



INDEPENDENT SCHOOLS INSPECTORATE

**INTEGRATED INSPECTION
KING EDWARD'S SCHOOL, BATH**

INDEPENDENT SCHOOLS INSPECTORATE

King Edward's School, Bath

Full Name of School	King Edward's School		
DfE Number	800/6010		
Registered Charity Number	310227		
Address	King Edward's School North Road Bath Somerset BA2 6HU		
Telephone Number	01225 464313		
Fax Number	01225 481363		
Email Address	headmaster@kesbath.com		
Headmaster	Mr Martin Boden		
Chair of Governors	Mrs Winifred Thomson		
Age Range	3 to 18		
Total Number of Pupils	1010		
Gender of Pupils	Mixed (613 boys; 397 girls)		
Numbers by Age	0-2 (EYFS):	5-11:	221
	3-5 (EYFS):	11-18:	744
Number of Day Pupils	Total:	1010	
Number of Boarders	Total:	0	
	Full:	0	Weekly: 0
Head of EYFS Setting	Ms Jayne Gilbert		
EYFS Gender	Mixed		
Inspection Dates	02 Dec 2014 to 05 Dec 2014		

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 November 2008.

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, as amended. 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 pupils aged under three), 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 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

Mrs Deborah Forbes	Reporting Inspector
Mrs Annabelle Hancock	Assistant Reporting Inspector
Mrs Mary Allen	Team Inspector (Head of International Middle School, HMC School)
Mr Brian Melia	Team Inspector (Former Head, IAPS School)
Mrs Linda Griffith	Team Inspector (Former Head, ISA School)
Mr Paul Bevis	Team Inspector (Headteacher, ISA School)
Mrs Barbara Elliott	Team Inspector (Headmistress, GSA School)
Dr Haydn Griffiths	Team Inspector (Headmaster, HMC School)
Mr Graham Letley	Team Inspector (Director of Studies, HMC School)
Mr Ian Robertson	Team Inspector (Principal of Boys' Division, HMC School)
Mrs Suzanne Thomas-Webb	Team Inspector (Deputy Head Pastoral, HMC School)
Mrs Jenny Clayphan	Co-ordinating Inspector for Early Years

