



INDEPENDENT SCHOOLS INSPECTORATE

INTEGRATED INSPECTION

THE PERSE SCHOOL

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The Perse School

Full Name of School	The Perse School
DfE Number	873/6010
Registered Charity Number	1120654
Address	The Perse School Hills Road Cambridge Cambridgeshire CB2 8QF
Telephone Number	01223 403800
Fax Number	01223 403810
Email Address	office@perse.co.uk
Headmaster	Mr Edward Elliott
Chair of Governors	Sir David Wright
Age Range	3 to 18
Total Number of Pupils	1564
Gender of Pupils	Mixed (987 boys; 577 girls)
Numbers by Age	3-5 (EYFS): 73 5-11: 362 11-18: 1129
Head of EYFS Setting	Mrs Sarah Waddington
EYFS Gender	Boys and Girls
Inspection Dates	09 Feb 2016 to 12 Feb 2016

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 Inspections of the Perse School were in March 2010; The Pelican Nursery and pre-preparatory school, The Perse preparatory school and The Perse Upper school were each inspected separately.

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.

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 governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited the facilities for sick or injured pupils. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

Inspectors

Mr Geoffrey Marston	Reporting Inspector
Mrs Valerie Clark	Assistant Reporting Inspector
Mr Richard Barr	Team Inspector (Former Head of Sixth Form, HMC school)
Mr Robin Davies	Team Inspector (Former Headmaster, IAPS school)
Mrs Diane Durrant	Team Inspector (Former Deputy Head, Society of Heads school)
Miss Joanna Gay	Team Inspector (Deputy Head, ISA and IAPS school)
Dr Simon Horbury	Team Inspector (Head of Department, IAPS school)
Mrs Sue Lucas	Team Inspector (Former Teacher, Society of Heads school)
Mr William Norton	Team Inspector (Director of Sport, HMC school)
Mr Daniel Phillips	Team Inspector (Director of Music, HMC school)
Mr Gareth Price	Team Inspector (Former Headmaster, Society of Heads school)
Mr Andrew Selkirk	Team Inspector (Deputy Head, Society of Heads school)
Mr Clive Thorpe	Team Inspector (Assistant Head, HMC school)
Dr Ruth Weeks	Team Inspector (Headmistress, GSA school)
Miss Mary Regan	Co-ordinating Inspector for Early Years

