



INDEPENDENT SCHOOLS INSPECTORATE

NOTTING HILL AND EALING HIGH SCHOOL GDST

INTEGRATED INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

Notting Hill and Ealing High School

Full Name of School	Notting Hill and Ealing High School		
DfE Number	307/6065		
Registered Charity Number	306983		
Address	Notting Hill and Ealing High School 2 Cleveland Road Ealing London London W13 8AX		
Telephone Number	020 87998400		
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Email Address	enquiries@nhehs.gdst.net		
Head	Ms Lucinda Hunt		
Chair of Governors	Mr Julian Simmonds		
Age Range	4 to 18		
Total Number of Pupils	884		
Gender of Pupils	Girls		
Numbers by Age	3-5 (EYFS):	39	5-11: 269
			11-18: 576
Number of Day Pupils	Total:	884	
Head of EYFS Setting	Ms Silvana Silva		
EYFS Gender	Girls		
Inspection dates	08 Oct 2013 to 11 Oct 2013		

PREFACE

This inspection report follows the *ISI schedule*, which occupies a period of four continuous days in the school. The previous ISI inspection was in October 2007.

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) (England) Regulations 2010. The range of these Regulations, which replace those first introduced on 1 September 2003, 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.

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

ISI is also approved to inspect the Early Years Foundation Stage (EYFS), which was introduced in September 2008 and applies to all children in England from birth to 31 August following their fifth birthday. This report evaluates the extent to which the setting fulfils the requirements of the Early Years Foundation Stage Statutory Framework published by the Department for Education (DfE) and follows the requirements of the Childcare Act 2006 as subsequently amended.

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

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

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

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

INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with girls and examined samples of girls' work. They held discussions with senior members of staff and with the chair of local 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 girls. The responses of parents and girls to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

Inspectors

Mr Michael Buchanan	Reporting Inspector
Ms Linda Glithro	Team Inspector (Former deputy head of Junior School, GSA school)
Mrs Elizabeth King	Team Inspector (Former head of pre-prep, IAPS school)
Mrs Seona Rivett	Team Inspector (Former Head of Junior School, HMC school)
Ms Sarah Evans	Team Inspector (Former Head, GSA school)
Mrs Anne Griffiths	Team Inspector (Deputy Head, GSA school)
Mrs Caroline Jordan	Team Inspector (Head, GSA school)
Mr Tom Keenan	Team Inspector (Head of Sixth Form, HMC school)
Mr Andrew McNeil	Team Inspector (Head of Year, HMC school)
Mrs Gillian Bilbo	Co-ordinating Inspector for Early Years