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Founded by Royal Charter in 1552, King Edward's School was originally a grammar school for boys. It now comprises three schools: the senior school for pupils aged 11 to 18; the junior school for pupils aged 7 to 11 and the pre-prep school, which includes the Early Years Foundation Stage (EYFS) as well as pupils aged from 5 to 7. The senior and junior schools share a site within the boundaries of the City of Bath and the pre-prep school occupies a separate site on the west side of Bath. The main games pitches are situated a short drive from the school at Bathampton. The school is a limited company with one board of governors acting as trustees. Each of the three schools is led and managed by its own head but the headmaster of the senior school carries ultimate responsibility for leadership and management of education across the three schools.
- 1.2 Each school has its own set of aims, expressed appropriately for the age group for which it caters, but all encompass the same intention to provide a distinctive and stimulating environment for talented children from a variety of backgrounds, in which each individual is encouraged to strive for excellence and to acquire a lifelong passion for knowledge, discovery and adventure. The schools also seek to instil moral values in the pupils as well as a sense of their rights and responsibilities. Each school aims to provide a strong pastoral and supportive framework to enable all pupils to feel respected and valued. Fostering a sense of community across all sections of the school is a further aspiration.
- 1.3 Since the previous inspection all three schools have undergone refurbishment. An extension has been added to the junior school, and the pre-prep school has developed the Nursery area. In the senior school there has been refurbishment of specialist teaching areas and the school is currently building a new three-storey building to enhance its facilities.
- 1.4 Currently, 1010 pupils attend the schools, 81 in the pre-prep school, 185 in the junior school and 744 in the senior school. The majority of pupils come from business or professional backgrounds and there is little ethnic diversity in the school, reflecting the local area. Pupils come from the city and from a wide area surrounding it. The ability profile of the senior school is above the national average, with a large minority having ability that is well above average. Few pupils have below average ability. In the junior and pre-prep schools, standardised ability tests and pupil tracking indicate that the ability level is above average.
- 1.5 The senior school has identified 74 pupils as having special educational needs and/or disabilities (SEND). Thirty-five of them receive specialist learning support from the school. In the junior school 16 have been identified as having SEND and 15 receive specialist learning support. Eight children have been identified in the pre-prep school and all receive specialist help. English is an additional language (EAL) for seven pupils in the senior school and two in the junior school. All receive support for their English. There is one pupil with a statement of special educational need, who receives appropriate support.
- 1.6 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 The success of the school lies in the strength of the ethos which permeates it from the EYFS to the sixth form. All three sections of the school encourage the pupils to strive for excellence and to achieve to the best of their ability in a stimulating environment so that they acquire a love of learning which goes beyond the formal curriculum. Children in the EYFS enjoy discovery and move through the pre-prep school with developing skills. Their transition to the junior school is carefully managed as they broaden and extend their levels of achievement. Excellent public examination results in the senior school are complemented by achievements in other areas. In responses to pre-inspection questionnaires an overwhelming majority of pupils expressed pleasure with their progress.
- 2.2 The pupils' excellent personal development is evident in the eager, enthusiastic children of the pre-prep school. A growing awareness of others and a sense of moral responsibility develop in the junior school and continue into the senior school. By the time pupils reach the sixth form they have become mature, kind, friendly, loyal and socially responsible young people who are well prepared to take their places as adults ready to contribute to society. They are proud of their school and enjoy the opportunities that they are offered.
- 2.3 Governance of the school is highly effective in overseeing its standards and in defining a vision for the future. It is mindful of its responsibilities in meeting regulatory requirements and ensures that it takes all necessary steps to fulfil them. It also offers support to the dynamic and visionary leadership which contributes richly to the success of each school. Almost all parents who responded to the questionnaire think that the school is well managed and led and almost all would recommend the school to another parent.
- 2.4 The school has responded to the recommendations made from the previous inspection. Links between the pre-prep and junior school have been developed and the pupils have benefited from the use of tracking rather than examination to measure their ability to transfer to the junior school. Links between the heads of the two schools and the governors are more fully developed. The senior school has made significant improvements in its provision of learning support which is now highly valued by those pupils who receive it. One of the school's aims is to be a community for all its pupils; affirmation of this aim is manifest in the high percentage of pupils who remain in the school throughout their education.

2.(b) Action points

(i) Compliance with regulatory requirements

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

(ii) Recommendations for further improvement

2.6 The school is advised to make the following improvements.

1. Ensure that governors establish suitable appraisal procedures for the heads of all three schools.
2. Ensure that the high quality of teaching evident in the school is consistent and that marking reflects the high standard of oral feedback to the pupils.
3. In EYFS, provide a covered area for outdoor play in inclement weather.

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 excellent.
- 3.2 Throughout the three schools the pupils successfully achieve the school's aim that each pupil should fulfil his or her own personal academic, sporting, creative and cultural potential. Children in Nursery name common 2D shapes accurately and recognise them as the faces of 3D shapes. In Reception, children count to 20 and beyond and are starting to record numbers from memory. They start to write using a cursive script and can listen with concentration. From Years 1 to 6 pupils demonstrate high levels of knowledge, skills and understanding. They grow in confidence as they develop basic skills in numeracy, speaking, listening, reading, writing and investigative learning. Excellent creativity is demonstrated in art and design work and the pupils use information and communication technology (ICT) competently. They are able to write for a wide variety of purposes and enjoy expressing their views. They want to reason and work things out for themselves.
- 3.3 In the senior school, the pupils are literate, numerate and able to use ICT efficiently. They are articulate and enjoy asking questions, challenging and debating. They can apply mathematical skills in other subjects, and their creativity is abundant in art, music and drama. They listen carefully to their teachers and each other and enjoy working independently to research or to test their skills and reasoning. The most able pupils rise to the challenges offered by the school and are confident that their own interests will be fostered beyond the classroom. Pupils with SEND and those for whom English is an additional language are supported throughout the schools by the same department. They are enabled to achieve highly in line with those of the same age.
- 3.4 Achievements outside the curriculum are both numerous and of a high quality. In the EYFS children sing with enthusiasm and, by the time they are in the junior school, the majority are learning to play musical instruments. In the senior school too pupils play in ensembles and orchestras and sing in choirs. More than half of music exams gain merit or distinction with even some of the younger pupils gaining Grade 8 or achieving places in the National Youth Orchestra. Junior school pupils' work was selected for display in the National Gallery and pupils of all ages win prizes in local and national poetry competitions. Sixth-form pupils won the National Cipher Challenge in 2014. Pupils perform in drama to a high level in school productions and have been selected to attend the National Youth Theatre or perform in a West End production. At every stage, sporting success shows strength and depth, with pupils competing at local, county and national level. There are successes too in the Model United Nations debating teams, film making, maths and science Olympiads, the Duke of Edinburgh's Award (DofE) and the Combined Cadet Force (CCF).
- 3.5 Based on standardised tests, lesson observation, scrutiny of work and discussions with pupils, attainment in the junior school is judged to be high in relation to national age-related expectations. In the most recent three years (2011 to 2013) for which comparative statistics are available, results in both GCSE and A Level have been well above the national average for maintained schools and above the national average for maintained selective schools. IGCSE results have been higher than world-wide norms in mathematics, science and French, and similar to world-wide norms in Spanish and German. Results have also been higher than UK norms in

