS, which includes some specialist teaching, enables the children to have access to a wide variety of indoor and outdoor activities, ensuring that the seven areas of learning are covered well. In the senior school, the IGCSE and Pre-U enhance the regular provision for public examination courses. Separate sciences, a range of modern and classical foreign language options, additional mathematics, ethics and debating offer further excellent scope. In the sixth form, short courses complement the main curriculum and all pupils take the EPQ. All sixth-form pupils undertake some form of physical activity, with a good range of options available for those not wishing to participate in major sports. The whole curriculum is strongly supported by the school's 'Mindset' approach to the learning programme.
- 3.11 The curriculum is suitable for the abilities and needs of the pupils, with appropriate flexibility for pupils with SEND or EAL and for the more able. Weekly challenge in the EYFS for the more able and one-to-one support for those with EAL enable all children to reach the expected levels of development. Older pupils are appreciative of 'Revision Clinics' that support their learning, and of the library, which provides

opportunities for independent research. Pupils with SEND are supported with individual education plans, and structured opportunities are available in and out of the classroom for challenging the most able pupils.

- 3.12 Throughout the school, a comprehensive personal, social, health and citizenship education (PSHCE) programme is very well adapted to the needs of each age group. It includes promotion of fundamental British values, economic education, covering such topics as whether renting or buying a home is a better option, and an extensive range of guest speakers for the sixth form. Care is taken to ensure that a balance of opposing views is presented.
- 3.13 Excellent careers and further and higher education guidance is carefully planned, resourced and monitored, with, for example, an evaluative questionnaire for Year 12 and feedback from a sample of Year 13 pupils. A careers fair elicited reflective responses from pupils, while a lesson about jobs that promote sustainability raised ecological awareness in guiding pupils for the future.
- 3.14 The extra-curricular programme is outstanding across the whole school and contributes strongly to pupils' personal development. Several pupils mentioned that this was a key reason for their choosing the school. A wide selection of activities is offered at lunchtime and after school, covering areas such as academic clinics, the creative arts, sport, debating, psychology and financial investment. In the prep school, activities include science and film-making clubs, as well as music, drama, dance and sport. Most pupils take part in at least one activity, and options are carefully evaluated and monitored. The Duke of Edinburgh's Award (DofE) is also very popular. Both pupils and teachers show serious commitment to the extra-curricular programme.
- 3.15 Pupils have strong links with the local community, particularly through the service element of the DofE. There are links with local residential homes, and sixth-form pupils help with reading skills at a local primary school. Year 7 are involved in a 'Computers in Action' programme organised by a local ICT firm, and children in the EYFS collect new toothbrushes to send to impoverished areas overseas. Much charitable fund raising, with active involvement of the pupils, is directed towards local children's charities.
- 3.16 In response to the pre-inspection questionnaire, the vast majority of parents felt that their children are offered an appropriate range of subjects and a good range of extra-curricular activities. Inspection evidence supported this view.

