



INDEPENDENT SCHOOLS INSPECTORATE

**INTEGRATED INSPECTION
REIGATE GRAMMAR SCHOOL**

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Reigate Grammar School

The junior school was inspected at the same time and a separate report published.

Full Name of School	Reigate Grammar School
DfE Number	936/6531
Registered Charity Number	1081898
Address	Reigate Grammar School Reigate Road Reigate Surrey RH2 0QS England
Telephone Number	01737 222231
Fax Number	01737 224201
Email Address	headmaster@reigategrammar.org
Headmaster	Mr Shaun Fenton
Chair of Governors	Mr Alan Walker
Age Range	11 to 18
Total Number of Pupils	946
Gender of Pupils	Mixed (500 boys; 446 girls)
Numbers by Age	11-18: 946
Number of Day Pupils	Total: 946
Inspection Dates	01 Dec 2015 to 04 Dec 2015

PREFACE

The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools belonging to the Independent Schools Council (ISC) Associations and reporting on compliance with the Education (Independent School Standards) Regulations 2014. The range of these Regulations can be viewed on the website www.legislation.gov.uk. Additionally, inspections will consider the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment introduced by the School Standards and Framework Act 1998.

This inspection report follows the *ISI schedule*. The inspection on which the report is based took place over a period of four continuous days in the school.

The previous ISI standard inspection was in December 2011.

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

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

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

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

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

INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with senior members of staff, with parents and with the chair of governors and other governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited the facilities for sick or injured pupils. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

Inspectors

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Mr Geoffrey Hill	Team Inspector (Former Head of Department, HMC school)
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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Reigate Grammar School is non-denominational and welcomes pupils of all faiths or none, embracing Christian and traditional values such as service and charity within a caring community. The school aims to care for and support each individual pupil, nurture their unique blend of talents and abilities and prepare them for a happy and successful adult life, providing academic opportunities and extra-curricular experiences which create pathways to success. It strives to ensure that its firm moral purpose instils a strong sense of responsibility towards, and service for, others. The school is a registered charity, and is administered by a board of governors which oversees its work.
- 1.2 Founded as a small free school for ‘poor boys’ in 1675, it has developed into a co-educational day school for pupils between the ages of 11 and 18, situated near the centre of Reigate. Developments since the previous inspection include opening a new science building and providing an all-weather hockey facility. The school has also appointed a new headmaster and provided additional support for pupils with special education needs and/or disabilities (SEND).
- 1.3 At the time of the inspection there were 946 pupils in the school, 500 boys and 446 girls, with 246 of these in Years 12 and 13. The overall ability profile of the school is above the national average. The school has identified 52 pupils as having SEND of whom 27 receive specialist support from the school. One pupil has a statement of special educational needs. There are four pupils for whom English is an additional language (EAL) all of whom receive support from the school. The pupils within the school predominantly come from local families with professional and business backgrounds and previously attended local independent or maintained schools; a small number comes from minority ethnic groups.
- 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 table.

School	NC name
Form 1	Year 7
Form 2	Year 8
Form 3	Year 9
Form 4	Year 10
Form 5	Year 11
Lower 6	Year 12
Upper 6	Year 13

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 The quality of the pupils' achievements and learning is exceptional. Pupils of all needs and abilities are highly successful in their learning. The school fully meets its aim to develop the talents and abilities of the pupils. The school has responded positively and successfully to the recommendation of the previous inspection to develop independent work and intellectual curiosity and to ensure challenge and rigour in learning are provided more consistently throughout the school. Pupils, including those who are more able and those with SEND or EAL, make rapid progress. All pupils are able to flourish through the excellent curricular and extra-curricular provision within and beyond the classroom. The school has recognised, as a key element within its two-year development plan, that the provision for resources and study space for personal learning within the library, as well as e-learning, is not as strong as it could be. Pupils are extremely well supported by the excellent quality of teaching throughout the school. Assessment, marking, and the tracking and monitoring of pupil progress are particular strengths of the teaching and have improved since the previous inspection.
- 2.2 The quality of personal development of the pupils including those with EAL or SEND is excellent, reflecting the school's aim to nurture their talents and abilities and prepare them for happy and successful futures. The spiritual, moral, social and cultural awareness and development of the pupils is excellent, with the values of respect and tolerance being held in high regard. Service to others is a central part of pupils' lives; for example, pupils in Years 12 and 13 undertake mentoring roles and charitable fund-raising. The contribution of the arrangements for pastoral care is excellent. High standards of behaviour are evident. The anti-bullying policy, which encompasses cyber-bullying, is most effective. The contribution of the arrangements for the safeguarding, welfare, health and safety of pupils is excellent.
- 2.3 The governance, leadership and management of the school are excellent. Governors understand their collective regulatory responsibilities and carry these out most effectively. They have a clear vision for the future development of the school encapsulated within the school's development plan and longer-term strategic objectives. Since the previous inspection the governors, working closely with leaders and managers, have realised many projects including a new science building, and they have also widened access with the addition of a considerable number of means-tested bursaries. The leadership and management focuses strongly upon the needs of individual pupils. It is very supportive of the professional and internal career development of staff. Leaders at all levels within the school take collective responsibility to implement planned improvements. Self-evaluation and an inclusive style of management are important and most effective elements of the leadership's purpose. Links with parents, carers and guardians are strong.