mathematics, science and Spanish. In 2014 GCSE results were the highest ever gained by the school. As in recent years, girls outperformed boys at GCSE with a greater differential than that seen at national level.

- 3.6 Throughout the schools, pupils make good progress. In the EYFS, children's speech and motor skills develop well. The school's own tracking data, as well as inspection evidence, indicate that pupils continue to make good progress. GCSE results attest to the good progress made in the senior school and performance data show that it is continued in the sixth form. All pupils, including those with SEND and the most able make progress in line with pupils of similar ability.
- 3.7 The Early Years and pre-prep pupils develop a joy of learning, thus fulfilling the school's aim. They are eager and enthusiastic. In the junior school, pupils show an excellent attitude towards learning. They are highly motivated, curious and reflective. They work well independently and collaboratively. These attitudes remain as characteristics of pupils in the senior school who demonstrate that they are in the process of acquiring a lifelong passion for knowledge, discovery and adventure.
- 3.8 Almost all pupils progress from the pre-prep to the junior school and then up to the senior school. The success of the sixth form in public examinations enables them to gain places, usually at their first choice of university.

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

- 3.9 The contribution of curricular and extra-curricular provision is excellent.
- 3.10 The curriculum achieves the school's aim of providing a stimulating and challenging environment for the pupils. Throughout the school it provides effectively for the acquisition of skills in literacy and numeracy and offers ample opportunity for pupils to participate in creative, aesthetic, and physical activities. It actively promotes fundamental British values. EYFS children benefit from a skilfully chosen range of activities which all promote thinking and doing skills. Activities are carefully chosen to promote early reading skills and ICT is used imaginatively to foster a range of skills. The outside space is used creatively for an interesting range of activities but the children do not have a covered outdoor area for play in inclement weather. Children go swimming and are taken on informative, enjoyable trips such as to the zoo.
- 3.11 In Years 1 and 2 the pupils benefit from the use of outdoor learning areas and a wider focus on cultural diversity. In the pre-prep and junior schools, curriculum plans have incorporated recent changes to the National Curriculum. The longer school day in the junior school has allowed pupils to spend more time on the core subjects, thereby strengthening their basic skills. The wider curriculum includes religious studies and personal, social, health and economic education (PSHE), which contribute well to the pupils' understanding of the world in which they live.
- 3.12 The senior school curriculum is broad based and allows for flexibility in accommodating the option choices of each individual pupil at GCSE. They benefit from a curriculum designed to establish a wide range of skills and knowledge. From Year 7, sciences are taught as discrete subjects and pupils are given the opportunity to opt for two modern foreign languages. All pupils study Latin. In Year 9 an element of choice is introduced so that pupils select five subjects, to include at least one modern foreign language, and Greek and economic and business understanding (EBU) are offered. Pupils begin to follow the IGCSE courses in

English, mathematics and the sciences. In Year 10, pupils refine their options for GCSE and the range of subjects offered is extended to include sports studies and theatre studies. Pupils may also opt for a course which includes both Latin and Greek.

