



**INDEPENDENT SCHOOLS INSPECTORATE**

**INTEGRATED INSPECTION  
PORTLAND PLACE SCHOOL**

# INDEPENDENT SCHOOLS INSPECTORATE

## Portland Place School

Full Name of School	<b>Portland Place School</b>
DfE Number	<b>213/6386</b>
Address	<b>Portland Place School 56-58 Portland Place London W1B 1NJ</b>
Telephone Number	<b>020 7307 8700</b>
Fax Number	<b>020 7436 2676</b>
Email Address	<b>admin@portland-place.co.uk</b>
Headmaster	<b>Mr David Hyman</b>
Chair of Governors	<b>Sir John Ritblat</b>
Age Range	<b>9 to 18</b>
Total Number of Pupils	<b>391</b>
Gender of Pupils	<b>Mixed (266 boys; 125 girls)</b>
Numbers by Age	<b>9-13 196 14-18 195</b>
Inspection Dates	<b>13 Oct 2015 to 16 Oct 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 2014. 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 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.

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

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

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

Both Ofsted and ISI inspect and report on the Independent School Standards Regulations. However, they apply different frameworks and have different criteria for judging school quality that are suited to the different types of schools they inspect. Both use a four point scale when making judgements of quality but, whilst the ISI terminology reflects quality judgements that are at least equivalent to those used by Ofsted, they also reflect the differences in approach. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement on each aspect of the school's work at the beginning of each section. **These headline statements must include one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory', and where Achievement is 'exceptional' that term may be used for the top grade.** Elsewhere in the report, inspectors may use a range of different adjectives to make judgements.

## INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with senior members of staff and with representatives of the governing body, 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 Robin Gaff	Reporting Inspector
Mr Benjamin Moir	Team Inspector (Senior Teacher, Director of Sport, IAPS school)
Mrs Meg Baines	Team Inspector (Former Head Teacher, ISA school)
Mrs Kathryn Macaulay	Team Inspector (Director of ICT, HMC school)
Mrs Sharon Pratt	Team Inspector (Deputy Head, ISA school)
Mr Roger Shaw	Team Inspector (Senior Master, HMC school)

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## **1. THE CHARACTERISTICS OF THE SCHOOL**

- 1.1 Portland Place School, a co-educational day school, was founded in 1996 on its present site in central London. It occupies three buildings; one in Portland Place, where the Lower School, consisting of pupils from Years 5 to 9, is situated, and two in Great Portland Street where the Upper School, comprising pupils from Years 10 to 13, is located, along with the science, art and drama departments.
- 1.2 Central to the school's ethos is the aim to develop individual pupils' potential, in terms of their personal, social and academic development, to the full, within a secure, friendly, inclusive and supportive environment. The school's work is overseen by its proprietors, the Alpha Plus Group, who have delegated responsibility for its day-to-day governance to the board of governors. The headmaster, who joined the school's senior management team in 2013, was appointed to his present post in January 2015.
- 1.3 Since the previous inspection, the school has expanded the age range of pupils it enrolls to include pupils from 9 to 18 years old. From September 2016 the school will admit pupils aged from 8 years upwards, with pupils aged from 7 years upwards being admitted from September 2017. At the time of the inspection, there were 391 pupils on roll, with 27 in Years 5 and 6, 288 in Years 7 to 11, and 76 in the sixth form.
- 1.4 The ability of pupils who join in Year 5 is above the national average. The ability profile of the senior school is above the national average overall, and includes a small minority of pupils with below-average ability. In the sixth form, pupils' ability is below the national average. Pupils come from a variety of different ethnic groups, reflecting the diversity of the London community, and travel to the school from across the greater London area.
- 1.5 The school has identified 167 pupils as having special educational needs and/or disabilities (SEND). These include a range of additional needs, the highest proportion being dyslexia. 1 pupil has an Education, Health and Care (EHC) plan. Specialist support is provided for 53 pupils according to their individual needs. Currently, 127 pupils are on roll for whom English is an additional language (EAL), 21 receive additional support.
- 1.6 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

