



INDEPENDENT SCHOOLS INSPECTORATE

INTEGRATED INSPECTION

QUEEN ELIZABETH GRAMMAR SCHOOL

INDEPENDENT SCHOOLS INSPECTORATE

Queen Elizabeth Grammar School

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

Full Name of School **Queen Elizabeth Grammar School**

DfE Number **384/6115**

Registered Charity Number **1088415**

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Head **Mr David Craig**

Chair of Governors **Mr John McLeod**

Age Range **11 to 18**

Total Number of Pupils **687**

Gender of Pupils **Boys**

Inspection Dates **10 Nov 2015 to 13 Nov 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 second cycle inspection was in November 2009.

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

Inspectors

Mrs Gwen Caddock	Reporting Inspector
Mrs Christine Cunniffe	Team Inspector (Principal, Society of Heads/ISA school)
Mr Geoffrey Hill	Team Inspector (Former Head of Department, HMC school)
Mr Mark Hoskins	Team Inspector (Headmaster, HMC school)
Mrs Anne Price	Team Inspector (Former Staff Development Co-ordinator, HMC school)
Mrs Lynne Renwick	Team Inspector (Headmistress, GSA school)

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Queen Elizabeth Grammar School, Wakefield is a day school educating boys between the ages of 11 and 18. The school was founded by Royal Charter in 1591 in the city centre. The school moved to its present site on Northgate in 1854 and forms part of the Wakefield Grammar School Foundation group of four schools, including the junior school. The school aims to enable every boy to fulfil his academic potential, to instil high standards of behaviour and to nourish a moral awareness, with qualities of tolerance, altruism and understanding of others, both within and outside the school. It seeks to encourage every pupil to take part in a wide range of extra-curricular activities and through this to develop self-confidence and skills such as leadership.
- 1.2 The Foundation provides a central administration centre, and a single governing body has oversight of all the schools. A general purposes committee has specific responsibility for the two schools for boys. The Foundation is a charitable company limited by guarantee and all members of the governing body form the trustees. The school occupies the original purpose-built Victorian premises, which have been added to considerably over recent years with the development of specialist facilities including science laboratories, a sports hall, a theatre, a learning resource centre and a sixth-form centre. Extensive playing fields are a short walk away from the main school site.
- 1.3 The school has 687 pupils on roll, including 192 in the sixth form. The school selects pupils on the basis of ability. The ability profile of pupils in Years 7 to 11 is above the national average, with around one-third of pupils well above this average and few below it. In the sixth form the ability profile is above the national average; most pupils have ability that is at least above this average, with few below it. Pupils come from a wide Yorkshire catchment area including the towns of Wakefield, Barnsley, Doncaster and Huddersfield. They are drawn from a wide range of cultural backgrounds. Sixty-three pupils have been identified as having special educational needs and/or disabilities (SEND) and they receive specialist support. No pupil currently has an education, health and care plan, and none has English as an additional language.

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 Academic standards are excellent in all areas. Pupils are excellent learners, in both basic skills and in higher level independent learning and thinking. They excel in many extra-curricular pursuits and in sporting, musical, artistic and drama activities within the school, locally and up to national level. Older pupils run activities for both the younger boys at the school and at the junior school. The breadth of the curriculum and the flexible approach ensure that pupils are able to study a wide range of subjects, both at GCSE and A level. The development of the Queen Elizabeth Enrichment and Development (QED) programme, a Wednesday activities afternoon, has ensured that pupils experience many different opportunities, which they highly appreciate. Teaching is excellent; pace, variety of task and constant feedback are the hallmarks of successful lessons.
- 2.2 The personal development of pupils is excellent. Both this and the fundamental values that help to define Britain are actively promoted. Mutual respect and tolerance of those of different faiths and beliefs are at the core of the school community. Pupils are mature, courteous and interested in others; they develop high moral standards, with a clear understanding of right and wrong, and are able to make their own choices and decisions. They are skilled charity fund raisers, and contribute in many ways to the local community. Older pupils expressed the view that equal recognition is not given to significant achievements across the range of extra-curricular activities. Social development is excellent; pupils relish taking on responsibility and are good citizens of the school. Within the diversity of the school population, pupils show respect for their own culture and the culture of others. Pastoral care is excellent. A strong framework of clear responsibilities and meetings, supported by highly effective communication, underpins dedicated care for pupils. Arrangements for welfare, health and safety are excellent, and all the required policies and procedures are in place to safeguard pupils and ensure high standards in this regard.
- 2.3 Governance is excellent; the governors fully discharge their legal responsibilities, including the annual review of safeguarding. They ensure careful financial management and offer both challenge and support to the senior management team in the school. They have long-term plans to further develop the school. The leadership and management of the school are excellent, and since the previous inspection standards of learning, achievement and teaching have improved significantly. The team has developed excellent relationships with parents. The governors and leadership and management of the school have ensured that all legal requirements have been met and that plans have been fully implemented. The school has met the recommendation of the previous inspection to address inconsistencies in the standards and thoroughness of marking. Assessment and marking have been a key focus for development; standards are now high.