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) Recommendation for further improvement

2.5 The school is advised to make the following improvement.

1. Strengthen the provision for the library, personal study and e-learning in accordance with the school's development plan.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

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

- 3.1 The quality of the pupils' achievements and learning is exceptional.
- 3.2 Pupils are extremely well educated, fulfilling the school's aim to provide academic and extra-curricular experiences which create pathways to success. Almost all pupils who responded to the pre-inspection questionnaire indicated that they believe they are making good progress in their studies. In their responses, almost all parents said they are pleased with the progress made by their children.
- 3.3 Pupils possess exceptional knowledge, understanding and skills in their curricular work and are highly competent in speaking, listening, reading and writing as observed in lessons and in the scrutiny of their work, for example in the independent research work done in classics. Across a wide range of subjects they demonstrate to great effect logical thought, creativity, and the application of mathematical and scientific knowledge. For example, in art, outstandingly sophisticated analysis and interpretation reveal a high level of creative literacy. In the sciences pupils employ their typically strong theoretical understanding most effectively to analyse the results of experiments.
- 3.4 The following analysis uses the national data for the years 2012 to 2014, the most recent three years for which comparative statistics are currently available. Results in GCSE are excellent in relation to the national average for maintained schools and good in relation to the national average for maintained selective schools. GCSE results have shown improvement from 2012 to 2014. Results in IGCSE subjects have been higher than worldwide norms and similar to UK norms. A-level results have been excellent in relation to the national average for maintained schools and good in relation to the national average for maintained selective schools. In 2014 the results were exceptional. The results in 2015 for GCSE, IGCSE and A level maintained or improved upon those in 2014. These levels of attainment indicate that the progress of pupils is rapid as they move through the school, and especially so in Years 12 and 13, where it is excellent relative to the average of pupils of similar ability, as shown by standardised measures of progress.
- 3.5 Pupils are successful in national and international Olympiads in mathematics and sciences, with many achieving gold, silver and bronze medals. Of those taking externally accredited instrumental and singing music examinations many are awarded distinctions. Pupils are outstandingly successful in gaining entrance to highly competitive universities and in particular gaining a high number of places at medical school.
- 3.6 Pupils with SEND and EAL make exceptional progress owing to the outstanding support given by the learning support department together with the focused attention they receive in lessons. Their progress in the development of skills, knowledge and understanding across all subject areas was evident from observation of lessons, work produced and the school's standardised measures of progress over time. More able pupils have many opportunities to think for themselves and extend their learning, ensuring that they make at least excellent progress.
- 3.7 Extra-curricular achievement is exceptional. Many pupils are selected to represent their counties and many exhibit national prowess in sports such as athletics, hockey and rugby. School sports teams achieve considerable success at county level. In

2015 the under-16 team won the national rugby sevens championship at Rosslyn Park. Pupils achieve great success through The Duke of Edinburgh's Award; very many gold awards are achieved each year. There is also a strong and successful presence at many of the national annual drama festivals including Edinburgh and Scarborough.

- 3.8 The attitudes to learning of pupils of all needs and abilities are exemplary. A particular strength of the school is the way in which pupil self-evaluation is encouraged and embraced. Through a positive climate for learning at the school, pupils are able to work successfully both individually and co-operatively using their initiative and highly developed investigative skills. In elective studies pupils in Years 12 and 13 show outstanding research and reflective practice. They put forward their own ideas confidently and enjoy debate. They show immense enthusiasm for their studies and great pride in their work. Pupils and teachers successfully work together to fulfil high aspirations.