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

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

- 2.1 The school successfully meets its aim of developing individual pupils' potential. Pupils' achievement is good, and the overwhelming majority of those who responded to the pre-inspection questionnaire believe that they are making good progress in their work. Pupils show positive attitudes in their studies and in extra-curricular activities. They develop a range of skills, sometimes to a high level, especially in art, music and drama. The curriculum offers a broad range of academic subjects and out-of-school activities, and is well tailored to pupils' individual abilities and interests. Teaching is good, with examples of excellent practice. Teachers know their subjects well, succeed in communicating their enthusiasm to their pupils and establish warm and productive working relationships with them. Occasionally lesson activities do not provide sufficient challenge to enable pupils to make as much progress as possible. Most, but not all, teachers make sure that pupils understand what they need to do to improve their work and can demonstrate that they have learned from teachers' advice.
- 2.2 Pupils' personal development is good and they develop into mature, considerate and self-assured young people. The school makes sure that they understand the importance of treating others, irrespective of their abilities or traditions, respectfully and considerately, in keeping with those values which are fundamental to British society. The school is a harmonious community in which pupils from many different backgrounds relate extremely well to one another and gain an excellent appreciation of each other's cultures. The quality of pastoral care is excellent; the school succeeds in fulfilling its aim of providing pupils with a friendly and supportive environment. The school is very effective in helping those with EAL and with SEND, including those who have EHC plans, to overcome any barriers to success which they may encounter. Arrangements to promote pupils' welfare, health and safety are good. Policies and procedures meet regulatory requirements and are implemented effectively. A small number of minor irregularities identified during the inspection were quickly rectified.
- 2.3 The effectiveness of governance is good. Governors have an accurate view of the school's performance and are strongly committed to promoting its ethos and the future development of its provision. They support and challenge the school's leaders well. The leadership and management of the school are good. Leaders have successfully addressed the recommendation from the previous report. They have improved the accuracy of the school's systems for setting pupils' academic targets and for monitoring their progress towards reaching them. Leaders ensure that high-quality staff are recruited who fully support the school's aims. They recognise the need to provide teachers more opportunities to share successful practice. Links with parents are good. Most parents express positive views about the school. The school provides them with regular and detailed information about their children's progress and responds promptly and appropriately to their concerns.

## **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 all teaching provides challenging tasks to enable all pupils to make excellent progress in lessons.
2. Ensure that pupils receive consistent, detailed feedback about their work to enable them to improve its quality, and are able to demonstrate that they have learned from teachers' comments.
3. Ensure that all teaching benefits from the sharing of good and excellent practice which exists in the school.

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

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

- 3.1 The quality of the pupils' achievements and learning is good.
- 3.2 Pupils are well educated in accordance with the school's aims. Their written work and responses to teachers' questions show their success in developing skills in speaking, reading and writing. This enables them to express themselves clearly, accurately and effectively. Their contributions to classroom discussions demonstrate good listening skills and powers of reasoning. Pupils develop their competence in applying mathematical techniques and concepts, and are able to solve increasingly complex problems. They gain a secure grounding in science as well as in information and communication technology (ICT), and can successfully apply what they have learned. In the sixth form, pupils reach good levels of attainment in the wide range of subjects from which they are able to choose.
- 3.3 Pupils' work in art, music and drama demonstrates their well-developed creative and performance talents. Their daily experience of games and physical activity enables pupils to enhance both their skills and their understanding of the importance of exercise. They compete successfully in team and individual sports, and some have gained regional and national honours. Pupils also achieve distinction in fields such as debating and public speaking.
- 3.4 The skills and qualifications which pupils acquire by the time they leave the sixth form enable them to gain entrance to courses at a variety of universities and other higher education institutions, some of which have exacting entrance requirements. Pupils who leave the school following GCSE examinations gain grades which qualify them to proceed to advanced level courses and vocational programmes at schools and colleges in this country and overseas.
- 3.5 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 in national curriculum tests in writing at age 11 have been similar to the national average for maintained primary schools. GCSE results have been above the national average for maintained schools overall. In the sixth form, A level results have been similar to the national average for maintained schools. Pupils' levels of attainment at both GCSE and A Level show that, although in some years girls' attainment has been lower than boys', girls and boys have made good progress in relation to the national average for pupils of similar abilities.
- 3.6 Examination results in 2015 confirmed that the proportions of pupils gaining the higher grades, A\*, A and B, have risen substantially. The standards reached by current pupils in Years 11 and 13 demonstrate that these pupils are making good progress from their different starting points. They also show that the school has successfully closed any gaps between the achievement of boys and girls. As a result, pupils' academic achievement is good. When, on occasion, pupils make slower progress, this is often because teachers' expectations of what they can achieve are too low.
- 3.7 The school has successfully addressed the recommendation from its previous inspection to ensure that pupils with SEND or particular talents benefit consistently from suitable tasks in lessons. Pupils whom the school has identified as having particular gifts and talents achieve well, in line with the school's aim of fostering the

development of each individual. The achievement of those with SEND is at least as good as that of other pupils. These pupils, including those who have EHC plans, make good and sometimes excellent progress in relation to their different starting points. Pupils with EAL also achieve well because of the good teaching and support which they receive, including in GCSE English, and the school enables many of them to gain qualifications in their home languages.