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 The Perse School is a co-educational day school for pupils aged three to eighteen years. It is housed across three sites in the city of Cambridge. The school has Nursery and Reception classes which constitute the Early Years Foundation Stage. The Nursery and Reception are grouped together with the pre-preparatory school into their own school section, alongside the preparatory school, Upper school and sixth form. The school is a charitable company limited by guarantee and overseen by a single governing body. In the academic year 2015-16, the school celebrated its 400th anniversary.
- 1.2 The school's aims are to encourage all pupils to achieve their academic potential, to promote intellectual curiosity, independence of mind and creativity, and to stimulate a love of learning. It seeks to provide pupils with opportunities to gain extra-curricular interests and skills, to develop a social and moral framework, and appreciate the spiritual dimension to life. Pupils are encouraged to explore their place in the world, and gain an appreciation of fundamental British values.
- 1.3 Since the previous inspection, new developments include the building of two classroom blocks, a library, science laboratories, an art studio and graphic design room, and additional all-weather sports facilities at the senior school. At the Nursery and pre-preparatory school, developments include outdoor areas to extend opportunities for play, exploration and collaboration. The school has taken exemption from the EYFS learning and development requirements. The preparatory school has built a new drama studio and extended school hall. An additional 21 acres of green space have been developed into grass playing fields and space for outdoor activities.
- 1.4 Since becoming fully co-educational in 2012, pupils are able to progress through three distinctive schools with the aim that access to an integrated curriculum and pastoral care is provided as part of a larger institution. The school currently has 1564 pupils on roll, with 341 of these in the sixth form and 73 children in the EYFS. Just under half of the pupils come from the city of Cambridge, with the remainder drawn from a wider catchment area. About one fifth of pupils are from minority ethnic backgrounds.
- 1.5 The school has identified 293 pupils as having special educational needs and/or disabilities (SEND) of which it provides 118 with specialist support. Also, 2 pupils have a statement of special educational needs. English is spoken as an additional language (EAL) by 14 pupils and all receive support from the school.
- 1.6 National Curriculum (NC) 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 quality of pupils' achievement throughout the school is exceptional. Pupils' attitudes to learning and their development of knowledge, understanding and skills are outstanding, enabled by an excellent curriculum. The school successfully meets all its aims in full. Progress is rapid and evident in exceptional achievement in external examinations; results at A level are well above the average for pupils in maintained selective schools. Individualised specialist support for pupils with SEND or EAL is excellent, ensuring that appropriate needs are met, which enables these pupils to achieve in line with their peers. Teaching is excellent, in particular teachers' subject knowledge. Pupil achievement in music, drama and sport is exceptional with pupils often representing the school at regional and national levels. Pupils' attitudes to learning are extremely well developed and they are motivated by the high aspirations of teachers.
- 2.2 Pupils' personal development is excellent, supported by a wide range of high-quality extra-curricular activities provided at the school. Pupils are able to participate in a number of community based projects, for example supporting local charities and junior school children in learning mathematics. The school provides excellent opportunities for pupils to debate moral and social issues through its extensive visiting speaker programme. Opportunities for cultural experience are extensive, through numerous overseas trips to various countries and participation in exchange programmes. The promotion of fundamental British values is embedded throughout the whole of the school; many pupils are developing as self-confident, respectful, tolerant and emotionally mature individuals. Good progress has been made with improving the use of rewards and sanctions, but the school recognises that further work is required to make the system clearer and more consistent for pupils in the senior school. The arrangements for welfare, health and safety are excellent and the school is meticulous in its approach to safeguarding and child protection.
- 2.3 Governance is excellent. All board members are enthusiastic about the school and have a clear, ambitious vision for its future. They know the school and staff extremely well through frequent informal and formal visits throughout the year. Governors afford safeguarding a very high priority and monitor the safer recruitment of staff very closely. Their strategic financial planning is excellent and is supported by a robust three-year development plan. Since the previous inspection the governors have supported significant investment in high-quality facilities and resources. Leadership and management is excellent and inspires very high standards of teaching in the pursuit of academic excellence and pastoral care in promoting the welfare and mental well-being of pupils. The school has excellent communication with parents and carers, who have numerous opportunities to be actively involved in the life of the school. The school has successfully met all the recommendations of the previous inspections.

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. Provide a more consistent and clear approach with the use of merits and demerits by staff in the upper school.

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 exceptional.
- 3.2 All children in the EYFS, including those with SEND and EAL, make excellent progress in relation to their starting points. Regular assessment as well as close monitoring and early intervention ensure that any learning support required is identified and that all needs are met. Children are highly articulate and enjoy sharing their ideas or answering questions on a wide range of subjects. Those in the Nursery know initial letter sounds and are beginning to blend letters. Reception children are very proficient at decoding and can read a significant number of high frequency words.
- 3.3 Children's physical skills are extremely well developed and are promoted through regular play outside and participating fully in games and dance lessons. Children are developing excellent numeracy skills and can recognise numbers up to 100, and understand place and value concepts. They are developing confidence in using technology. Children display excellent concentration, enjoy making decisions about their own learning and participate enthusiastically with each other in independent learning activities.
- 3.4 Pupils are very well-educated in accordance with the school's aims to promote academic excellence and provide breadth, enabling pupils to make rapid progress. They develop very high levels of knowledge, understanding and skills in speaking, listening, reading and writing. Pupils demonstrate high levels of creativity and freedom of expression in their work through regular displays and exhibitions of their art and design work, and performances in plays. Their attitudes to learning are extremely well developed; they demonstrate exceptional levels of concentration and a willingness to ask penetrating questions. As a result, pupils make extremely rapid progress. Pupils develop an excellent repertoire of technical language, use information and communication technology (ICT) effectively and apply excellent numeracy skills. Older preparatory school pupils enjoy writing sonnets using iambic pentameter.
- 3.5 Preparatory school pupils' attainment cannot be measured in relation to average performance against national tests, but on the evidence seen in their work and their performance in lesson observations it is judged to be exceptional. This is confirmed by analysis of the school's own assessment data.
- 3.6 The following analysis uses the national data for 2012 to 2014, the most recent three-year period for which the comparative statistics are currently available. Results in GCSE for the years 2012 to 2014 are exceptional when compared with the national average for maintained schools, and above the national average for maintained selective schools. In 2015 the school achieved the highest GCSE results in its history. Results in the International GCSE (IGCSE) examinations are higher than UK norms for schools that enter pupils for IGCSE.
- 3.7 Results at A level are exceptional when compared with the national average for pupils in maintained schools, and well above the national average for those in maintained selective schools. Pupils are highly successful in securing admission to a wide range of universities, including those with demanding entry requirements.