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

- 3.9 The contribution of the curricular and extra-curricular provision is excellent.
- 3.10 The curricular and extra-curricular provision is highly effective in meeting the school's aim of providing academic opportunities and extra-curricular experiences which create pathways to success for all pupils in their achievement, including those with EAL and SEND. The curriculum policy is successfully implemented, with e-learning and ICT firmly embedded and generally most effectively used, although the school has recognised in its development plan that its provision is not yet fully developed. In their responses to the questionnaire, almost all parents expressed very positive views about the range and quality of the curricular and extra-curricular opportunities available.
- 3.11 The curriculum provides all the requisite areas of learning for pupils to study. The recently restructured curriculum for Years 9, 10 and 11 enables pupils to study GCSE and IGCSE subjects over three years. This allows the school to offer a non-examined enrichment programme of study. In Years 12 and 13 pupils are able to pursue a flexible range of A-level subjects including the Extended Project Qualification. Curriculum planning actively promotes British values.
- 3.12 Throughout, the structure of the curriculum focuses upon the needs of individual pupils. The more able students take full advantage of enrichment opportunities, extending their learning and interests both within and outside the classroom. The curriculum strongly encourages independent research. The pupils respond to this encouragement most effectively. An outstanding example of this was observed in a classical civilisation lesson in which pupils developed through their investigative work a greater understanding of the Roman town of Pompeii before its destruction. Opportunities for debate within and beyond the curriculum are available to pupils particularly through an annual public speaking competition.
- 3.13 Those pupils with SEND and EAL, including those with statements of special educational needs, are provided with support both within specialist individual classes as well as within lessons. Clear learning targets, well known to their teachers, are identified and set out in individual learning plans. Appropriate adjustments are made to programmes of study and to individual lessons to cater for their specific needs.
- 3.14 The personal, social, health and economic education (PSHE) programme provides extensive opportunities for pupils to develop their awareness of personal and social

issues. The programme is integrated successfully with a range of activities and community related projects in every year group including Years 12 and 13. PSHE actively promotes fundamental British values, which are understood by the pupils. Political issues are considered in a balanced manner. A well-structured careers programme supports pupils in making informed choices enabled by a well-resourced department, careers evenings and visits by speakers.

- 3.15 The range of extra-curricular provision is excellent with an extensive variety of clubs and societies including cookery, computer coding and film-making clubs, the Model United Nations (MUN) and Combined Cadet Force (CCF). Art, design, music, drama and sport all provide excellent opportunities for pupils to develop their talents through exhibitions, theatre productions, musical performances and sporting fixtures. Organised trips to such locations as South Africa, Belize and the USA give the pupils the chance to experience different cultures as well as to strengthen their leadership skills.
- 3.16 Links with the local community are extensive and varied, with the majority directly contributing to the curriculum and extra-curricular provision. For example, careers events are well supported by local businesses. Members of staff and pupils provide water stations for the town's half marathon. The many school orchestras perform in a wide range of concerts throughout the year including at Dorking Halls and The Harlequin Theatre, Redhill. The school has organised many events involving members of the local community including a seminar for aspirant engineers and a public lecture on legal aid and civil rights. Fund-raising support is provided for many local charities. All such links benefit the pupils and their personal development considerably.

3.(c) The contribution of teaching

- 3.17 The contribution of teaching is excellent.
- 3.18 The teaching is successful in supporting the school's aims to nurture pupils' talents and abilities and to provide academic opportunities that create pathways to success. It makes an extremely strong contribution to pupils' high levels of achievement and progress. Teachers are enthusiastic, demonstrate excellent subject knowledge, and manage time and resources extremely well. They deliver effectively planned and briskly paced lessons using a wide variety of excellent activities which promote the active involvement of the pupils. Teachers know their individual pupils well, cater very effectively for their needs, and have high expectations of them. In their responses to the pre-inspection questionnaire, almost all pupils stated that their teachers help them to learn and give them individual help when needed.
- 3.19 The school has acted successfully upon the recommendation in the previous inspection to provide better opportunities for independent learning and intellectual curiosity across all subjects, for example through research-based projects. This type of independent learning is extremely effective and is central to many lessons and homework and especially so for those pupils in Years 12 and 13. In their responses to the questionnaire, almost all pupils agreed that they are encouraged to act and work independently.
- 3.20 The marking and assessment policy is comprehensive and implemented effectively. Marking is detailed and constructive with clear guidance being given to pupils on how they may make progress. A very small minority of pupils said in their questionnaire responses that their homework did not help them to learn. The work

examined by inspectors demonstrated that appropriate homework is set and helpfully marked. In interviews, pupils said they are fully aware of what they need to do to improve and make progress in their learning. The assessment and tracking programme is a particular strength with individual pupil and subject-specific monitoring. Teachers guide pupils through the use of self and peer assessment to set and later review their own aspirational but achievable targets.