- 3.8 Pupils' attitudes to learning are good. They are attentive to and respectful to their teachers, and respond promptly to their instructions. They work co-operatively and independently, and show resilience and perseverance in their academic studies and in extra-curricular activities. Pupils in the sixth form develop study skills which prepare them well for higher education.
- 3.9 In their responses to the pre-inspection questionnaire, the overwhelming majority of pupils agreed that they are making good progress in their work. Most parents indicated that they were pleased with their children's progress.

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

- 3.10 The contribution of the curricular and extra-curricular provision is excellent.
- 3.11 The curriculum, especially the broad range of subjects available at both GCSE and A Level, supports the school's aim to develop each pupil's potential.
- 3.12 The curriculum covers the required elements, and is suitable to the age and needs of the pupils. From Years 5 to 11, pupils follow an appropriate core curriculum including English, mathematics, science and a modern foreign language. In Years 5 and 6, pupils have excellent opportunities to develop their ICT skills through, for example, the use of tablet computers and associated applications.
- 3.13 Elements of personal, social and health education (PSHE), as well as aspects of citizenship, have been integrated extremely successfully into the whole school curriculum. The academic curriculum and extra-curricular programmes successfully promote the fundamental British values of democracy and respect for others, and a balanced presentation of political issues.
- 3.14 The school's extensive use of local leisure centres and sports pitches, and the significant allocation of time dedicated to physical education (PE), more than compensates for the lack of on-site recreational facilities. This ensures that the pupils' physical development is extremely well supported.
- 3.15 In Years 10 and 11, pupils choose four additional subjects selected from a wide range of options. The GCSE programme is supplemented by the Year 10 work experience week. A comprehensive Year 11 enrichment programme includes external speakers and an excellent careers education programme which ensure that pupils are very well prepared for the next stage of their education and for future employment.
- 3.16 Pupils in the sixth form benefit from an excellent range of A Level subjects. This enables the school to meet the needs of those with a wide range of capabilities and interests. Since its previous inspection, the school has enhanced the sixth form curriculum through the introduction of the Extended Project Qualification, which facilitates the development of pupils' independent learning, research and organisational skills.

- 3.17 The curriculum is well tailored to meet the needs of those with SEND or EAL. Pupils' programmes are adjusted to meet their specific needs, for example by providing additional support in core subjects. They benefit from effective one-to-one and small group support.
- 3.18 The academic curriculum is supported by a clubs and activities programme, which encompasses academic, athletic, musical and creative pursuits. The programme has been broadened since the previous inspection, with particular developments in performing arts, including free instrumental lessons for Year 7 pupils. Pupils also benefit from their participation in subject-related competitions such as the UK Maths Challenge, as well as in debating and public speaking.
- 3.19 Pupils' learning and personal development are strongly enhanced by the school enabling them to participate in a wide range of educational visits, including an activities week in the summer term, visits to museums and galleries, and exchanges with schools in France and Italy.
- 3.20 Pupils benefit strongly from the close and productive links which the school has developed with the local and wider community, including national and international charities, as well as local sporting and cultural organisations. This enables pupils to appreciate the value of helping others, and to broaden their experience of a range of sports, as well as of music and drama.
- 3.21 Most parents who responded to the questionnaire agreed that their children are offered an appropriate range of subjects and areas of experience, and a large majority of pupils agreed that they can participate in a good range of activities.

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

- 3.22 The contribution of teaching is good.
- 3.23 A large majority of the lessons observed supported the school's aim to help each child to reach his or her personal, social, emotional and academic best. In a significant proportion, the contribution of teaching was judged to be excellent.
- 3.24 The strong relationships between pupils and teachers, as well as teachers' ability to support pupils individually in lessons, are significant strengths of the school. Teaching engages the pupils' interest in most lessons, and this promotes good behaviour as well as academic achievement. Pupils spoke highly about teachers' willingness to provide them with extra help outside of lesson times.
- 3.25 Teachers demonstrate a good understanding of the particular requirements of pupils with SEND or EAL. Lessons are tailored accordingly, and effective use of learning support assistants was observed. The teaching meets the provision set out in pupils' EHC plans.
- 3.26 Most teaching makes good use of time and available resources. The majority of lessons are well planned and carefully adapted to meet the needs of pupils with different abilities. This shows that the school has made good progress in addressing the recommendation from the previous inspection. Many lessons observed included additional activities which challenged the most able pupils appropriately. A minority of lessons lacked sufficient ambition, pace and rigour, which limited the progress which pupils could make.