- 3.8 Pupils with SEND or EAL make excellent progress in line with their peers as a result of appropriate support through highly effective planning in lessons and in one-to-one sessions. The more able pupils achieve distinction in their academic work and are able to recall relevant information and make perceptive links with other subject areas, which results in excellent attainment.
- 3.9 Pupil's achievement in sports and other extra-curricular activities is exceptional. Sporting successes are extensive across a wide range of activities, with very high levels of achievement at regional and national level in netball and hockey. In music, pupils achieve exceptionally. They achieve distinctions in instrumental examinations and gain places in national orchestral and choral ensembles. Pupils' achievement in drama is excellent; they gained high recognition for script writing in a national Shakespeare festival. In languages, pupils have taken part in the national final of a French debating competition for independent schools.
- 3.10 Independent learning is well developed and pupils respond well to a variety of opportunities provided in the curriculum, and in the higher and extended project qualifications from Year 10 upwards.
- 3.11 In their questionnaire responses, an overwhelming majority of parents confirmed that they are satisfied with the excellent progress that their children are making.

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

- 3.12 The contribution of curricular and extra-curricular provision is excellent.
- 3.13 The EYFS setting makes very good use of its exemption from the learning and development requirements of the Early Years Framework. The school's own curriculum places a particular emphasis on a broad and strongly academic provision of subjects to which all children have access. Children benefit greatly from teaching by subject specialists; dance and music are introduced from Nursery and games from Reception. Excellent provision is made for a balance between adult-led and child-initiated learning. A very high priority is placed on the early acquisition of reading skills, and phonics and reading activities are timetabled daily. Since the previous inspection an extremely well-resourced, all-year-accessible outside learning environment has been developed, meeting the recommendation of the previous inspection. The curriculum is further enriched by an excellent variety of additional experiences which include a trip by Reception to Cambridge Market and a visit by the local fire service to speak to Nursery children.
- 3.14 The curriculum throughout the school effectively supports all areas of learning and contributes significantly to pupils' achievement. It is highly successful in meeting the vision of the school in achieving academic excellence, nurturing a culture of intellectual curiosity and independent learning, and offering extra-curricular and international opportunities. The interests, needs and abilities of the individual pupil are catered for through the excellent opportunities provided by the broad curriculum.
- 3.15 In the preparatory school the curriculum comprises of specialist teaching in core subjects as well other diverse subjects such as computer science, design and technology, drama, and recently classics in Year 6. Events such as science and well-being weeks help to embed interest in and enjoyment of learning.
- 3.16 In Years 7 to 11 an excellent range of subjects can be studied, with most offered to GCSE. Sixth form pupils are able to study an extensive range of A-level subjects, appropriate to their capabilities and interests, which allows them to apply for a wide

range of higher education courses. A comprehensive, impartial careers education programme is available to pupils from Year 7; this includes work experience in Year 11.

- 3.17 Provision for the more able pupils includes highly challenging and interesting extension work which strongly encourages independent research. In the preparatory school, the more able pupils are invited to attend academic enrichment sessions and participate in subject-based competitions. Some pupils in the senior school take their public examinations earlier than expected, so that they can study a more challenging curriculum. A sports programme supports pupils with sporting talent to achieve their potential.
- 3.18 A strong system of learning support includes highly efficient planning and target setting to support pupils with SEND or EAL, whose needs are very appropriately met. Clear advice and guidance materials for teachers about the strategies and adjustments that should be employed to assist every child who has been diagnosed with a specific learning difficulty are available on a staff online learning module.
- 3.19 Non-examined subjects are an integral part of the curriculum. A comprehensive and detailed personal, social and health education (PSHE) programme is in place throughout the school. The school is active in promoting principles that contribute to personal development. The curriculum allows pupils to demonstrate a clear understanding of the shared values that characterise modern multicultural Britain.
- 3.20 Pupils can follow a wide range of stimulating programmes in outdoor pursuits which caters for all abilities, ages and interests, and fosters the development of leadership skills. The indoor climbing wall allows pupils to experience rock climbing in a safe and secure environment. The enrichment programme allows pupils to select from a wide range of subjects such as archaeology, cookery and photography. Pupils can also volunteer to work in the local community, such as supporting junior school children with their mathematics and helping with charity fund raising. The preparatory school has responded very well to the recommendations of the previous inspection and significantly increased the range of extra-curricular opportunities provided. Pupils participate in a very large number of different clubs and societies which include visiting speakers as well as local trips to museums to study World War II history for younger pupils. They have excellent opportunities to travel abroad on cultural exchange programmes and sports tours, such as the recent Year 6 hockey trip to Dublin.
- 3.21 In their questionnaire responses, the vast majority of parent and pupils indicated very high satisfaction with the range of curricular and extra-curricular opportunities available.