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Notting Hill and Ealing High School, founded in 1873 and located in Notting Hill until 1930 but now in Ealing, West London, is a selective independent, day school for girls from the ages of 4 to 18 years in two sections: junior and senior schools. It is one of 26 schools of the Girls' Day School Trust (GDST). The school is overseen by the trustees and executive of the GDST assisted by a local school governing board (SGB).
- 1.2 The school aims for academic excellence within a warm and supportive environment in which learning in its widest sense flourishes. The school seeks to encourage the girls to take advantage of opportunities, to develop a passion for learning, to take pleasure in everything they do, and enjoy contributing to the wider community thereby developing confidence and independence; tolerance, respect and charity are emphasised. It shares with other GDST schools a commitment to giving each girl the opportunity to develop her own interests and talents to the best of her ability.
- 1.3 At the time of the inspection, the school had 884 pupils on roll, with 576 in the senior school, of whom 141 were in the sixth form, and 308 in the junior school, 39 of whom were in the Early Years Foundation Stage (EYFS) for pupils up to the age of five. The majority of pupils come from the London Borough of Ealing; about one-fifth come from the wider west London area. They are from varied social, ethnic and economic backgrounds and their parents are predominantly professional.
- 1.4 Entry at the age of four into the EYFS is by informal assessment. Entry at the age of seven into Year 3 is by formal testing. The ability profile of pupils in Year 3 is slightly above the national average. Most pupils transfer from the junior to the senior school where they are joined by an equal number from other schools. The ability profile of pupils in the senior school is well above the national average with the ability profile in the sixth form being above the national average.
- 1.5 At the time of the inspection, there were four pupils who receive support for their English of whom three are in the junior school. Eighty-eight pupils receive specialist learning support from the school of whom 23 are in the junior school.
- 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 quality of the pupils' achievement in curricular and extra-curricular activities and their learning is exceptional as is their attainment in national tests at age 11 and at A level. Pupils throughout the school are extremely well educated in line with the school's aim for academic excellence, developing a passion for and pleasure in learning and gaining confidence and independence. Pupils' achievements in the senior school including the sixth form are wide-ranging. They achieve at the highest level in all they do, exhibiting acute intelligence. Pupils' achievements in the junior school including in the EYFS are excellent. They build on their knowledge and skills systematically over time. The pupils in the junior school achieve highly in their linguistic, mathematical and creative learning; their achievement in scientific and design technological skills is not as highly developed. In the senior school, their achievements are of high quality across all areas of learning. Pupils' attitudes are excellent throughout the school including in the EYFS. They thoroughly enjoy their learning, value the opportunities given to them and engage in them with great enthusiasm.
- 2.2 The quality of the pupils' spiritual, moral, social and cultural development is excellent. Pupils consistently demonstrate exemplary behaviour throughout the school including in the EYFS; they are well-mannered, helpful and welcoming. They show a strong sense of spiritual understanding, exhibit a clear sense of right and wrong and are sensitive to those who are less fortunate than themselves. The pupils' social skills are highly developed. The relationships between themselves and with adults and teachers are excellent. The pupils show great poise and facility when communicating. Their natural ease with others is a key strength of the school. The arrangements for pastoral care, welfare, health and safety are all excellent.
- 2.3 Governance is highly successful in ensuring the aims of the school are fulfilled. Great attention is given to planning, monitoring and evaluating the progress of the school. Governors effectively execute their responsibilities for the EYFS, child protection, welfare, health and safety. The SGB is highly knowledgeable of the workings of the school and of the aspirations of the pupils and their parents. At all levels, including the EYFS, leadership is excellent; senior leadership is sensitive and approachable. Honest evaluation gives primary attention to the quality of the pupils' educational experience. The staff as a whole are dedicated, highly motivated and focused on achieving the best for the pupils. Leadership and management maintain excellent links with parents. The school has resolved all the recommendations from the previous inspection by adjusting the balance of the curriculum, strengthening the leadership across the school and ensuring the arrangements for pastoral care are consistently applied.