- 3.27 Teachers have a secure knowledge of and are enthusiastic about their subjects, and explain concepts clearly and patiently to pupils. Good use is made of ICT in lessons. The majority of lessons observed employed a variety of teaching methods and resources.
- 3.28 Teaching throughout the school successfully promotes tolerance and respect, and is non-partisan in its coverage of political issues. An example of this was observed in a Year 6 session on discrimination, which provoked thoughtful discussion and included a balanced expression of political views.
- 3.29 A very large majority of pupils reported in their questionnaire responses that they find their work interesting, and that they are encouraged to work independently. Many of them commented favourably on the quality of teaching, as did a number of parents. A small minority did not agree that the homework set helps them to learn and that teachers make sure that the right amount of work is set. Inspection evidence concluded that the tasks set, including homework, are appropriate to the pupils' ages and abilities.
- 3.30 In many subjects, marking is regular and teachers provide detailed feedback to help pupils' progress. This is not consistent, and teachers do not routinely ensure that pupils have learned from the feedback they have received, for example, by correcting or extending their work.
- 3.31 The school has put in place effective systems for assessing pupils' attainment and monitoring their progress. Leaders have recently introduced a new system, not yet fully implemented, for setting targets for pupils; they are encouraged to reflect on their progress and what they need to do to reach the next steps in their learning. Teachers, pupils and parents agree on target grades in Years 10 to 13, and these are reviewed throughout the year. Statistical data such as baseline testing is used appropriately to ensure that pupils' targets are both realistic and sufficiently demanding.

## **4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT**

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

- 4.1 The spiritual, moral, social and cultural development of the pupils is good.
- 4.2 The school develops pupils' spiritual awareness well, both within the curriculum and in other areas of school life, for example through assemblies and tutor group meetings as well as in subjects such as drama, music and art.
- 4.3 Pupils develop a good understanding of right and wrong, and standards of behaviour are high. They are quick to appreciate the implications of their own behaviour, and have a well-developed sense of fairness. Pupils are able to develop their self-knowledge, self-esteem and self-confidence through the school's well-balanced curriculum and a highly supportive pastoral system. They are aware of their social obligations, including their responsibilities towards those less fortunate than themselves. Pupils are keen to involve themselves in charitable fund-raising activities, such as a recent coffee morning held in aid of a national charity.
- 4.4 Pupils successfully develop their leadership skills and their ability to take responsibility for themselves and others. Responses to the pre-inspection questionnaire showed that a small minority of pupils considered that they have limited opportunities to take responsibility. Inspection evidence found that pupils benefit from many occasions to take the lead, for example by organising lunchtime clubs, and respond well to the challenges that these roles bring. Pupils frequently help with activities such as open evenings, concerts and drama productions. Through their participation in The Duke of Edinburgh's Award scheme, older pupils enhance their personal development by carrying out community service.
- 4.5 The pupils' cultural awareness is excellent. They value the ethnic and cultural diversity of their school community and work harmoniously together. Overseas visits and exchanges, as well as the celebration of festivals such as Diwali, are highly successful in promoting the pupils' cultural development. Many spoke positively about their respect for the faiths and beliefs of their colleagues, and how much they valued the diversity they encountered at the school. They also indicated their firm rejection of any form of discrimination. Pupils are developing a good awareness of British culture and they speak enthusiastically about their trips, for example to galleries, museums and the theatre.
- 4.6 Pupils' social development is excellent. Those in the Upper School are articulate and confident, and leave school feeling well equipped to cope with the next stage of their lives. The pupils' self-confidence grows through their involvement in music and drama performances, and as a result of the support and encouragement they receive from staff and colleagues. Pupils are polite and courteous to each other, staff and visitors.
- 4.7 Pupils are encouraged by the school to develop a respect for democracy, to support participation in the democratic process, and to be aware of the ways in which the law is made and applied in England. For example, a mock election was held to demonstrate the democratic process and pupils were able to hear a balanced range of views from outside speakers.
- 4.8 Pupils benefit from sessions about the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different

faiths and beliefs. This is largely achieved through subjects such as English, history and philosophy, and through the PSHE and citizenship programme. Pupils' knowledge and understanding of the public institutions and services of England are less strongly developed, especially in the Upper School.