- 3.21 The teaching understands and supports pupils of all needs and abilities, including those with SEND and EAL. Subject teachers frequently adapt their teaching for individual pupils with SEND and EAL to excellent effect, including those with statements of special educational needs, whose provision reflects the requirements of their statements. More able pupils are encouraged to raise their levels of performance even further through targeted questions or more challenging independent work. For example, in mathematics and physics, pupils are challenged to derive their own equations. A Biology Breakfast Club provided opportunities for pupils to discuss articles on stem cell technology.
- 3.22 Displays are vibrant, showing to good effect pupils' work, and the teaching and the methods employed make excellent use of a wide range of classroom resources. Teachers use and promote the effective use of e-learning and ICT. The library is well resourced and used to excellent effect by the teaching.
- 3.23 Excellent relationships between pupils and teachers allow learning to be a co-operative and enjoyable experience. The teaching promotes tolerance and respect and is non-partisan in the 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 the pupils is excellent.
- 4.2 The experience of the pupils is entirely consistent with the aims of the school to welcome children of all faiths and none, and to prepare them for a happy and successful adult life. By the time they leave the school, pupils of all needs and abilities have an excellent standard of personal development and are ready to meet the challenges of adulthood.
- 4.3 The pupils' spiritual development is excellent. The spiritual ethos of the school and the focused development of individual self-esteem are underpinned by regular church services and assemblies linked to a well-planned and extensive programme of PSHE. Pupils develop their self-confidence by participating in the annual Remembrance Service, led by the CCF, and the annual carol service, which are important occasions for the school. Younger pupils reflect effectively on spiritual matters by strongly supporting the junior Christian Union. Older pupils strengthen their spiritual understanding through both the work of the theology and philosophy department and the non-examined optional subjects available from Year 9 onwards. The pupils develop a strong awareness of aesthetic values as noted in the vibrant and accomplished art and design work on display as well as through the strong musical culture of the school.
- 4.4 The pupils' moral development is excellent. Pupils in all year groups exhibit a well-founded sense of right and wrong reflecting the moral purpose of the school. Pupils understand and respect the civil and criminal law of England and are given a broad general knowledge of the public institutions and services of England. The extremely well planned assembly programme allows pupils to explore complex and challenging moral questions; for example, pupils in Years 12 and 13 gave a moving and very well-considered summary of the complex moral issues surrounding gender equality, thus demonstrating an extremely good understanding of identifying and combatting discrimination. There are opportunities to explore and challenge beliefs through opportunities such as the MUN forum. Senior pupils are effective role models for younger pupils through a well-established and successful mentor programme.
- 4.5 Pupils display excellent social development. They are confident, thoughtful and considerate. They show a high level of maturity in their approach to their learning and are intellectually assured, articulate and prepared to question received ideas. Pupils are encouraged to develop their own leadership qualities and teamwork skills for example through the CCF, sport and the school council. Senior pupils frequently take the lead in activities and clubs, in presentations to younger pupils in assemblies, and in the mentoring scheme which pairs pupils in Year 13 with newly arrived pupils in Year 7. They have a well-developed social conscience particularly seen in a culture of charitable giving with a well-supported programme co-ordinated through the student-led charity committee. Pupils give their time and energy helping the wider community through local partnership schemes. They develop excellent social, political, cultural, and economic awareness through, for example, lessons in history, economics and geography.
- 4.6 The cultural awareness of the pupils is excellent. Pupils relate easily to each other and to adults in an atmosphere of mutual respect and tolerance of different faiths, beliefs, cultures and backgrounds. British values are actively promoted within the

school and pupils show a well-established understanding of and respect for the rule of law, individual liberty and democracy. Their understanding of the democratic process is developed through elections of form representatives, the school council and prefects. Pupils are assertive in their support for those of different sexual orientation and there is a refreshing openness to gender diversity. British values are also highlighted at a more down-to-earth level through such ventures as the celebration of the best of British food.