### **3.(c) The contribution of teaching**

- 3.17 The contribution of teaching is excellent.
- 3.18 The majority of teaching throughout the school is of a high quality that meets the school's aims. Excellent, enthusiastic teaching in the EYFS engages and supports children extremely well, and is based on up-to-date information about their needs. Classroom assistants enable all children to engage in appropriate activities. Throughout the school, excellent teaching is based on high expectations and is skilful in motivating pupils to learn. The high standard of teaching throughout the prep school enables pupils to make rapid progress. Teachers are highly knowledgeable about pupils and their work, and an increase in subject-specialist teaching as pupils move up the school enables them to succeed well across the curriculum. The majority of teaching in the senior school is excellent; high expectations, detailed planning and a degree of formality promote rapid progress. Through a highly structured, cohesive approach, pupils are encouraged to think deeply and to attain excellent levels of achievement.
- 3.19 Provision for pupils with SEND or EAL is most effective throughout the school, enabling them to progress in line with their peers. More able pupils are suitably challenged through interaction with their teachers and tasks adapted to their ability, built into lesson planning.
- 3.20 Lessons throughout the school are planned meticulously, with clear objectives matched to pupils' needs and abilities. In the EYFS, comprehensive information gained from excellent assessment enables clear plans to be made for each child's individual learning. Staff in the EYFS have responded to the recommendation from the previous inspection and now record children's next steps in their short-term planning. In all sections of the school, teachers' plans include appropriate tasks, learning reinforcement and focused questioning; a wide variety of teaching styles is evident. The most successful lessons proceed at a brisk and purposeful pace. In a very small minority of lessons observed, slower pace allowed fewer opportunities for pupils to be intellectually adventurous.
- 3.21 Marking, assessment and feedback across the school are thorough, useful and positive, with next steps suggested and, for older pupils, frequent links to 'Mindset' aspects. Marking in the sixth form is detailed and constructive. In the vast majority of lessons seen, teachers made effective use of varied learning resources. The libraries are well used and support study skills, with culturally diverse resources and research facilities. Teaching offers appropriate access to ICT, which promotes and enhances learning. In the senior school, the 'Mindset' programme helps to develop, promote and assess effective study habits and enables all pupils to engage critically with their work, deepen their understanding and make excellent progress. In response to the pre-inspection questionnaire, the overwhelming majority of pupils said that they are making good progress and that their teachers help them to learn.
- 3.22 Teachers have excellent relationships with pupils, creating a positive learning environment that encourages high levels of achievement, independent thought and exemplary behaviour. In the EYFS, children experience high quality interaction with adults. Teachers throughout the school are ambitious and enthusiastic; they follow the characteristics of successful teaching that the school has effectively developed and embedded. Appropriate and stimulating homework is set. Pupils across the school reported that homework is regular, interesting and challenging, and that, in most cases, allowances are made when they are involved in extra-curricular events.

Excellent teaching inspires those in the sixth form to study in depth and provides effective preparation for university. Throughout the school, teaching was seen to promote tolerance and respect for others, and to offer fair and balanced coverage of political issues.

## **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 pupils is excellent.
- 4.2 The school fulfils its aim to develop resilient young people with the determination and self-confidence to pursue excellence in all that they do. The distinctive ethos of the school provides a foundation for pupils to grow and flourish so that they become confident, articulate, outward-looking individuals who appreciate their own worth and show a genuine sense of tolerance, courtesy and respect for others, regardless of background or personal circumstances. By the time they leave the school they have an excellent level of personal development, characterised by honesty and integrity. The school actively promotes fundamental British values, including the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Pupils develop respect for democracy and an excellent understanding of public institutions and services in England. Year 12 were observed discussing the meaning of the left and right wing in British politics, enthusiastically placing named politicians on the political spectrum. Prep school pupils simulated the British justice system through re-enacting a courtroom scene, and were able to write with conviction in defence of the highwayman on trial.
- 4.3 The spiritual development of pupils is excellent. Pupils are able to express themselves freely and publicly, and are happy to talk about their feelings and beliefs, often making a valuable contribution to the spiritual understanding of others, for example during an instructive pupil-led tutor time on Diwali. The pupils are self-aware and able to reflect on their spiritual and aesthetic experiences: in a senior school assembly, a powerful silent reflection followed a presentation on the size of the universe. The entire pupil body engages well with occasional whole-school acts of worship, for example on Armistice Day. Prep school pupils visit places of worship, and the school choir has had opportunities to sing evensong in a variety of churches, including St Peter's Basilica, Rome, further enhancing their spiritual development.
- 4.4 The moral development of the pupils is excellent. From the EYFS onwards, they readily distinguish between right and wrong. Pupils they show respect for the laws of England, and can evaluate difficult moral and ethical issues to come to their own carefully argued conclusions. Through opportunities such as debating and studies in rhetoric and ethics, senior pupils are able to formulate persuasive arguments to support their views. Pupils are ready to speak out when they feel individuals are being unfairly discriminated against. They speak highly of the school's inclusive community, a view endorsed by inspection evidence. All children in the EYFS respond extremely well to clear guidelines. Prep school pupils reflect effectively on their relationships with others through their 'Wall of Kindness'.
- 4.5 The social development of pupils is excellent. The youngest children in the EYFS politely thank their peers who have held the door open for them, and throughout the school pupils' exemplary behaviour demonstrates their sense of personal responsibility for the harmony of the school community. They contribute to the social development of others, for example through the mixed-age tutor groups, which are valued by the pupils and their parents. In a Year 2 lesson on friendship, pupils acted out various scenarios, showing a good understanding of mutual respect and fairness. Children in the EYFS are well prepared for moving into Year 1, and feel safe and happy about the transition. In response to the questionnaire, a small minority of pupils felt that there are limited opportunities to take on responsibility.