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. Develop the rewards system for older pupils to include equal recognition of significant achievement in all areas of school life.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

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

- 3.1 The quality of pupils' achievements and learning is excellent.
- 3.2 The school achieves its aim to fulfil all pupils' intellectual potential within an inspirational and distinctively boy-centred learning environment, and learning and achievement have improved since the previous inspection.
- 3.3 Pupils show an excellent level of knowledge, understanding and skills at all levels. They strive for excellence, and achievement is significant in all areas of curricular and extra-curricular activities, within a highly competitive and supportive environment. Pupils achieve high standards in speaking, listening, reading, writing, independent thinking and physical education. Pupils are successful in achieving places at universities, including those with highly competitive entry standards.
- 3.4 The achievements of pupils in extra-curricular activities is excellent and in some cases, exceptional, most notably the under-fifteen rugby team reaching the finals in an external competition for three consecutive years and winning at Twickenham in March 2015. Pupils' sporting achievement extends to regularly winning county championships in hockey and representing England in a number of sports. Artwork displayed across the school shows sophistication and creativity, and the quality and complexity of repertoire delivered by the many ensembles offer challenge and obvious enjoyment to all musicians. Pupils benefit greatly from the QED programme, developing new interests and leadership skills.
- 3.5 The following analysis uses the national data for the years 2012 to 2014. These are the most recent three years for which comparable statistics are currently available. Results at GCSE have been well above the national average for boys in maintained schools and above the national average for boys in maintained selective schools. Almost all pupils have gained at least five GCSEs at grade C or above; 75% gained grades A* or A. Results in International GCSE (IGCSE) subjects have been higher than worldwide norms, and results in mathematics have been higher than UK norms. The 2015 results for GCSE and IGCSE, for which no national comparisons are yet available, are consistent with previous years. Results at A level have been well above the national average for boys in maintained schools and above the national average for boys in maintained selective schools, showing slight improvement over the 2012 to 2014 period. More than 50% of pupils have gained grades A* or A, and over 80% grade B or better. The 2015 results for A level, for which no national comparisons are yet available, are consistent with previous years.
- 3.6 The level of attainment at GCSE and A level, and standardised measures of progress, in conjunction with the work seen during the inspection, indicate that pupils make excellent progress in relation to the average for pupils of similar abilities. Demanding extension work ensures that the most able achieve their potential but all pupils are encouraged to challenge themselves. Pupils with SEND make exceptional progress because they receive carefully focused support and assessment information that enables them to understand what they must do to succeed. Gifted and talented pupils make excellent progress through the encouragement they receive to take all the opportunities open to them.
- 3.7 The pupils' attitudes are an outstanding feature of the school. They are effective independent learners, are well motivated and take great pride in their school.