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

- 4.7 The contribution of arrangements for pastoral care is excellent.
- 4.8 The pastoral system is robustly structured, most effectively co-ordinated by senior members of staff, and successfully meets the aim of the school to provide care and support for each pupil, as well as making a strong contribution to the pupils' personal development. Almost all parents who responded to the pre-inspection questionnaire maintained that their children are well looked after by the school.
- 4.9 Form tutors meet the pupils regularly and monitor their personal development and academic progress carefully. Pupils are members of houses, which provide pastoral support as well as opportunities for competition. Excellent counselling services offer guidance and targeted support for individual pupils. Based on mutual respect, the excellent and positive relationships observed by inspectors between staff and pupils and amongst the pupils themselves firmly underpin the strong sense of community within the school.
- 4.10 In their pre-inspection questionnaire responses, a minority of pupils stated that the school does not take sufficient account of their views or respond to them. Inspection evidence indicated that the school actively seeks their opinions and listens to them, for example through the school council and regular contact with pastoral staff. A small minority of pupils in their responses to the questionnaire indicated that teachers are not always fair when they give rewards and sanctions. In interviews pupils maintained that, whilst there is some inconsistency amongst teachers in this respect, most act fairly. The records of misbehaviour examined indicate that sanctions and rewards are generally given appropriately and consistently. The school's anti-bullying policy is clear, detailed, and effectively implemented, with pupils being reminded of expectations through PSHE and assemblies. In interviews, pupils said that incidences of bullying, including cyber-bullying, are infrequent. The records for serious misconduct and bullying show that instances of bullying are rare and dealt with firmly, constructively and with appropriate sanctions.
- 4.11 The school actively encourages the benefits of healthy living and exercise through PSHE, the electives programme, sports and other activities. Nutritious, well-balanced menus are provided at lunchtimes.
- 4.12 The school has a suitable plan to improve further the educational access for those pupils with SEND.

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

- 4.13 The contribution of arrangements for welfare, health and safety is excellent.
- 4.14 The school meets its aim to care for and support each individual pupil and thereby successfully promotes the welfare, health and safety of all pupils, contributing effectively to their personal development. Almost all parents in their pre-inspection questionnaire responses expressed the firm view that their children are happy and feel safe at school.
- 4.15 Meticulous attention is given to the safeguarding of pupils. All members of staff, governors and volunteers receive regular and effective child protection training. Recruitment procedures are carried out appropriately. Records relating to any concerns about pupils' welfare are stored securely and centrally. Suitably trained designated members of staff maintain appropriate contact with local agencies. Appropriate and effective steps are taken to prevent radicalisation or extremism.
- 4.16 The necessary measures to reduce the risk from fire and other hazards are taken. Fire risk assessments and training records are kept and are up to date. Fire drills are held regularly and effectively. The procedures for evacuation are understood by pupils and staff. Appropriate risk assessments are carried out and implemented, including for the premises, bus transport to the sports fields, and day and residential trips. Maintenance of the buildings and sites is extremely well managed. The welfare of those pupils with SEND is managed with care. The health and safety committee meets regularly and its recommendations are implemented by the leadership and management.
- 4.17 The first-aid policy provides clear guidance for the care and welfare of pupils. There is suitable medical provision for ill and injured pupils. Many members of staff are trained in first aid and this training is updated regularly. Records of accidents, illnesses and provision of medication are meticulous.
- 4.18 Effective registration takes place in an efficient manner. However, following up unexplained absences was observed on one occasion to be insufficiently prompt. Admission and attendance registers are properly maintained and stored.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is excellent.
- 5.2 The governing body is highly successful in guiding the school to achieve its educational aims. Governors have an extremely clear vision for the future of the school. They also see an inclusive ethos as a key part of this vision. They have a varied range of expertise, including financial, business and educational. There is an excellent combination of experienced and more recently appointed governors. Many of the governors are parents or former parents. A finance and foundation committee maintains careful oversight of the school's financial affairs and most effectively helps to direct investment in staffing, accommodation and resources. Other committees monitor the work of the senior management and provide focused support across the school.
- 5.3 Strategic development planning is strong and is exemplified in the school development plan for 2015 to 2017. A ten-year strategic vision has been developed and includes contributions from the wider school community as the school looks forward to its 350th anniversary in 2025. Since the previous inspection, their exemplary vision, experience and active support have helped the school to fulfil its aims for individual pupils, fully supporting the school's ambitions to strengthen learning and teaching. A new science building has been opened. The widening of access to the school through its means-tested bursary scheme is given high priority and the number of bursaries available has increased significantly. Academic and extra-curricular excellence is valued, but so too is the need to ensure that the personal development of pupils is effectively promoted.
- 5.4 Governors are regular visitors to the school and its events. The governing body provides both excellent support and rigorous challenges for the senior leadership. The governors fully understand their regulatory responsibilities and oversee policies and procedures, including safeguarding, all of which are carefully scrutinised and reviewed annually by the entire governing body. A named governor maintains regular contact with the school on safeguarding matters, closely monitoring and supporting those who have specific responsibilities for child protection. Governors undergo appropriate training for their roles and all have received safeguarding training.