2.(b) Action points

(i) Compliance with regulatory requirements

2.4 The school meets all the requirements of the Independent School Standards Regulations 2010.

(ii) Recommendation for further improvement

2.5 The school is advised to make the following improvement.

1. Ensure further emphasis is given to developing scientific and design technological skills to the highest levels in the junior 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 exceptional.
- 3.2 Pupils are extremely well educated in line with the schools' aim for academic excellence, developing a passion for and pleasure in learning and gaining confidence, poise and independence. The school has successfully resolved the recommendation from the previous inspection to sustain opportunities for research from the junior into the senior school.
- 3.3 Pupils' achievements in the senior school are outstanding and wide-ranging. Pupils display highly developed evaluative skills using synthesis and in-depth analysis of their learning. They strive for and achieve at the highest level in all they do with acute intelligence, attaining far-reaching outcomes.
- 3.4 Pupils' achievements in the junior school including in the EYFS are excellent. Pupils display high levels of intellect and constantly respond to challenge, building systematically on their knowledge and skills, for example, when children in the Reception classes were determining the rules by which coloured magnets combine or repel. The pupils in the junior school achieve highly in their linguistic, mathematical and creative learning, the latter through enthusiastic engagement in music; their achievement in scientific and technological skills and knowledge is not as highly developed. In the senior school, pupils achieve extremely well in all areas of learning.
- 3.5 From the outset in the EYFS and throughout the school including the sixth form, outstanding levels of knowledge, understanding and skills are evident in curricular and extra-curricular activities. The pupils are highly articulate; they thrive on opportunities to express their ideas and opinions, to question and to challenge. They embrace debate and have highly developed linguistic skills, for example, when speaking confidently in Mandarin. Pupils listen intently to one another. They are sensitive to others' views and share ideas with evident respect. Reading from the earliest years is strong, demonstrating excellent understanding and grammatical analysis of challenging texts in English and other languages. Writing demonstrates sophistication well beyond their age. Listening skills are particularly well developed in the EYFS and children are meeting the Early Learning Goals well; for example, they know most letter sounds and can confidently manipulate numbers up to twenty.
- 3.6 Throughout the school, logical and creative thinking is of a high quality. Mathematical thinking and application are likewise extremely strong; for example, pupils in the junior school displayed excellent knowledge and application of mass when estimating the weights of food products and older pupils showed highly developed understanding of magnetic domains. Achievement in music is exceptional throughout the school with the youngest girls performing with advanced musical confidence. In physical activities and sport, achievement is high in both the junior and senior schools. Leavers from the sixth form are consistently successful in attaining places at the most selective universities in the United Kingdom and overseas.
- 3.7 Pupils excel in a wide variety of activities. They are successful within the school, the local community and at national level including winning accolades at music festivals and sports competitions. Large numbers successfully complete the Duke of

Edinburgh's award scheme (DofE), speech and drama qualifications and participate in choir and concert tours.

- 3.8 The following analysis uses the national data for the years 2010 to 2012. These are the most recent three years for which comparative statistics are currently available. In the junior school, the pupils' attainment in national tests at the age of 11 has been exceptional in relation to the national average for maintained primary schools. These very high standards have been maintained in 2013 with almost all pupils achieving Level 5 in both English and mathematics. In the senior school, results at GCSE have been well above the national average for girls in maintained schools and above the average for selective schools. IGCSE results in mathematics and science have been higher than worldwide and UK averages. In 2013, 92% of results in GCSE were awarded A*/A, and the standard in IGCSEs has been similarly sustained. A-Level results have been exceptional in relation to the national average for girls in maintained schools and well above the average for selective schools. In 2013, 70% of results were awarded A*/A. At all stages in the school, pupils make excellent progress in relation to the average for pupils of similar ability. Those pupils with SEND and EAL also make excellent progress because of the individual support they are given by staff, and more able pupils are challenged very effectively in the tasks they are set so that they, too, progress extremely well.
- 3.9 Pupils' attitudes are excellent. Throughout the school they thoroughly enjoy their learning and value the opportunities given. They work well both independently and in groups and co-operate fully in all aspects of school life. Pupils display inquisitiveness, flexibility and high intellect. They often show initiative from the youngest age; the sixth form pupils lead the way.

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

- 3.10 The curricular and extra-curricular provision is excellent.
- 3.11 It fulfils the school's aims of providing stimulus and challenge where every girl has the opportunity to achieve her best. In the senior school there are extensive opportunities, flexibly implemented, which include, for example, Mandarin and ancient Greek. The curriculum offers breadth and challenge covering the full range of required areas of experience from the EYFS upwards, and is available to all the girls regardless of ability. The curriculum in the junior school is well balanced and meets the needs of the pupils. Lively and imaginative daily learning tasks in the EYFS capture the children's attention, inspire them to make informed choices of activities and successfully meet the needs of all.
- 3.12 Throughout the school, learning support for those with SEND and challenge for the most able and/or talented are successfully provided and are sensitively tailored to their needs through well-planned support in lessons, including individualised tasks and specialist teaching when required. In the EYFS, children with EAL are well supported through the focused use of classroom assistants to help practice specific language skills. In the sixth form, there are good opportunities for independent learning including, for example, the extended project qualification (EPQ). An extensive careers education programme is well supported by parents and former pupils and there is an increasingly fruitful emphasis in Years 7 to 9 on providing an insight into the world of work; pupils are well informed about career and higher education choices. All sixth formers undertake a general studies programme that supports and enriches their studies. The school successfully offers sixth-form pupils a flexible choice of A Levels suited to their individual strengths and interests

including some exclusive to this stage such as computer studies. The school has responded positively and successfully to the recommendations from the previous inspection with regard to the balance of time spent learning modern languages and the balance of practical and aesthetic subjects.