4.9 By the time they leave the school, pupils' personal development is good.

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

4.10 The contribution of arrangements for pastoral care is excellent.

4.11 The school meets its aim to develop individual pupils' potential within a secure, friendly, inclusive and supportive environment. Excellent relations between staff and pupils successfully promote pupils' achievement, as well as their social and moral development. A very large majority of parents who responded to the questionnaire confirmed that their children are well looked after at the school.

4.12 The school has developed strong pastoral systems and an excellent leadership structure, with clear allocation of responsibilities. Senior pastoral staff are highly effective and approachable. Pastoral meetings are held regularly, records are kept meticulously and information successfully disseminated so that staff are kept fully aware of and can address any factors affecting pupils' well-being.

4.13 The school is highly effective in promoting good behaviour and in combating bullying. A very small minority of parents, in responding to the questionnaire, disagreed that the school promotes good behaviour, and a few pupils expressed the view that staff are not always effective in dealing with bullying. A wide range of inspection evidence, including disciplinary records, confirmed that the school has put in place successful procedures and policies to promote good behaviour and to tackle bullying, including cyberbullying. The inspection also found that the school has developed a highly effective approach to managing behaviour. Staff consistently implement the school's clear procedures for promoting good behaviour, such as merits, debits and detentions. Pupils who spoke to inspectors reported that bullying was extremely rare, and that the school dealt with it promptly and very effectively when it did occur.

4.14 Pupils are helped to develop a good understanding of the importance of healthy eating and enjoy regular exercise during their daily PE and sports lessons. Lunch arrangements are well organised and are appreciated by the pupils.

4.15 The school has a suitable plan to improve educational access for pupils with SEND. Pupils who receive extra help, including those with EAL, expressed extremely positive views of the support provided.

4.16 The school's arrangements for seeking and listening to the views of pupils are good. A minority of pupils indicated in their pre-inspection questionnaire responses that their opinions are not sought or heeded by the school. Inspection evidence does not support this view. Pupils reported that school leaders had responded positively to class representatives' requests for more amenities, and senior staff confirmed that suggestions from pupils had led, for example, to changes to the careers provision and the timing of homework. A small minority of pupils in their questionnaire responses indicated that they considered teachers to be unfair in giving rewards and sanctions. The large number of pupils who spoke to inspectors did not confirm this to be the case. Inspection evidence confirmed that teachers are fair in the way they give rewards and sanctions.

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

- 4.17 The contribution of arrangements for welfare, health and safety is good.
- 4.18 The school's safeguarding policy is in line with current official guidance, and is well understood and implemented by staff so that pupils are kept safe. The checks on staff that are required before they take up their posts are completed in accordance with regulatory requirements. The admission and attendance registers are maintained and stored appropriately.
- 4.19 All staff, according to their role, benefit from suitable and regularly updated training in child-protection procedures, as well as health and safety, and a high proportion are trained in first aid. Strong links have been established with local agencies responsible for safeguarding children and young people. The school has good facilities for pupils who are ill or injured, and accidents are recorded appropriately. Appropriate arrangements are made for those with SEND.
- 4.20 Health and safety measures are comprehensive and are implemented consistently. Leaders and managers regularly monitor the standards of health and safety provision throughout the school. A small number of minor issues were identified during the inspection and were swiftly remedied. Staff pay due attention to health and safety in lessons, including in science, design and technology, and PE.
- 4.21 School leaders take suitable measures to reduce the risk of fire and other hazards. Fire evacuation practices are carried out regularly and leaders carefully check their effectiveness. Risk assessments are fit for purpose and are implemented by staff in line with the school's policy. Leaders ensure that the arrangements for the organisation of trips and visits are extremely thorough.
- 4.22 A very large majority of parents who responded to the questionnaire reported that their children feel safe in school. Pupils who spoke to inspectors confirmed that this was the case.