3.(c) The contribution of teaching

- 3.22 The contribution of teaching is excellent.
- 3.23 Teaching in the EYFS is enthusiastic and highly skilled. Teachers know the children extremely well, and engage and motivate them through very well-planned activities. Their planning is excellent and takes full account of the differing needs and interests of the children. A school-based assessment procedure is used at the beginning and end of the school year, and grade descriptors are used to establish the progress made. Regular teacher observations and assessments provide a clear picture of abilities, attainment and progress to targets set, helping teachers to plan the next steps in learning. Teaching approaches are varied, for example Nursery children developed their spatial awareness skills by travelling around the school hall controlled by a teacher's traffic light system. Resources are of excellent quality and are used extremely effectively to promote children's learning.
- 3.24 Teaching meets the vision of the school to develop intellectual curiosity and scholarship, which allows pupils to make excellent progress.
- 3.25 Lessons have a relaxed and purposeful atmosphere where pupils accumulate new ideas, so that rapid progress is made. Pupils' intellectual curiosity and scholarship are very highly developed at the school in response to stimulating teaching. For example, more able GCSE pupils were challenged to solve a progressively difficult hanging picture puzzle in mathematics.
- 3.26 High-quality teaching facilitates pupils to think for themselves and to focus their effort on developing excellence in intellectual, physical and creative ways. Younger preparatory school pupils confidently articulated their understanding of similes to describe aspects of their stories in English.
- 3.27 Lessons are extremely well planned and contain a variety of learning strategies and activities. In most teaching, the pace is brisk and expectations of the pupils are very high. Videos and objects are used as stimuli to put the subject of the lesson into a wider context or add humour to proceedings; the skill of a sushi chef in making raw pufferfish safe to eat was used to improve appreciation and understanding of the different mode of action of neurotoxins. In a small amount of teaching, the progress of some pupils is slower because too little variety of challenge is provided.
- 3.28 The highly effective use of ICT by teachers is becoming increasingly embedded with the investment in mobile technology, and is supporting both the planning and delivery of teaching throughout the school.
- 3.29 The quality and consistency of marking has improved in line with one of the recommendations of the previous inspections. Work is regularly marked. Helpful feedback sheets in use in some departments clearly help pupils understand how to improve their work further. In the senior school, the use of a secure web-based learning software package allows pupils to access homework and engage with friends and staff through a subject forum outside the classroom.
- 3.30 Teaching staff are very aware of and considerate towards the needs of all different groups, and cater for them adeptly. From an early stage, pupils with SEND or EAL are identified, tracked, and receive one-to-one support where appropriate. Staff make effective use of guidance provided about individual learning needs. More able pupils are actively encouraged to make rapid progress through targeted questions or

more challenging independent work. Teaching makes very clear provision for pupils with statements of special educational needs.

- 3.31 Teaching demonstrates excellent subject knowledge and utilises a wide variety of quality resources to aid learning. For example, younger preparatory school pupils developed their understanding of movement processes with a windmill experiment. Teaching often stimulates pupils and is highly responsive to their spontaneous and unfettered queries and observations. Questioning by teachers is skilful, encouraging the development of higher-order thinking that augments the pupils' learning. The mutual intellectual expectations of teachers and pupils are frequently evident. In their pre-inspection questionnaire responses, pupils expressed overwhelmingly that they find their work interesting and are making good progress.
- 3.32 A comprehensive whole-school tracking system helps to support pupil progress and meet their learning needs. The system is underpinned by very regular test, examination and baseline assessments undertaken by staff for every year group.
- 3.33 Teaching does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. It promotes tolerance and is non-partisan in the coverage of any political issues or debates.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