- 3.13 Extra-curricular provision is wide-ranging and of high quality as are the links the school has with the community, for example in supporting a local primary school. They both add coherence, depth and excitement. Academic subjects in the senior school contribute extensively to the programme alongside sport, music and drama. The development of leadership and personal responsibility effectively supports many of the activities in the junior and senior schools. Pupils do well in external competitions. They eagerly participate in many local, national and international visits and expeditions which enhance their educational experience and develop their character.

3.(c) The contribution of teaching

- 3.14 The contribution of teaching is excellent
- 3.15 The teaching in the senior school and most in the junior school enables excellent progress to be made. The school succeeds in its aims of stimulating intellectual curiosity and developing an ethos of success for all.
- 3.16 Teaching is invariably well planned, challenging and imaginative. Information and communication technology (ICT) is fully integrated in all aspects of teaching and is used extremely effectively. Clear routines are established. Teachers have high expectations of the pupils and promote independent learning and reasoning, as seen, for example, in the detailed textual analysis of a Shakespeare play. Teachers know their pupils very well. Their genuine enthusiasm is infectious, encouraging girls to play a full part in lessons. Expert questioning is a strong feature of many lessons. Pupils are frequently required to think for themselves and to take responsibility for their learning, as in a sixth-form history lesson debating aspects of the French revolution. The teaching is characterised by the warmth of the relationships between pupils and teachers; it is this particular interaction that leads to enjoyment and fun. On occasion, where teaching is less successful, the most able pupils do not have the freedom to progress at their own rate.
- 3.17 EYFS teachers and assistants apply detailed knowledge of the children in their meticulous planning for their needs. Careful observation of the children allows them to plan the next steps in their learning and personal development. They successfully employ a range of approaches which suit individual children.
- 3.18 Assessment, including regular, thorough marking in most areas, is used extensively across the school. This is a key feature of the success of the school. Pupils profit from frequent oral feedback. Peer and self-assessment are used skilfully, giving girls regular opportunities to monitor their own progress and set targets for improvement; pupils make perceptive and supportive comments about each other's work. Teachers and the leadership teams of the junior and senior schools also carefully monitor the pupils' progress and provide judiciously targeted support where it is needed.
- 3.19 Homework is set regularly. It is highly successful in supporting the pupils' learning. A few senior pupils, in their responses to the questionnaire, stated that they did not agree that teachers make sure they have the right amount of work. From scrutiny of

pupils' workbooks, observations in lessons and in interviews with pupils, there is no evidence to substantiate this concern.

- 3.20 Teachers have an excellent command of their subjects and of the facility to teach; this is a defining feature of the school's provision. For example, in a sixth-form German literature lesson, pupils engaged in an exceptionally well-directed discussion of their set text, showing intellectual skills of the very highest order on the part of both the teacher and the pupils. Resources produced by teachers are of a uniformly high standard; activities in lessons follow a wisely planned sequence, moving the pupils seamlessly from one activity to another and developing their understanding. Demanding tasks are the norm and girls routinely respond positively to such demands.
- 3.21 Planning takes careful account of pupils' individual requirements and the girls value and appreciate the freedom to explore without limit. Anticipation for the needs of girls with SEND and EAL is extensive; teachers provide key resources in appropriate formats, prepare a range of varied tasks and offer individual support as required. The needs of the most able pupils are similarly met; for example, in Latin, pupils were challenged to analyse and interpret a piece of prose collaboratively; in art, the pupils had the freedom to explore, experiment and evaluate their use of a wide variety of media in their chosen area of study.