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 management of the school at all levels is highly effective in enabling the school to fulfil its ambitious aims. This is strongly reflected in the exceptional academic achievements and excellent personal development of the pupils. In response to the recommendations of the previous inspection, the school has implemented comprehensive systems to provide improved approaches to monitoring teaching and learning, and the use of assessment, which have had a positive impact on the achievement of pupils. These systems are now universally and successfully adopted across the whole school.

- 5.7 The senior leadership team has liaised most effectively with the governors to identify the priorities for the school's strategic plans. A clear educational direction is articulated within a comprehensive and detailed three-year development plan. This links the school's longer-term strategic vision to the development objectives for each section of the school. The leadership ensures that the needs of pupils are at the centre of all decisions. Departmental development plans are linked to whole school strategic objectives. These plans are reviewed collectively and effectively by senior and middle managers. Leaders at all levels within the school take collective responsibility to implement change and this shared leadership is a strength of the school. There is a strong commitment to the need for continuous improvement. Self-evaluation and planning are both regular and effective, resulting in consistent good practice across the whole school. Within the strategic objectives, the school has recognised that pupils do not yet have sufficient resources or study space for personal learning within the library, nor are e-learning and online collaborative learning as well developed as they might be.
- 5.8 The leadership and management at all levels is very supportive of the professional development of staff which is promoted vigorously. There is a full and comprehensive programme of training throughout the year for all staff in school as well as opportunities for staff to attend external courses. Several members of staff have taken up the opportunity to gain an externally accredited academic management qualification. A key initiative is the 'invitational leadership' scheme which supports internal career development by providing opportunities for staff to work alongside members of the leadership and management. Regular peer discussion and observation, coupled with rigorous annual appraisal, are effective in ensuring that all members of staff reflect on and aim to improve their practice.
- 5.9 The leadership successfully recruits and retains high quality members of staff. There is a comprehensive induction programme. Teachers speak warmly of the supportive environment and the guidance they are given. They also commend the cohesion amongst, and accessibility of, the senior and middle management. The senior leadership ensures that the values which encourage respect for others and democracy are evident in the daily life of the school as well as in its wider ethos.
- 5.10 Members of the senior leadership have received appropriate safeguarding and safer recruitment training. They ensure that all staff, governors and volunteers are suitably trained in safeguarding and all other relevant aspects of pupil welfare, health and safety. The required safer recruitment checks are made on all staff, governors and volunteers prior to appointment, reflecting the high priority and sharp focus that the senior leadership gives to all aspects of safeguarding. The induction of new members of staff includes all required safeguarding information. Appropriately detailed and suitable records are made in the single central register of staff appointments.
- 5.11 In their pre-inspection questionnaire responses, the parents were extremely positive about all aspects of the quality of education and support provided for their children including the quality of communication with the school. Almost all of them stated that they would recommend the school to prospective parents. This constructive relationship supports the school's aims.
- 5.12 Parents are encouraged to be actively involved in the life of the school. They support a range of social and fund-raising activities organised by the Parents' and Friends' Association (PFA), including a summer ball and a comedy night. Every year the PFA provides Christmas trees for the school. Many parents give talks to

pupils, for example about career opportunities, in lessons, assemblies and at a range of school events.

- 5.13 The school has a clear and suitable complaints policy which is available to parents, and detailed records of concerns and complaints indicate that it is implemented appropriately.
- 5.14 Information about the school and its policies is provided to parents of current and prospective pupils through a detailed website. The school publishes a weekly parental e-newsletter. This includes news of successful events and pupil achievements. Formal written reports to parents provide regular, detailed and useful information about their children's work and progress. Parents are invited to attend an annual parents' evening to speak directly with teachers and the senior leadership at the school about their child's progress and other academic matters.

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