- 4.1 The pupils' spiritual, moral, social and cultural development is excellent.
- 4.2 Children in the EYFS demonstrate growing confidence. In the Nursery they self-register as they arrive in the classroom. All children settle quickly into their morning routine, which for Reception classes means time to meet, greet and socialise. Children are developing decision-making skills; they play co-operatively, take turns and share. The school actively promotes fundamental British values and children have a keen sense of right and wrong, gained through different learning activities. They thoroughly enjoy the cultural diversity of the school community and recently shared in Chinese New Year celebrations. Children are extremely happy at school. Arrangements for transition within the setting, which includes 'move up mornings', are well managed.
- 4.3 Pupils' spiritual awareness is excellent. The school's values of endeavour, intellectual curiosity and scholarship, breadth and balance, and valuing one another encourage pupils to exhibit very high standards of behaviour and contribute to the school's community. Pupils are extremely confident, self-aware, articulate and are proud of their school. They are encouraged to reflect on non-material aspects of life through initiatives such as 'Thought for the Week' as well as the active senior school Christian union which is well attended. Visiting speakers also enable pupils to engage on a spiritual level, such as at the annual holocaust survivor talks. Younger preparatory school pupils demonstrated strong appreciation of the diversity of nature in art.
- 4.4 The pupils' moral awareness is excellent. Pupils are courteous and friendly, and have a good sense of right and wrong. They take responsibility for their own behaviour, do not tolerate discrimination of any kind and have a clear understanding of the dangers inherent in extremism. Pupils work well with one another; they are supportive, encouraging and respectful of all their peers including those with protected characteristics. In a sixth-form English lesson, pupils discussed feminism within the context of a Shakespearean text with respect and maturity, whilst younger senior school pupils discussed relationships and the pressures of dating with maturity in PSHE. Pupils demonstrate a perceptive awareness of fundamental British values and respect for legal and public institutions in England through different lesson subjects and assemblies. The school's lecture programme provides pupils opportunities to debate ethical and moral issues. Pupils are able to learn about what is right and wrong across a range of scientific debates. They learn through the assemblies programme about English civil and criminal law, for example the legal consequences for them around the misuse of social media, drugs and alcohol. Younger senior school pupils took part in a mock trial of Mary Tudor in history, which reinforced their understanding of British values and the rule of law. Mock general elections are held in all three sections of the school, which provides all pupils an experience of British democracy in action.
- 4.5 The social development of pupils is excellent. Pupils have numerous opportunities to undertake leadership roles, from pupil-led rehearsals in drama to chairing committees and running clubs in the senior school. Positions as a library monitor or a Year 4 buddy are available for preparatory school pupils. Participation by senior school pupils in the community service programme is at a very high rate. Pupils sing with dementia patients in a choir and others help pensioners with ICT skills. The

charity programme across all three schools is extensive. Pupils in the senior school raise money for three main charitable organisations each year through numerous events, whilst younger pupils can choose their own charities to support. The peer-listening scheme is popular with pupils in Years 7 to 9 in the senior school. They talk with trained listeners in Years 10 to 12, enhancing the self-esteem of both groups.

- 4.6 Pupils benefit from a diverse range of cultural opportunities. They display respect, tolerance and understanding for those of different backgrounds and faiths. Pupils develop high degrees of empathy and respect for other cultures. They celebrate the successes of others as well as their own, as observed in the Golden Brick Wall initiative where achievements both in and out of school are recognised. During the inspection, pre-preparatory pupils discussed the meaning of British heritage and the influence of different cultures in shaping modern society since the age of the Romans. Older pupils gain understanding and appreciation of a range of cultures through a wide variety of trips abroad, such as to World War I battlefields, Iceland and South Africa. Overseas links are established through an exchange programme with ten overseas schools.
- 4.7 Pupils are self-confident, tolerant and emotionally mature individuals who make a significant contribution to society. By the time pupils leave the school, they display an excellent standard of self-knowledge and self-esteem.