- 3.13 In the sixth form, pupils choose from a wide choice of subjects and efforts are made to ensure that all subject combinations can be accommodated. At this level the pupils appreciate that the PSHE curriculum includes university advice and preparation. As with the rest of the school, pupils have many opportunities for enrichment. A number of the activities on offer are designed to provide academic enrichment and stimulus, such as creative writing or the Socrates discussion group. Individual pupils present topics of their own choice at the history society.
- 3.14 At the previous inspection the school was recommended to improve its provision for learning support and it now provides an excellent framework for pupils with SEND or EAL. The system is school wide and creates an individual pupil profile for each pupil. Support is organised according to each pupil's need both within and outside the curriculum. Information on these pupils is clearly provided to all staff, together with advice on how to help them. Pupils receiving learning support are enabled to access the full curriculum.
- 3.15 An extensive PSHE programme across the whole school is appreciated by the pupils, especially by the older pupils who have a part in selecting topics. Careers advice in the senior school is considerably enhanced by the contribution of former pupils of the school.
- 3.16 The school's extra-curricular provision is outstanding. For younger pupils there is a rich programme of appropriate clubs and coaching sessions, designed to extend appreciation of the world around them and to develop their skills as well as giving them much enjoyment. Sport, drama, creativity and music are all included. The pupils are positive about the wealth of opportunities afforded them and are especially enthusiastic when talking about the special interest workshops. For older pupils the programme becomes even more extensive and contributes greatly to their personal development. Teamwork and leadership skills are encouraged in the DoE and CCF activities. At all ages numerous opportunities are provided at home and abroad to fulfil the school's aim for the pupils to acquire a passion for discovery and adventure. Pupils have, for example, visited the battlefields of Flanders, taken part in various outdoor pursuits in Austria and undertaken a range of water sports.
- 3.17 Links with the community are numerous. Younger pupils sing for elderly people at a nearby residential home and have links with local primary schools. There are close links with Bath Abbey, with the University of Bath, local sports clubs and maintained schools. The pupils learn much from the school's links with China and they undertake community service both locally and in a partner school in Kenya.

3.(c) The contribution of teaching

- 3.18 The contribution of teaching is excellent.
- 3.19 Throughout the school, teaching makes a significant contribution to the pupils' progress. Since the previous inspection the school has made more sophisticated use of its management information system. This information helps to inform the planning of effective teaching.

- 3.20 Assessment in EYFS is excellent, detailed, and shared daily on-line with parents. The teaching staff and teaching assistants work as a strong team and plan exciting tasks with a well-judged balance between those which allow children to take charge of their own learning and those led by staff. Staff have high expectations and use skilful questions which encourage children to think, to reason and to start to give thoughtful explanations. Great attention is paid to preparing children for the next step in their education by giving them a love of learning and the confidence to try new experiences.
- 3.21 From Years 1 to 13 teaching promotes effective learning and encourages pupils, including those who receive support for SEND and those with EAL, to engage confidently with their lessons. Relationships between the pupils and staff are excellent and a sense of mutual respect and academic rigour prevails. In their responses to pre-inspection questionnaires almost all pupils said that the teachers helped them to learn. The quality and consistency of teaching standards have been improved by training, although in a small minority of lessons observed, the teaching was less successful because it did not provide pupils with sufficient opportunity to work independently or learn through enquiry. Teaching encourages excellent behaviour which allows all pupils to feel they can contribute freely in discussions, question openly and, on occasions, challenge ideas.
- 3.22 Teachers have an excellent understanding of pupils' needs, assisted by the improvements made in the quality of information provided. Pupils with SEND or EAL receive appropriate, unobtrusive support in lessons which are planned with clear and suitable learning objectives, generally well matched to the pupils' needs. Pupils with statements of educational need are appropriately supported. Good use is made of group and pair work and, in the junior school, talk partners.
- 3.23 The teaching staff have high levels of subject knowledge and, in many cases, passion for their subjects and for teaching. In the most effective teaching, skilful questioning was used both to challenge the most able to think beyond the confines of a particular topic and to encourage those pupils needing extra support. Teachers are able to call on a wide variety of resources and a number of them are committed to using digital technology as a research or presentation tool. In some of the most effective lessons pupils used tablets and other tools with ease to give presentations, extend their knowledge and enhance their own learning.
- 3.24 The quality of diagnostic and formative comments made by teachers in lessons to support pupils' progress is strong. A great deal of care and attention is given to providing high quality oral feedback on work during class time, often on an individual basis. The quality of marking, however, is inconsistent and does not always offer the same level of diagnostic support.
- 3.25 In response to the recommendations in the previous inspection report, significant progress has been made in developing further links between the pre-prep and junior schools in order to share good practice in teaching and in the use of assessment to inform planning. Key staff meet regularly and make effective use of the data collected within the management system. They also make better use of the results of standardised tests, classroom tests and teacher assessments to assist their planning and define next steps in each pupil's learning.