4. THE QUALITY OF THE GIRLS' PERSONAL DEVELOPMENT

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

- 4.1 The quality of the pupils' spiritual, moral, social and cultural development is excellent.
- 4.2 The pupils thoroughly enjoy school life and benefit from the respectful relationships they develop with their peers and with adults including their teachers. The pupils' social skills are highly developed. Their communication skills are outstanding and the girls are very welcoming and polite, such as when the prefects acted as hosts and presenters at a parents' event. They reflect well their own pride in their school community and significantly contribute to it. The school has succeeded in creating a warm and supportive ethos which makes the pupils feel valued and nurtured. This, in turn, develops their self-esteem. By the time the pupils leave the school their personal qualities are exceptionally well developed. This is a key strength of the school.
- 4.3 Pupils show a very strong sense of spiritual awareness. Their responses in subjects such as art, music and drama illustrate their growing sensitivity to the beauty of the world around them and help them to develop further their own appreciation of their place in the universe. The pupils' understanding of values and beliefs, including religious beliefs, is well developed, notably in subjects such as religious studies, personal, social, health, cultural and economic education (PSHCEE), English and the humanities; for example, senior pupils took part in a thought-provoking debate about the justification for war against a background of Christian belief, and younger pupils contemplated nature on a visit to a local park.
- 4.4 Pupils consistently demonstrate excellent standards of behaviour in the junior and senior schools; they are courteous, helpful and friendly. They adapt quickly to the school's expectations of conduct and have a clear sense of right and wrong. Moral issues are discussed widely and the school's carefully planned PSHCEE programme actively encourages the pupils to reflect upon ethical issues such as euthanasia, inequality and racism. In physical education lessons the emphasis was very much on understanding fairness in a competitive context.
- 4.5 Pupils show regard for those who are less fortunate than themselves in their immediate community and beyond by giving generously and acting directly to support chosen charities to which they themselves often have a personal commitment. For example, some senior pupils participated in a ten kilometre walk in aid of a national charity during the inspection. The pupils are self-confident yet outward looking, appreciating the needs and feelings of those around them.
- 4.6 Pupils' cultural awareness is extremely well developed and it is significantly enhanced by the extensive and imaginative programme of day and residential visits both locally, such as galleries in London, and further afield which successfully extend girls' awareness of other cultures and environments. They have harmonious and tolerant relationships and seek opportunities to explore other cultures either directly with their peers or during lessons and activities; for example, in a sixth-form art lesson the pupils showed excellent appreciation of the work of many artists and used this inspiration to carry out in-depth studies of the natural and man-made world. Many pupils benefit from the numerous drama groups; at one rehearsal, pupils showed a sensitive interpretation of unfamiliar social customs by their effective use of body language.

- 4.7 Pupils successfully learn what it means to be a citizen and develop their knowledge and understanding of political institutions, the justice system and finance; for example, junior pupils visited the Houses of Parliament and, on their return, produced an interesting evaluation of their visit. Pupils experience democracy through elections for senior leadership and school council positions in both the junior and senior schools. In their responses to the pre-inspection questionnaire, most felt that the school provided them with many opportunities to take on roles and responsibilities such as sixth formers being a big sister to a Year 7 girl and playground pals in the junior school. This is something that they enjoy and carry out with authority and sensitivity, resulting in a thriving and harmonious environment in which the girls flourish.
- 4.8 Children in the EYFS work well in groups and independently. They make informed choices of activity and learn to respect personal boundaries; for example, when sitting on the carpet, they listen attentively to each other's opinions. The children prepare successfully for their move to Year 1 by sharing the nativity play with the Year 1 girls and by visiting their classrooms. These steps ensure a smooth transition.