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

- 4.8 The contribution of arrangements for pastoral care is excellent.
- 4.9 In the EYFS, children are assigned a key person who establishes regular contact with parents to ensure that each child is settled and happy, and that their individual needs are well met. Children enjoy being at school and thrive in a nurturing environment. They have positive relationships with adults and their peers, and feel safe and secure in the setting. Children understand the importance of a healthy lifestyle, why they need regular exercise and why eating healthy snacks and lunches keeps them fit and well. They are becoming increasingly independent, and in Reception children clear away after all their meals.
- 4.10 Staff provide excellent support and guidance in accordance with the school's aims to meet individual pupils' needs, through effective structures. They know pupils extremely well and are committed to supporting pupils both in their work and helping them to become independent, resilient and polite individuals. Pupils have well-developed positive relationships with each other and staff.
- 4.11 All pupils are encouraged to lead healthy lifestyles. The catering teams provide a wide choice of good-quality food. All pupils enjoy the excellent open spaces for playing at break times and other activities. The school places a high priority on mental well-being, enabled by the mindfulness programme and the youth counselling service.
- 4.12 Good policies are effectively implemented to promote good behaviour and to guard against bullying and harassment. Pupils are aware of the importance of online safety and preventing inappropriate use of the internet. In senior school pupils' questionnaire responses, a small minority felt that the issuing of rewards and sanctions by staff is inconsistent. Inspection evidence shows that whilst the school has made good progress in addressing these concerns further improvements are still required to make the use of merits and demerits clear and consistent. A small

minority of senior school pupils in the questionnaires felt that the school does not respond to their views. Inspection evidence, including discussion with school council representatives, demonstrates that pupils have ample opportunities to voice their opinions, through council representatives, the regular 'Head's Question Time' events and during registration, and that they receive appropriate responses.

- 4.13 Detailed accessibility plans are in place to support the provision for individuals with learning needs 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 A comprehensive framework is in place for ensuring the health, safety and welfare of pupils at all times, including in the EYFS, where prompt and regular attendance is promoted. This is supported by an effective safeguarding policy, which is known and understood by all staff. All staff, including those with specific responsibilities receive appropriate training. Suitable arrangements to prevent radicalisation and extremism are implemented throughout the school. Pupils' welfare and safety is a priority at all times and is supported by appropriate recruitment checks. Liaison with external agencies for advice and guidance is appropriate. New staff receive a suitable induction.

4.16 The necessary measures to reduce the risk from fire and other hazards are methodical. Procedures are well known and understood by pupils and staff. Risk assessments are exhaustive, detailed and regularly updated and those associated with the premises, school activities and trips are comprehensive. Staff receive fire safety training at regular intervals and regular drills are held. Fire safety equipment is maintained in line with current legal requirements.

4.17 Registration is carried out appropriately; absence is followed up and accurate records are maintained centrally. A suitable admission register is kept and stored.

4.18 Medical facilities are well resourced. Counselling services complement the medical team on the senior site. A high number of paediatric-trained first aiders are present on the pre-preparatory and preparatory school sites.

4.19 In their questionnaire responses, the vast majority of parents felt strongly that their children are well looked after at the school.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is excellent.
- 5.2 Governors provide highly effective oversight of the school and discharge their responsibilities for educational standards, financial planning and safeguarding of the pupils' welfare, health and safety. They fully support the aims of the school and have an extremely clear vision for the future.
- 5.3 The board of governors benefits from a valuable, wide range of expertise including in education, the law, finance and business and is supported very well by the sub-committee structure across the sections of the school. Governors are very enthusiastic about the school and know it very well. The board keeps in close touch with senior leaders and receives regular reports. Governors frequently meet staff through both formal and informal events, which enables co-operation to achieve a shared vision.
- 5.4 Governors receive timely reports on academic and pastoral matters including an annual review of the safeguarding arrangements and termly updates on the welfare, health and safety of pupils. Safer recruitment of high quality staff is a priority and all appropriate checks are made.
- 5.5 Governors provide excellent support and challenge to the senior leadership team through governors' away days, seminars and regular meetings to explore their priorities for the school. Highly effective mechanisms are in place to evaluate the performance of the headmaster.
- 5.6 Strategic planning is very well developed; this is evident in the school's development plan. Since the previous inspection, the governors pro-active financial support and experience has enabled the school to build two new classroom blocks incorporating a library and ICT suites as well as new science facilities. The whole school is generously resourced and resources are highly effectively used.