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 pupils' spiritual development is excellent. From an early age, pupils are self-aware and emotionally mature. They are sensitive to the non-material aspects of life, developing an ability to reflect, as junior school pupils do in their spiritual garden. Older pupils show that they appreciate complex ideas through their debates and discussions in lessons and in their extra-curricular activities. They are loyal to their school and to one another, and they express their pride in the values represented by the school. Through the high quality of their art, music and drama pupils show an ability to express themselves eloquently from an early age. They are self-confident but their lack of arrogance testifies to their appreciation of valuable personal qualities. They are friendly, courteous and solicitous for others.
- 4.3 Pupils' moral development is very strong in accordance with the school's aim to cultivate a strong sense of moral values. Their understanding of right and wrong is shown in their excellent behaviour around the school and in their understanding of the need to show respect for others. They are very aware of what they should expect from themselves and from others and the resulting kind and thoughtful behaviour is evident throughout the school, beginning with the golden rules in the pre-prep school, and in the high level of care for the environment shown in all three schools. Both younger and older pupils enjoy the challenge of discussing moral issues and recognising the moral complexities of life. By such discussion they are able to identify standards of acceptable behaviour and acknowledge the virtues of the rule of law.
- 4.4 The pupils' social development is evident in their strong contribution to the life of the school, taking on positions of responsibility from an early age, as illustrated by the effective school councils. Children in Reception are proud to take responsibilities at lunchtime and in class. In the junior school those given responsibility through the Tudor Badge awards contribute positively to the school community, for instance by helping with the supervision of wet breaks and by Year 5 helping to run the school library and bookshop. In the senior school, members of the sixth form take responsibility in prefect positions and in being mentors, in helping pupils in the junior school and in taking on work in the local community through participation in the DoE and the CCF. Younger pupils also take pleasure in contributing to the local community, for instance by singing in a local care home. In EYFS the children learn to respect one another and they develop an awareness of the needs and feelings of others. As they grow older, they show their concern for others by fundraising for charities and by participating in community service.
- 4.5 The cultural development of the pupils is threaded through their time at the school. They learn about their own cultural heritage through discussion in a number of subjects, and the junior school has strong links with a local parish church. The school's long history and its links with Bath Abbey ensure that pupils have a sense of tradition. At all ages they learn about British values and institutions, including the key role of democracy in the country. Senior pupils have first-hand appreciation of democratic processes when they apply for the role of prefect. They learn about and experience cultures other than their own, visiting places of worship for a number of different faiths and participating in such ventures as the *Bath Suzhou Educational*

Partnership or the continued link with a school in western Kenya. Tolerance and respect for others and their beliefs are integral to the school community.