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

- 3.8 The contribution of curricular and extra-curricular provision is excellent.
- 3.9 The curriculum provides both depth and breadth in the requisite areas of learning, and fulfils the aims of the school to provide a stimulating and challenging curriculum that enables pupils to achieve their potential. Pupils develop intellectual curiosity and creativity, and become independent learners. The curriculum does not undermine fundamental British values. The school's provision through the personal, social, health and economic education (PSHEE) programme, the work of many departments, assemblies and visits ensures that due prominence is given to concepts such as democracy, tolerance and the rule of law.
- 3.10 The curriculum is appropriate for pupils of all ages and abilities. In Year 7, pupils experience a broad curriculum, with three separate sciences and an introduction to Latin, drama and music. A second modern foreign language is added in Year 8 and these foundations allow pupils to play to their strengths at GCSE, able to choose a wide range of pathways. The school is successful in identifying and supporting at an early stage those pupils who have particular gifts or talents, and those who are particularly able, within the context of its selective admissions policy. This is also true for pupils with SEND, whose needs are identified quickly, and whose progress is carefully monitored.
- 3.11 In the sixth form, a wide range of subjects and flexibility of choice are extended by close links with the other Foundation senior school. Pupils' experience is enriched by the option of an A level in general studies, together with a programme of guest speakers and the Extended Project Qualification, which provides further academic challenge. Together with the many academic societies, these provide excellent preparation for pupils applying for the most competitive university courses.
- 3.12 The curriculum has been greatly extended by the introduction three years ago of the QED programme, which takes place within the timetable during the school day. Discussions with pupils and staff show this to be highly successful in fulfilling the aim of the school to develop pupils' creativity, resilience and leadership. Some pupils teach other pupils, and some establish and run activities. The Year 7 QED programme introduces the youngest pupils to the choice and experience available. From Years 8 to 13, in many options pupils work in mixed age groups, developing teamwork and communication skills, and strengthening the relationships of older and younger pupils. The programme provides an extensive range of nearly 100 activities, choices ranging from Mandarin Chinese to go-karting, and from baking to computer programming. The activities broaden pupils' experience and develop their learning and independence.
- 3.13 Excellent provision is made for pupils pursuing acting, artistic and musical interests, for example with numerous orchestras, concert and wind bands giving regular performances for different age groups. The Duke of Edinburgh's Award scheme provides the opportunity for service in the community. Sport is also a key strength of the school, with regular regional and national titles gained in rugby. Hockey and cricket are also very strong, and participation rates in these sports and others is monitored. On a typical weekend, around half the pupils represent the school in matches. As highly competent learners, all pupils are encouraged to stretch themselves intellectually in many ways, including participation in a number of national competitions such as Olympiads in many disciplines; younger pupils are supported in these challenges by academic prefects.

- 3.14 The curriculum and extra-curricular activities are supported by numerous national and international visits and tours. Pupils feel that these opportunities enhance their learning and their personal skills. There are a growing number of pastoral and team-building visits to foster excellent relationships and further develop the outstanding attitudes that pupils have towards their education. Pupils are also involved in the local community and in charity work, which encourages them to think about the world outside the school. Every year group in the school organises its own fund-raising activities to support its chosen charity.

3.(c) The contribution of teaching

- 3.15 The contribution of teaching is excellent.
- 3.16 The contribution of teaching to promoting pupils' progress is excellent. The school thus realises its aim to fulfil individual pupils' intellectual potential within an inspirational and distinctively boy-centred learning environment.
- 3.17 Pupils benefit significantly from the development of an approach based on educational research into how boys learn best. Since the previous inspection, the school has developed a teaching strategy centred around transferable skills, frequent changes in pace and realisable challenges. This has proved very successful and is a distinctive feature of the school. The delivery of this initiative is scrupulously monitored by the senior management team and by departmental heads to ensure a consistency of approach throughout the school. The success of the scheme is realised in the pupils' attitude to their work: in all year groups they are attentive and highly motivated, showing obvious enjoyment in their lessons.
- 3.18 The highly experienced, knowledgeable staff provide a wide range of learning strategies to encourage pupils to engage fully in their work. Lessons are always well planned, with tasks to extend and challenge pupils of all abilities. In almost all cases, the pace is brisk, ensuring that the pupils are always focused and attentive. All, including the most able, are provided with a variety of suitable tasks to extend their knowledge and deepen their understanding. Those with particular needs receive sustained, sensitive support to help and encourage them with their studies. All pupils are treated as individuals and are given the attention needed to maximise their educational experience. The high expectations that the teachers have for each and every pupil instil an ethos of positivity and industry, encouraging all pupils to work hard, regardless of ability. Throughout the school, an integral aim of the teaching is to instil a secure knowledge of study skills and an understanding of the importance of self-reflection as a tool for academic progress. Teachers run clinics at lunchtime to allow pupils to reinforce their learning or catch up on missed work. This provision is much appreciated by pupils. Relationships between staff and pupils are warm and caring, underpinned by mutual respect. Pupils at all stages express their appreciation of the co-operative, supportive learning environment. They acknowledge that their notable achievement and progress reflect the inspirational help given to them by their teachers.
- 3.19 The school's assessment system is of an excellent quality. In response to a recommendation of the previous inspection, a well-structured and thorough monitoring system has been developed to secure greater consistency in marking. Consequently, teachers know their pupils very well, and are able to provide appropriate individual support. The setting of challenging but realistic targets is central to the ethos of the teaching. Success is based on individual improvement rather than a judgement of standards, encouraging pupils of all abilities to do their