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

- 5.7 The quality of leadership and management, including links with parents, carers and guardians is excellent.
- 5.8 In the EYFS a highly effective management structure enables a clear and ambitious vision for the future development of the setting. Progress since the previous inspection has been excellent, including meeting the recommendation of that inspection through the development of high quality classroom and outdoor resources. The safeguarding of children is carefully ensured in a safe environment. Regular meetings are held to review teachers' planning, to share best practice and monitor the progress children are making. All staff are very well supported through the appraisal schedule where individual targets are set. Regular supervision meetings are held and good opportunities are available for continual professional development. The school actively promotes core British values and equality. Many good links have been established with external agencies.
- 5.9 At all levels, including the EYFS, leadership is excellent and fulfils the aims of the school to encourage all pupils to achieve their academic potential; to promote intellectual curiosity, independence of mind and creativity, and to stimulate a love of learning.
- 5.10 The leadership has clear vision and strategy for the educational direction of the school, it is firmly focused on meeting the individual needs of all pupils and promoting their welfare. The senior leadership team have invested considerable time and thought in initiatives to improve teaching, such as those to develop a culture of staff valuing each other and to enable new staff to undertake a research project in their first year. Leadership successfully encourages staff at all levels to be highly committed and industrious; this promotes the pupils' excellent personal development and exceptional levels of achievement. Leaders embrace opportunities to further the school's international standing, through its extensive international schools' exchange programmes.
- 5.11 Welfare, health and safety procedures are efficiently managed especially in terms of policy implementation and safeguarding. Procedures to protect all pupils throughout the school are rigorous. All staff, volunteers and governors are trained in safeguarding, and welfare, health and safety procedures. Safer recruitment procedures are successfully implemented and recruitment checks are thorough; the single central register is clearly presented, recording is accurate and meets regulatory requirements.
- 5.12 The school has effectively addressed all the recommendations from the previous inspections. The senior leadership team, through a robust school development plan, has overseen the improvements in both indoor and outdoor facilities across all three sites, which has also enabled the expansion of the range of extra-curricular opportunities open to pupils. The senior school has significantly improved the quality and consistency of marking and feedback to its pupils through the development of improved monitoring frameworks by staff. These have been supported by further investment in ICT learning software which has enabled staff to maintain high quality communication with pupils out of normal class time.
- 5.13 The school has an overwhelming commitment to its continuous improvement. Self-assessment is accurate and robust throughout the school and is supported by timely

and accurate tracking on pupil progress. The roles of the senior management teams have recently been comprehensively reviewed and restructured to provide clear lines of responsibility and further high quality support to middle managers. Across all sections of the school, staff are included in the school's ongoing development.

- 5.14 The role of middle managers has been successfully strengthened. These figures undertake purposeful monitoring of colleagues' and pupils' work. A comprehensive programme of staff and support-staff meetings and training provides excellent opportunities for professional development. This leads to careful planning, to fulfil the school's strategic aims.
- 5.15 The school is highly successful in recruiting and retaining high quality staff. A rigorous induction programme, on-going continuing professional development and sharing of good practice supported by a regular appraisal framework ensure that excellent standards are maintained. A comprehensive and carefully targeted induction programme ensures that all staff quickly learn the school's procedures and policies, including safeguarding, welfare, health and safety training. Educational research is encouraged, with staff in their first year at the school expected to undertake some form of research.
- 5.16 In their questionnaire responses, the overwhelming majority of parents had very high levels of satisfaction with the school. The vast majority were satisfied with the accessible information they receive from the school and receive timely responses to their questions. Those parents interviewed were also very positive about many aspects of the school including the high quality of the communication and feedback that they receive.
- 5.17 The school has a suitable complaints policy and procedure for parents and any formal complaints are handled according to the policy.
- 5.18 Parents are actively encouraged to be involved with the school; the EYFS holds settling-in sessions, assemblies and other events, with parents of older pupils frequently invited into school. Sports and performing arts events along with a wide range of information evenings provide opportunities for parents to have contact with staff and governors.
- 5.19 The information provided for parents is comprehensive and of very high quality. Numerous publications including the annual review, parents' handbook, prospectus, preparatory school welcome booklets, and the clubs and society booklet showcase the many opportunities available at the school. The school's website is informative and comprehensive containing newsletters, accessible policies, curricular information and contact details.
- 5.20 Parents with children in the EYFS receive two written reports, while parents of older pupils receive two written reports and a grade report each year. Reports are thorough, colour coded for clarity and include encouraging comments as well as much praise and advice.

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