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

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

- 5.1 The quality of governance is good.
- 5.2 The experience and expertise which the governors bring to their roles enable them to supervise the school's activities effectively. They are strongly committed to furthering the school's aims and to promoting its particular ethos. Governors have a good knowledge and understanding of the school, including pupils' achievement and the quality of teaching. They acquire this from the detailed reports they receive from senior leaders, their own analysis of examination results, and through regular visits to the school.
- 5.3 Governors keep themselves up to date with developments in education and welfare, including child protection, by undertaking regular training. This enables them to ensure that the school meets all statutory requirements.
- 5.4 Members of the governing body provide a good level of support and challenge to the school's leaders. They make sure that the school has the staffing as well as the financial and other resources it requires in order to achieve its aims. Governors have ensured that the school has made good progress in responding to the recommendation made by the previous inspection.
- 5.5 Governors regularly and thoroughly review policies and procedures, including for safeguarding and child protection, and how successfully they are implemented. They also make sure that arrangements for the recruitment of new members of staff and for promoting pupils' welfare, health and safety are a suitably high priority. This has not ensured total adherence, in the past, to all regulatory requirements. Minor shortcomings identified by the inspection were addressed promptly and remedied before the end of the inspection.

### **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 Senior leaders successfully communicate the aims of the school to the staff. The senior team work effectively together and have accurately evaluated the effectiveness of school's provision, including the quality of the curriculum and of teaching. This has enabled them to identify clear and appropriate priorities for future development, in line with the school's aims.
- 5.8 Senior leaders have addressed the recommendation of the previous inspection. They have put in place effective measures which have improved the accuracy of the school's measurement of pupils' achievement. Leaders recognise the need to use the resulting data more effectively in order to ensure that all teachers set pupils appropriately demanding targets and closely monitor their progress towards reaching them.
- 5.9 Heads of academic faculties and other members of staff who have responsibility for particular aspects of the school's work, including pastoral care, strongly support the

school's aims and are fully committed to achieving them. They are knowledgeable and enthusiastic about their roles and are effective in fulfilling them.

- 5.10 Leaders and managers have put in place robust systems for checking the suitability of staff and governors before they take up their appointments. The required checks on staff are completed and recorded accurately on the single central register of appointments. They have been successful in appointing well-qualified staff who have appropriate levels of experience. Arrangements for the induction of new members of staff are extremely thorough, including with regard to the school's child-protection procedures. All staff receive regular and appropriate training for their roles in safeguarding, welfare, and health and safety.
- 5.11 Staff are held to account by senior leaders and are well supported by them through the appraisal system and staff training programmes. They have opportunities to share and develop good and excellent practice across different subject areas, but school leaders acknowledge that this is not yet sufficiently consistent across the school.
- 5.12 School leaders have succeeded in making sure that pupils benefit from excellent pastoral care. Leaders encourage pupils to have high expectations of themselves and of others, in line with the school's aims and its supportive ethos, and ensure that they appreciate the basic values of democracy and respect for others.
- 5.13 The school's resources and facilities are well managed. In particular, the school makes excellent use of the limited space available to it. Senior leaders make sure that staff have the up-to-date teaching and other resources they need to carry out their roles successfully.
- 5.14 The school's links with parents are good. A great deal of material is provided for current and prospective parents through the school website, such as policies and procedures, revision resources and information about the curriculum and public examinations. Parents receive detailed information booklets, and pupils' planners and emails are used effectively to remind parents, for example, about forthcoming events.
- 5.15 The school maintains constructive relationship with parents in line with its aims through such events as the well-attended Headmaster's Forum. The vast majority of parents, in responding to the questionnaire, confirmed that information about the school and its policies is readily available and that they receive timely responses to their questions. A small minority of parents indicated that they did not agree that the school handled their concerns well and a few did not agree that the school is well led. Inspection found that leadership and management are effective at all levels, and that the school follows its published procedures appropriately. They also found clear evidence, for example in letters and messages received by the school's leaders, of satisfied parents expressing their strong appreciation for the support school leaders have given them when dealing with their concerns. The school's policy for dealing with complaints and concerns meets regulatory requirements.
- 5.16 A large majority of parents agreed that the school encourages them to be involved in events and other aspects of its work, although a small number of parents indicated that they did not share this view. The inspection found that parents have a range of opportunities, including through the parents' association, to become involved in the school's work.

- 5.17 Most parents who responded to the questionnaire expressed their satisfaction with their own and their children's experience of the school. A small minority of parents indicated that they were not satisfied with the information that they receive regarding their children's progress. The inspection found that parents receive regular and detailed reports which provide clear and useful information about their children's work and progress, as well as their personal development and well-being. Reports include a specific request to parents to contact their children's tutor if they have any concerns. In addition, parents are all invited to the termly parents' evenings arranged for each age group.

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