Inspectors found that a range of opportunities are in place, for example roles as prefects or house captains, and mentoring schemes which run across the school. Pupils contribute positively to the lives of those in local, national and international communities. Large sums are raised for a local charity supporting children with life-limiting conditions, and pupils are working in partnership with outside agencies to design an isolation room at a local hospital. Themed terms, such as 'The Good Samaritan' help to reinforce the pupils' mutual respect and tolerance.

- 4.6 The cultural development of the pupils is excellent. They understand, respect, accept and celebrate cultural diversity very effectively. In the EYFS, children learn how to answer the register in different languages, taught by their peers in the class with EAL, and in a Year 7 French lesson, pupils reflected on the meaning of the French motto of liberty, equality and fraternity. The school provides many opportunities for pupils to understand their own cultural heritage, such as a humanities week focusing on the Magna Carta.

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

- 4.7 The contribution of arrangements for pastoral care is excellent.
- 4.8 This high standard successfully fulfils the school's related aims. Strong and effective pastoral systems ensure that support and guidance are given to all pupils, from the EYFS, where committed and caring staff know each child extremely well, to the school's excellent arrangements for supporting Year 13 pupils through the university application process. Efficient mechanisms for sharing pastoral information ensure that all staff are aware of individual needs. The youngest children are happy and emotionally secure in their caring environment, and older pupils say how easy it is to seek help from staff, including a nurse who provides a listening ear, along with health care and advice.
- 4.9 Relationships between staff and pupils are very positive, and pupils are courteous and polite in and out of class. In the EYFS, children form strong relationships with adults, who affirm good behaviour and encourage them to take responsibility, such as being class helper. Older pupils' behaviour demonstrates respect and tolerance, and they work together across age groups in their lessons and houses to help and support each other.
- 4.10 Pupils are encouraged to be healthy and to make sensible food choices, and the dining room provides a range of nutritious options. Younger pupils have ample time to play outside, and senior pupils can choose from a wide range of activities to promote a healthy lifestyle, including competitive and non-competitive sporting clubs. Children in the EYFS become increasingly independent with regard to personal hygiene and self-care; they are diligent about washing their hands before cooking and eating. At lunchtime, opportunities for EYFS children to develop independence are currently limited. The arrangement of long tables limits the interaction between the children and the staff, and children have no opportunity to develop independence, such as helping with serving or clearing away.
- 4.11 The school is highly effective in promoting good behaviour. Staff have high expectations and pupils know and respect the school rules. In response to the questionnaire, a small minority of pupils said that teachers are not fair in the way that they give sanctions. In discussion with inspectors, pupils said that sanctions are applied firmly and fairly. Inspection evidence supported this view. Lessons in PSHCE, assemblies and tutor times are all used to promote positive messages

about tolerance of difference and how to respond to bullying. Pupils know how to act in cases of bullying and consider that they can expect support from staff. In response to the questionnaire a very small minority of parents said that bullying is not handled well. The school's log of incidents, inspectors' observations and conversations with pupils provided no evidence to support this view. Pupils report a very low incidence of bullying and most regard the manner in which staff deal with any rare occurrence as swift and effective, making this a strength of the school.

- 4.12 Staff seek the views of pupils through the school, junior and house councils, and through questionnaires. These are effective at bringing about change; pupils cite the purchase of table tennis bats, extended minibuses routes and new drinking fountains. Questionnaire responses indicated that a minority of pupils did not feel their views are sought in school. Inspection found that councils and forums in all parts of the school, with both elected and nominated members, are available to pupils for expressing their views.
- 4.13 The school has a suitable plan to improve educational access for pupils with special educational needs and/or disabilities.