best. Marking almost always includes a comment on what was successful as well as ways in which the work could be further improved. Teaching encourages pupils to be responsible for their own learning, for example by adding further annotations to their written work, formulating their own short-term targets or noting omissions. Peer marking is used effectively. Pupils spoke very highly of this system, claiming that it is instrumental to their excellent progress not only in their subjects but as learners; the attitude they have developed towards their work is exemplary.

- 3.20 Teaching positively 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 school takes active steps to promote both the pupils' personal development and their understanding of the key values that characterise modern Britain. Recently, the democratic process has been fully explored in the context of Scottish devolution and the General Election, which resulted in pupils putting what they had learnt into practice in a mock election. Through lessons, discussions and visiting speakers, pupils learn about the rule of law and individual liberty. Groups of pupils visit a local magistrates' court and Parliament to see how national government works, and have had a tour around 10 Downing Street.
- 4.3 The pupils' spiritual development is excellent. They are self-confident and mature, and are sensitive to the needs and views of others. Pupils of all faiths and those of none benefit from opportunities to express their beliefs by leading or taking part in assemblies in a variety of ways. Pupils take every opportunity for reflection and debate on challenging issues, both in class and in the debating chamber.
- 4.4 The moral development of the pupils is excellent. They have an acute sense of right and wrong, and their exemplary behaviour around school is seen to underline this. They understand the reason for rules in school and the wider community. Pupils are consistently polite and courteous. They understand and respect English laws, as well as moral and ethical values.
- 4.5 Social development is excellent. The school strongly encourages interaction between all groups, and pupils pursue this naturally and openly. They relate extremely well to each other, across all ages and backgrounds. Pupils are also very respectful towards visitors to the school and members of staff. The pupils are proud of their school, and of each other's achievements and their own. They eagerly take on positions of responsibility, particularly in the sixth form as academic and form prefects. Roles of responsibility held by younger pupils include the Year 8 'buddy' scheme, helping new pupils in Year 7 and the role of library assistants. Pupils have a clear understanding of the needs of those less fortunate than themselves in society, and in year groups they organise charity fund-raising events throughout the year, with considerable success: Year 8 pupils recently completed their annual efforts and had raised over £1,600. Pupils also work in the local community as part of their service for The Duke of Edinburgh's Award.
- 4.6 Pupils' cultural development is excellent. They have a respect for each other regardless of their cultural background, or personal circumstances and characteristics. Cultural development is promoted in many curriculum areas, including music, art and drama. Pupils are given opportunities to discuss wide-ranging cultural issues, for example in PSHEE. In a history lesson, discussions showed their understanding of the current refugee situation in Europe. Pupils gain an appreciation of and respect for Western cultural traditions. They also have opportunities to extend further their awareness by participating in the numerous trips on offer to various countries.
- 4.7 Overall, pupils demonstrate an excellent standard of personal development, which is a significant strength of the school. By the time they leave the school, they are well-rounded individuals who are mature, self-assured, articulate and confident.