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

- 4.9 The contribution of arrangements for pastoral care is excellent.
- 4.10 The school clearly meets its aim to provide a warm and supportive environment where girls feel valued and are listened to, where they develop their confidence and where they are encouraged to show respect for all. Comprehensive support is provided by teachers in tutorial lessons and outside. They are effectively supported by the leadership of the senior and junior schools. Together this provides pupils with highly effective care and guidance throughout all years of the school. Regular reviews are held in both schools to ensure issues of concern are resolved and communicated efficiently. Further care is provided by the on-site nursing and counselling team which is easily accessible and highly valued.
- 4.11 The contribution of the EYFS provision to the children's wellbeing is excellent. The constant vigilance of the staff, and particularly the key persons, ensures the children's safety and development, resulting in confidence when asking for help. The golden rules are well understood by even the youngest child and are constantly reinforced to great effect. The daily allocation of classroom jobs, such as the tidy up queen or fruit monitor, develops a sense of personal responsibility. The children are encouraged to eat healthily and are guided unobtrusively to make balanced choices. They are able to manage their personal hygiene and understand well the benefits of exercise and fresh air.
- 4.12 The school has a suitable accessibility plan to increase the educational access for pupils with special educational needs and/or disabilities. Appropriate steps are taken to provide facilities to ensure that pupils with physical difficulties can easily access the buildings. Pupils' exercise needs are well met, and increasingly so following the upgrade of the sporting facilities. They understand the importance of regular exercise and healthy eating. At lunch the food is highly rated and is both nutritious and plentiful.
- 4.13 In their responses to the pre-inspection questionnaire a small minority of pupils expressed the view that the school doesn't act on issues raised by the pupils. Inspectors found that regular surveys, often run by the pupils themselves, and the

active school councils in the junior and senior schools give the pupils the opportunity to raise issues which are addressed by the school leadership. These work effectively and have resulted in successful collaboration within the school; for example, pupils played a part in adding to the design of the new building and gaining funding for additional playground equipment in the junior school.

- 4.14 There is an authentic sense of community with warm relations between girls and teachers and amongst the girls themselves. A small minority of girls in the senior school in their responses to the pre-inspection questionnaire felt that the application of sanctions and rewards was not always done with fairness by their teachers. It is clear through lesson observations and interviews that great care is taken to monitor the fair use of rewards and sanctions. Programmes such as 'big sister' and subject mentoring provide excellent support and younger girls value these interactions. Behaviour is impeccable and active strategies are in place to guard against bullying, including anti-bullying week activities, regular PSHCEE lessons and cyber-bullying mentors. An overwhelming number of parents agreed in the questionnaire that the school achieves a high standard of behaviour and that their child is well looked after at the school. In their responses to the pre-inspection questionnaire, a small minority of pupils expressed the view that the school does not always deal with any bullying that occurs. Direct observations and interviews with pupils at the school did not provide evidence to support this view. Inspectors found that written logs of the occasional incidents that do occur show that the school acts swiftly to constructively address problems, particularly with bullying or cyber-bullying, and subsequently reviews actions taken. A very high proportion of the pupils stated in the questionnaire that they like being at the school.

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

- 4.15 The contribution of the arrangements for welfare, health and safety is excellent.
- 4.16 The arrangements support the aims of the school and the pupils' personal development extremely well. Safeguarding arrangements are systematic, thorough and well implemented. The school takes seriously its duty to train the entire staff in safeguarding and child protection. Within the EYFS all necessary welfare and safeguarding measures are taken to ensure the safety of the pupils and all related policies and procedures are implemented rigorously.
- 4.17 Pupils are well supervised during breaks and activities, the arrangements being appropriate to their age. The school has taken the necessary steps to guard against the risks from fire and other hazards; this was evident from a fire alarm which went off after school during the inspection, when the staff effectively cleared the buildings and quickly ensured that the pupils and adults were all accounted for.
- 4.18 The health and safety policy and its implementation are regularly reviewed and the school has effective and well organised arrangements and procedures to monitor risks and mitigate them. Medical care, provided by the school nurse and trained first aiders, is appropriate and pupils who feel unwell are expertly cared for in a specialist facility. Good arrangements are also made for pupils with disabilities or particular needs.
- 4.19 Attendance and admission registers are suitably 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 Governance is extremely successful in ensuring the aims of the school are fulfilled. Great care and detail is taken to plan, monitor and evaluate the development of the school. The Council of the GDST, with and through its executive officers, provides highly effective oversight and impetus for development. Well understood, timely and carefully implemented procedures and thorough, regular reports allow the Council to monitor and evaluate the standards achieved and invest in the staff and resources of the school, for example in the excellent new facilities in the senior school.
- 5.3 The GDST executive provides effective oversight of the EYFS through regular reports and checks carried out by an external specialist. Governance is effective in discharging responsibilities for child protection, welfare, health and safety. An annual review of the school's arrangements for safeguarding is successfully conducted by the GDST.
- 5.4 The local SGB adds an influential dimension to the oversight of the school by successfully providing critical support to the headmistress. Through regular visits and involvement in events, it is highly knowledgeable of the workings of the school and has a finely attuned understanding of the aspirations of the pupils and their parents as well as a detailed knowledge of the strengths of the staff. The SGB is expertly led, working closely with the leadership of the school and thereby contributing significantly to its success.