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

- 4.6 The contribution of arrangements for pastoral care is excellent.
- 4.7 Pastoral care is a particular strength of the school. It fully meets its aims in offering a strong, caring and supportive pastoral framework, working closely with parents, to ensure that pupils are safe and happy and that all members of the community feel respected and valued.
- 4.8 The pastoral team has been strengthened since the previous inspection and includes a chaplain, nurse, counsellor and dedicated administrative staff. Parents are full of praise for the care and guidance offered and in interview the pupils commented that they feel well supported by their teachers, tutors and support staff.
- 4.9 Teachers know the pupils well and excellent relationships between staff and pupils are evident throughout the school. In the EYFS each child has a key person and learns to form friendships. Staff are deeply committed to the pupils' personal development and are confident in dealing with pastoral issues. Older pupils support younger ones in the junior school and act as mentors to them. Senior school pupils act as form prefects and peer mentors. The school's approach is exemplified by the 'Caring Community' board in the entrance foyer of the junior school.
- 4.10 The school has developed effective policies to promote good discipline and behaviour. Pupils are clear that cases of bullying and cyber-bullying are rare. Any instances are dealt with effectively. A recent initiative, called "*Talk it out*", encourages pupils to voice concerns and has improved access to support still further. The system for rewards, sanctions and attendance is now tracked electronically, enabling pastoral leaders to identify patterns more effectively. In response to the pre-inspection questionnaire, a minority of pupils expressed the view that the application of rewards and sanctions was inconsistent. No evidence was found during the inspection to support this impression. The use of rewards is extensive and sanctions are much less frequently issued.
- 4.11 The importance of a healthy diet is understood by pupils and the school provides nutritious school lunches. Pupils are also keenly aware of the need to maintain a good level of fitness and the opportunities for sport and exercise are outstanding.
- 4.12 Pupils' views are expressed in various ways, such as circle time, school councils, meetings, and the virtual learning environment (VLE), which is increasingly popular as a source of advice and is effective in encouraging pupils to communicate.
- 4.13 The school has a suitable plan to improve access for pupils with special educational needs and/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 The school has highly effective arrangements to ensure that pupils in all areas are safe and well cared for, which contribute significantly to their personal development.
- 4.16 All staff are appropriately trained in line with their level of responsibility for safeguarding. Welfare policies, compliant with all the most recent legislation with regard to keeping children safe in education, are carefully constructed, well known by the staff and rigorously followed. The governors, one of whom has special responsibility for safeguarding, review the policies and procedures regularly to keep abreast of any changes in legislation. All visitors are made aware of safeguarding procedures. Should there be need for contact, the school has good working relationships with the local authority. Recruitment procedures are exemplary.
- 4.17 Protection against fire is comprehensive; all equipment, from fume cupboards in the senior school to playground apparatus in the pre-prep, is checked regularly to eliminate or at least reduce any chance of accident. Fire risk assessments in the pre-prep, which were a concern at the time of the previous inspection, are now all meticulous, as are the maintenance records on all sites. Comprehensive risk assessments are in place for all activities in and out of school.
- 4.18 Excellent care is taken of pupils who are ill. A well-equipped medical area staffed by a qualified nurse serves the senior and junior schools. The youngest pupils are cared for appropriately and contact with parents is made as soon as possible if one of them is unwell. Suitable arrangements are made for pupils with SEND.
- 4.19 Admission and attendance registers are kept and stored according to legal requirements.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is excellent.
- 5.2 A regular audit ensures that the governing body has access to a range of valuable skills which can be called upon for the benefit of the school. New governors receive a lengthy, helpful induction. A regular away day, some of which is spent with the whole school management team, gives all governors the opportunity to exchange ideas and develop aspirations for the future of all three schools. A fifteen year plan demonstrates their perceptive long-term thinking and their concern that sufficient resources be found to support the vision for the future.
- 5.3 Governors regularly attend school functions and a number of them are well known to staff. Senior staff are involved in the governors' committees and governors regularly receive presentations from the staff. Each term the education committee meets in a different school and the focus of the meeting varies according to where it meets. Each of the heads of the schools reports at each full governing body meeting, strengthening the links between them as recommended in the previous inspection report. In their self-evaluation governors identified the need to be more visible in the schools and have consequently drafted a protocol for visiting lessons although it awaits final approval from the full governing body.
- 5.4 The chair of governors is the link governor for EYFS. She also has a long monthly meeting with the headmaster to discuss matters of importance and to ensure that he has the necessary support in his role. The governors have only recently instituted an appraisal process for the headmaster but have not yet extended it to the heads of the junior and pre-prep schools. They challenge the school with regard to standards of academic and pastoral matters and are diligent in matters of health, safety and safeguarding. Minutes of governors' meetings show that safeguarding is an item at every meeting, that governors are effective in discharging their responsibilities for child protection, welfare, and health and safety throughout the school. The governing body as a whole carries out an annual review of the policy and practices to ensure that they are effectively carried out. The designated safeguarding governor also reviews the single central register annually and reports back that all necessary checks have been carried out.

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 at all levels, stable since the previous inspection, provides clear, purposeful direction which enables the school to fulfil its ambitious aims. While all three schools share an ethos, there is a clear vision in each of how it can serve the needs of its particular age group. This strong leadership sets a tone, of friendliness and approachability, a passion to care for individuals and work attitudes where meticulous attention is paid to detail. In their response to pre-inspection questionnaires, parents were overwhelmingly affirmative that the school is well managed and led.