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

- 4.8 The contribution of arrangements for pastoral care is excellent.
- 4.9 Pastoral care is a strength of the school, with staff providing highly effective support and guidance to pupils of all ages, in line with the school's aims. The structure of form tutors, heads of year and section heads, supported by the deputy head, along with regular meetings and good communications support the pastoral work of the school effectively. The school environment and this support system are well suited to the needs of pupils, and staff work hard to ensure that pupils develop self-respect and respect for each other. Pupils are encouraged to make the most of the opportunities on offer.
- 4.10 Relationships between staff and pupils and among pupils themselves are excellent. Pupils are mutually supportive, with sixth-form prefects acting as excellent role models in Year 7 form time. In responses to the questionnaire, a small minority of pupils indicated that the school does not ask for their opinions. The inspection evidence did not support this view. The pupils are regularly consulted in the end-of-year self-review and QED questionnaire, which both inform future planning, for example giving pupils input into the QED activities offered. Pupils of all ages expressed their appreciation of the head's Wednesday morning 'open-door' policy; they are confident that they are welcome to talk to him directly.
- 4.11 Sport plays a prominent role in the life of the school. Importance is placed on nutrition, and the choice of well-balanced meals provided, combined with regular exercise, promotes a healthy lifestyle. Responses to the pre-inspection questionnaires indicated that the food could be improved. However, in discussions, pupils said that they enjoy the food on offer.
- 4.12 The school is highly successful in promoting good behaviour and guarding against harassment and bullying. The policy and practices to prevent bullying are clear and carefully implemented; records scrutinised during the inspection show that the occasional bullying incidents are dealt with effectively. In response to the questionnaires, a very small minority of pupils and a few parents indicated that bullying is a concern. In discussions, pupils of all ages said that bullying was not an issue, and the records held by the school support this view. The school fully educates pupils about the anti-bullying policy and issues of cyber-bullying in PSHEE and assemblies, supported by an acceptable use contract signed by all pupils. In discussions, all pupils said that they feel very safe. Pupils know where to seek help and trust in staff to deal with issues effectively. Pupils in Year 7 appreciate their Year 8 'buddies'.
- 4.13 In response to the questionnaire a small minority of pupils felt that sanctions given by teachers are not always fair, and a few said that rewards are not given consistently. Inspection evidence did not fully substantiate these views; discussions and records showed that poor behaviour is fairly but effectively dealt with, in line with clear expectations, and that in most respects the school's reward systems are employed as intended. However, older pupils noted that significant achievements in extra-curricular activities are not recognised equally, and inspection evidence supported this view.
- 4.14 The school has a suitable plan to improve educational access for pupils with SEND.

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

- 4.15 The contribution of arrangements for welfare, health and safety is excellent.
- 4.16 Policies and procedures to safeguard pupils are up to date, comprehensive and fully implemented. They fully reflect the requirements of the national strategy to prevent radicalisation. The school works closely with a number of local safeguarding agencies responsible for the areas in which pupils live. Senior staff with responsibility for safeguarding have been trained at the appropriate level and regularly undertake update training. They train the school staff and implement a comprehensive induction programme for new staff. This training is regularly supplemented by sessions provided by outside specialist trainers. A leaflet is given to all who arrive to work on the school site, setting out basic safeguarding information. Careful attention is given to ensuring that all newly appointed staff have undergone the required checks for safer employment, and comprehensive and accurate records of checks are kept.
- 4.17 A detailed fire policy and procedure, staff training and professional fire risk assessments are in place to reduce the risk from fire. Records cover regular drills and the maintenance of installations and equipment. Meticulous risk assessments support the safety of pupils in both activities on the school site and when they are on trips and visits out of school. Both the risk assessment policy and the health and safety policy show careful attention to the health and safety of all at the school and are supported by detailed records of a wide range of essential checks. The buildings and grounds are maintained to a very high standard. A comfortable and suitable medical room, staffed by a trained nurse, provides excellent facilities for the care of sick or injured pupils or those who have particular needs. Many of the staff have been trained as first aiders, and a policy gives clear information about the administration of first aid. The admission and attendance registers are appropriately maintained and stored as required.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is excellent.
- 5.2 Through the work of both the full board of the Foundation and the general purposes committee for the school, the governors provide highly effective oversight of the school. Reports from the head and members of the senior management team to all meetings provide detailed information. Regular meetings at the school between the chair of governors and the head, and visits by governors to many areas of the school, ensure that monitoring by the board is effective and that responsibilities for educational standards are fulfilled. Careful financial planning has ensured strong investment in staff, the accommodation of the school and resources. Long-term plans for the development of the school are prepared and successfully carried out, promoting future improvements in many areas. Governance arrangements place great emphasis on matters of safeguarding, welfare, health and safety.
- 5.3 Strong links have been established between the general purposes committee and the school, especially between the chairman and the head. These links ensure that the committee, backed by the board, is able to support and challenge the head and the senior management team and is a source of stimulus for progress. The board has a procedure to ensure that any issues that occur across or between the Foundation's schools are dealt with in good time, being resolved and recorded efficiently in a consistent manner.
- 5.4 The governing body fully discharges its statutory responsibilities, including undertaking the annual review of safeguarding and child protection arrangements, first at the level of the general purposes committee and then at full board level.