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

- 4.14 The contribution of arrangements for welfare, health and safety is excellent.
- 4.15 The school has excellent measures for safeguarding its pupils and has responded swiftly to the latest statutory guidance. Whole-school policies include measures to safeguard pupils from radicalisation, and staff are kept up to date with the latest requirements and know the school's procedures well. The designated safeguarding leaders (DSLs) have current training at the appropriate level. All staff are trained every three years, and induction for new staff and volunteers includes appropriate safeguarding training. The school has rigorous safer recruitment arrangements. Some minor adjustments were needed during the inspection to ensure clarity in the central register of appointments but practice was seen to be safe. Communication is effective; DSLs report regularly to senior managers and governors, and the school has strong links with local authority children's services and works closely with them and other local agencies when necessary. In PSHCE lessons, assemblies and tutorial sessions, pupils are taught how to stay safe and a high priority is given to online safety, with tutorial sessions for pupils and information evenings for parents. Staff in the EYFS are extremely diligent in ensuring that all children are well supervised and safe, and attendance is carefully monitored. The school has a robust system for ensuring the safety of older pupils on educational trips and visits.
- 4.16 Risk assessments are in place throughout the school, and the arrangements to reduce risks from fire and other hazards are meticulous. The fire strategy is well planned; fire marshals ensure comprehensive evacuation of all in the school. Fire practices are held each term, all equipment is well maintained and careful records are kept. Maintenance staff are well trained and take the initiative in removing hazards around the school. Hazardous substances are safely stored, and electrical, kitchen and heating equipment is well maintained. In response to the questionnaire, the vast majority of parents said their children are happy and feel safe at school.
- 4.17 The school nurse cares for sick or injured pupils, and all staff have basic first-aid training, including in paediatric first aid in the EYFS. The medical room provides appropriate facilities and safe storage for medicines. An unobtrusive system is in place to ensure that pupils with allergies are served suitable food. An accident book

is reviewed by the health and safety committee in order to reduce further risks. Admission and attendance registers are maintained correctly and stored appropriately for three years.

## **5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT**

### **5.(a) The quality of governance**

- 5.1 The quality of governance is excellent.
- 5.2 The governing body works closely with the school to evaluate its success in achieving its aims for pupils' academic excellence and personal development. Oversight and monitoring of senior staff are supported by detailed reports of their areas of responsibility and include close questioning by the governors to provide challenge and stimulus for further development. The chairman of governors carries out the leadership's appraisal. The governing body is involved in the school's development planning and since the previous inspection has invested in high quality staff, buildings and resources that have enabled the school to educate pupils more effectively.
- 5.3 Governors ensure that the school meets its obligation to safeguard pupils effectively. The chairman is the designated governor for safeguarding and is well aware of his responsibilities. Any safeguarding concerns are shared at every board meeting. Governors are fully informed of the latest requirements, such as the Government's Prevent strategy to counter extremism, and once a year they receive a detailed safeguarding report that they discuss with the DSLs. This regular exchange of information enables the whole governing body to conduct its annual review of safeguarding policy and practice most effectively. Similar arrangements are in place for health and safety issues.
- 5.4 All governors are involved in providing support and challenge to staff on educational issues. They gain insight into the day-to-day workings of the school by talking to staff, parents and pupils, and by following up any concerns. A dedicated EYFS governor represents the interests of the youngest children, and sub-committees specialise in finance and general purposes and in building works. Governors have a wide spread of expertise and take independent advice on such matters as compliance with regulations where necessary.

### **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 leadership and school executive are highly effective in providing a clear strategic vision for the school and its future development, and this is communicated through well-established and clearly defined lines of accountability. In questionnaire responses, a very large majority of parents agreed that the school is well led and managed.
- 5.7 The whole-school senior management team is characterised by a strong sense of purpose, which enables effective management at all levels and contributes to the fulfilment of the school's aims. The team's commitment to continuous improvement is exemplified through rigorous self-evaluation, ambitious developmental planning and target setting. Significant progress has been made in raising academic standards and in provision for pupils throughout the school. Self-evaluation is continuous at all levels. In the EYFS, staff meet regularly to evaluate the provision,

discuss their vision for the future and set targets for improvement. This has had a positive impact on the learning and development of the children. Partnerships with parents, the local authority and outside agencies result in interventions for children where necessary, ensuring that those with additional needs receive the appropriate support. The setting has made excellent progress since the previous inspection. The excellent senior management team in the prep school has brought about the development of a highly effective pupil tracking system, through which the progress of pupils is carefully measured and informs teachers' planning. Regular formal and informal meetings with prep school teaching staff and with the senior school senior management team ensure continuity of ethos and pupil progress through each section of the school. In the senior school, subject leaders are grouped into faculties whose leaders meet regularly with the senior school senior management team. This ensures that staff views are communicated effectively and that the expectations of senior managers are conveyed clearly. High quality leadership in learning support throughout the school ensures that pupils with SEND or EAL are strongly supported in their studies. Housemasters, overseen by a senior tutor, provide an excellent level of pastoral care.