- 5.7 Links between the junior and senior schools have strengthened since the previous inspection, notably in smoothing transition into the senior school for Year 6 pupils and enriching further the learning experiences of junior pupils by utilising the expertise of subject teachers and facilities across the two schools. Heads of department play a key role by, for example, making available an activity day on the senior school site and delivering a wealth of rich opportunities in sport and modern foreign languages. These arrangements make young pupils feel they belong to a single community. Transition between the pre-prep and the junior school has been improved by using tracking rather than an examination at the end of Year 2.
- 5.8 In the junior school high quality teaching staff are encouraged to share responsibility with the leadership team, reinforcing an atmosphere of cohesion in which pupils can make excellent progress. The pre-prep school leadership has highly effective systems in place to monitor the success of the setting. Numerous sensible improvements, such as relocating the Reception classroom and attendant facilities, have been put in place since the previous inspection and the management team is keen to investigate ways to improve the setting further. It is committed to giving pupils a rich learning environment where personal development is paramount.
- 5.9 The emphasis on self-evaluation, forward thinking and what the future might hold for young people is at the heart of the school's extensive development planning. The building of new library facilities and a dining hall is a product of this vision and adds to other improvements such as electronic tracking of pupil progress and a new VLE. Such improvements help the school to sustain excellence in pastoral care and extensive success in pupil attainment, and to create a pleasant working environment for both staff and pupils.
- 5.10 Management of policies and their implementation throughout the school is excellent. A whole school management team oversees the management of each of the three schools. This structure works well and makes successful a very busy school with a great deal going on. The management of support staff encourages everyone on each site, whatever their role, to feel part of the community so that all feel a sense of pastoral responsibility to the pupils. Their initiatives are welcomed.
- 5.11 School leadership is very effective in recruiting and retaining high-quality staff, a significant factor in the improvement noted in teaching. Arrangements for checking the suitability of staff, volunteers and governors to work with children are thorough and the single central register is maintained effectively. All staff are fully aware of their responsibilities for safeguarding, welfare, health and safety and receive regular training.
- 5.12 A robust and successful programme of induction for newly qualified teachers establishes quickly the expectations of high professional standards. Other training opportunities are planned by consultation. In the senior school extensive training on the new VLE, received in whole school in-service training and twilight sessions, has started to embed modern approaches to teaching. Such successful management of change demonstrates excellence in leadership as well as the readiness of staff to embrace new ideas. A new system of staff appraisal comprehensively measures performance in pastoral, academic and extra-curricular areas. It identifies relevant targets for staff improvement, as well as opportunities for professional development.
- 5.13 The quality of links between the school and parents is excellent and strongly supports the school's aim of being one community. The junior school is proactive in using the expertise of parents in initiatives for pupils to learn. Parents of younger

children are highly appreciative of the family atmosphere and the focus on their children as valued individuals. Parents of children in the junior and pre-prep schools receive a very warm welcome from the parent representatives who welcome newcomers, quickly making them feel part of the school. Since the previous inspection, the formation of the parents' association, *KESParents*, has strengthened links and enabled parents of pupils of all ages to get to know one another and the school. They organise social events and raise valuable funds for the school. In addition to these activities, many parents volunteer to help the school, for example in the junior school library, the book shop or as a '*Mystery Reader*' in the Reception class. They give valued support at school functions such as concerts, plays and matches.

- 5.14 Parents praise the ease of communication with teachers. In the EYFS the online daily diaries enable them to know what their children do each day. Each year parents of older pupils receive at least two academic checks, two written reports and discussion at a parents' evening. Reports are detailed, grading effort and attainment, and make perceptive observations which show teachers know pupils very well. Information about the school and its policies are readily available and the school uses electronic communications to keep in touch with parents.
- 5.15 Parents are encouraged to make contact and welcomed into school if a problem arises. The school has thorough procedures to deal with complaints but very few reach a formal stage. All concerns are investigated thoroughly and in great detail; appropriate action is taken. Formal complaints are carefully considered in line with the school's policy.
- 5.16 Parents' responses to the pre-inspection questionnaire were very positive with an overwhelming majority asserting that their children were happy and felt safe at school. They believe the school achieves high standards of behaviour and deals with any cases of bullying. They would recommend the school to another parent.

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