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 Leadership and management are highly successful in realising the aims they have set out for the school. They have developed a distinctive boy-centred educational regime that is successfully enabling pupils to fulfil their educational potential. The team has established a resilient working relationship with parents, and together they uphold high standards of behaviour and nurture a strong moral awareness and sense of responsibility for others. The development of the curriculum and timetable to include the QED programme has ensured that pupils participate in a varied range of extra-curricular activities and develop the personal qualities to which the school challenges them to aspire.
- 5.7 The senior management team, working with the staff of the Foundation, fully discharges its responsibilities for the development of appropriate policies and for their implementation, in particular those designed to safeguard pupils.
- 5.8 The management has set out a vision for boy-centred education, founded on knowledge of how boys learn best. Very well-executed development planning based on accurate self-assessment has created an innovative educational environment.

The team has succeeded in changing the culture and direction of teaching and learning in the school through consultation, training and the development of policies, and through adjusting the structure of the timetable and the curriculum. This has resulted in improvements in learning, achievement and teaching. Meticulous monitoring and clear communication with staff have resulted in steady improvement in educational standards and in the widespread use of teaching strategies that promote exciting and challenging lessons, ensuring that pupils learn in the most effective way. Within this environment, the personal development of the pupils is excellent and they relish their learning. Further plans are underway to extend, strengthen and develop this transformation.

- 5.9 Leadership has successfully built a dedicated and expert team of teachers and support staff who are highly respected and appreciated by both pupils and parents. The whole team has been appropriately trained in the safeguarding of pupils, including a full induction process for new staff, and staff have been trained in many other aspects of the life of the school to ensure high standards of welfare, health and safety for the pupils. Considerable work has been undertaken to address the inconsistencies in the standards and thoroughness of marking identified at the time of the previous inspection. Records of regular work scrutiny set up to monitor the standards and practice of marking show the steady development of a wide range of assessment practices that research has shown to be successful in motivating and raising standards of achievement with boys. Inspection evidence from work scrutiny, lessons and pupils' subject interviews confirms that this recommendation has been met and that the pupils are responding very positively to the careful assessment undertaken by their teachers.
- 5.10 In the overwhelming positive responses to the pre-inspection questionnaire, parents expressed high levels of satisfaction with the school's provision in all aspects of their children's education. Parents receive timely responses to their questions and any concerns are handled extremely well, and they would recommend the school to others.
- 5.11 The school has a clear and effective complaints policy that is available to all parents and is suitably implemented. The leadership actively seeks parents' views through a regular questionnaire, acts on suggestions and monitors satisfaction.
- 5.12 Parents are encouraged to be fully involved in the life of the school, and through the Parents' Association a wide range of social and fund-raising activities is on offer, such as a bowling night and antiques fair.
- 5.13 Extensive information about the school is provided to all parents, including those of prospective pupils, through the newly designed website, including the head's letters to parents and a fortnightly electronic newsletter. A school app and social media sites are also used to provide up-to-date information to parents. There are numerous opportunities for parents to be involved in the work and progress of their children, and they are extremely satisfied with the information provided in this respect. Parents receive regular reports about their children's work, provided in the form of a short or full written report or at a parents' evening. Through the recently introduced 'traffic light' system of reporting, parents can see at a glance if their children are on target, while pastoral managers effectively track performance and give support as needed.

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