- 5.8 Policies are carefully constructed to reflect the school ethos and are implemented very effectively by well-trained staff. Arrangements for the safeguarding of pupils, including those in the EYFS, and all areas of welfare, health and safety are exemplary.
- 5.9 The induction arrangements for new staff, including those new to the profession, have been significantly improved. A 'Learning Excellence Forum' offers staff an outlet for their expertise and enthusiasm, and the opportunity to feed into the school's culture of innovation, critical self-assessment and improvement. Robust measures are in place to ensure that highly qualified and suitable staff are appointed, and all appropriate checks are carried out on staff, governors and volunteers prior to appointment.
- 5.10 Newly designed teacher appraisal and continuous professional development processes, along with book monitoring and 'pupil voice' projects, have proven highly valuable in generating feedback to the whole-school senior management team on their progress and in identifying staff training needs. There are high expectations of all staff in ensuring that the whole-school senior management team achieves its vision for the school, and support and training are given to help staff to meet these. The monitoring of teaching, learning and marking is well developed, and detailed departmental reports and their subsequent scrutiny feed into the culture of continuous improvement. The whole-school senior management team is most effective in using this scrutiny to analyse trends and to set realistic priorities for the future. Observations of teaching, both informal and formal, are regular across the whole school and contribute to staff appraisal and target setting. The 'Mindset' initiative is ubiquitous in its reach and is an example of the school's desire for constant evolution.
- 5.11 The school maintains highly effective links with parents, carers and guardians. In response to the pre-inspection questionnaire parents expressed a high level of satisfaction with the extra-curricular provision, the appropriate range of subjects and the high standard of behaviour at the school. Parents have an excellent range of opportunities to be involved in the work and progress of their children. The close partnership nurtured with parents in the EYFS and open systems of communication with parents through all sections of the school are strongly appreciated. Grade cards are collated and distributed to parents prior to parent evenings to enable

constructive and focused discussion with staff when they meet in person. Individual education plans for pupils requiring learning support and individual healthcare plans for those with medical needs are discussed with parents.

- 5.12 In questionnaire responses, a very large majority of parents said that they receive timely replies to their questions, but a few felt that the school does not handle their concerns well. Inspectors found that responses follow the school's own guidelines and are appropriate. Concerns are handled initially by house staff and passed to senior staff if necessary. Parents are contacted or welcomed into the school to discuss any concern as it arises, and thorough, well-documented procedures are in place to deal with any complaints.
- 5.13 A few parents, in their response to the questionnaire, felt that they are not encouraged to become involved in events and aspects of the school's work. Inspectors found this not to be the case. The school makes a strong effort to include parents in their children's education. Formal parent-teacher consultations, reports and grade sheets are supplemented with curriculum meetings and information evenings on matters such as drug awareness, parenting in the digital age and the school's 'Mindset' learning programme. Many parents are involved in the school through the strong and active Parent Teachers Association, which organises a range of events, raising funds to support further school development and initiatives. Parents are involved in supporting games fixtures, and play an active part in the careers programme, school trips and clubs.
- 5.14 Parents have access to an abundance of information about the school. Parents of current and prospective pupils are able to access appropriate information from the school's informative website. An online weekly newsletter describing events and daily routine matters is provided and the school produces a termly magazine. Policies, information about visits and trips, and a dedicated sports section keep parents fully informed. Induction afternoons ensure that a warm welcome is extended to new pupils and their parents, and that parents new to the school receive a comprehensive set of documentation.
- 5.15 End-of-year reports now set out excellent curriculum coverage and areas for development for individual pupils, so meeting the recommendation from the previous inspection. In the prep school, some subjects are summarised by the form tutor and not reported on by the individual subject teacher. Tutors report on significant achievements and areas for development in these subjects, but their comments otherwise lack the detail provided by subject teachers in certain academic subjects. Senior school reports are of high quality, giving details of the syllabuses covered, close analysis of pupils' progress, information about effort and realistic targets for improvement.

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