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 At all levels including the EYFS, the leadership is excellent and fulfils the aims of the school. The junior and senior schools benefit from the sensitive and approachable senior leadership which, through its dedication and focus, motivates and emboldens the staff. The energetic and collaborative leadership inspires the pupils to grasp opportunities and achieve well beyond their own expectations. Honest evaluation concentrates on the quality of the girls' experience, for example, during a discussion about developing the vision for sport in the school. Leadership and management are consistently strong across the whole school. The school has effectively addressed all the recommendations from the previous inspection.
- 5.7 The school is successful at recruiting and retaining first class, able and lively staff and ensuring, through systematic training, an acute awareness of their roles in safeguarding, welfare, health and safety. Safer recruitment procedures are successfully implemented and recruitment checks are thorough; the single central register is clearly presented and recording is accurate.
- 5.8 A strong culture of high performance exists, helped by regular appraisal and training which allows staff to develop to their own and the school's benefit. The staff feel valued and included in the school's development.

- 5.9 Careful planning, related to the school's strategic aims, is evident with contributions included from both teaching and non-teaching staff. Rigorous monitoring of the quality of teaching and learning takes place through direct observation in the classroom and extensive use of examination and other data; trends and features are reported, analysed and acted upon. The whole school is generously resourced and resources are well used. The school benefits significantly from the new building at its heart.
- 5.10 In the EYFS, effective monitoring and mapping of the individual child's achievements against the Early Learning Goals ensures that progress is checked and action planned if needed. EYFS staff are effectively supervised, appraised through direct observation and participate in self-evaluation. Leadership and management are excellent and the teamwork displayed by the EYFS teachers and their assistants is an outstanding feature of the setting.
- 5.11 In their responses to the pre-inspection questionnaire, parents were overwhelmingly positive about the school and their daughters' experiences as a result of the clear, energetic and focused leadership. Nearly all parents would recommend the school to others.
- 5.12 Links with parents throughout the school are strong and firmly support the aims of the school. A close and supportive relationship is maintained with parents supported by easy and open lines of communication. Concerns are carefully handled in accordance with published policies and the school endeavours to resolve them quickly and courteously.
- 5.13 Relationships with parents of EYFS children are warm and close. Parents have daily contact with staff and are encouraged to contribute to their child's profile folder of progress. Reports and consultations successfully identify targets for individual children for future development.
- 5.14 Parents of current and prospective pupils are provided with a wealth of information about the school. The parent portal and regular electronic bulletins provide a wide range of information about events, activities and sports fixtures. There are frequent and numerous opportunities for parents to be involved in the work and progress of their child, including music, sport and drama events, and briefings as their child advances through the school, such as the well-attended sixth-form information evening.
- 5.15 Alongside helpful, detailed and focused written reports, parents speak directly with their child's teachers. They are extremely satisfied with the information provided by the school about their child's progress and they express confidence that the pupils are well prepared for the next stage of their education.
- 5.16 The parents' association, the Parents' Guild, actively contributes to the success of the school by organising the annual careers evening in the senior school and parenting talks in the junior and senior schools, as well as social events. The guild is successful at raising large sums for the school and parents are actively involved as volunteers in clubs, reading with children, accompanying visits and as members of school choirs, all of which add to the excellent raft of links that unite the parents and school.

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