

INDEPENDENT SCHOOLS INSPECTORATE

INSPECTION REPORT ON

Grosvenor School

Full Name of the School	Grosvenor School
DCSF Number	891/6005
Address	Edwalton Grange, 218 Melton Road, Edwalton, Nottingham NG12 4BS.
Telephone Number	0115 923 1184
Fax Number	0115 923 5184
Email Address	office@grosvenorschool.co.uk
Headmaster	Mr C G J Oldershaw
Proprietors	Mr & Mrs C G J Oldershaw
Age Range	4 to 13
Gender	Mixed
Inspection Dates	3rd to 6th March 2008

This inspection report follows the framework laid down by the Independent Schools Inspectorate (ISI). The inspection was carried out under the arrangements of the Independent Schools Council (ISC) Associations for the maintenance and improvement of the quality of their membership. It was also carried out under Section 162A(1)(b) of the Education Act 2002 as amended by the Education Act 2005, under the provisions of which the Secretary of State for Education and Skills accredited ISI as the body approved for the purpose of inspecting schools belonging to ISC Associations and reporting on compliance with the Education (Independent School Standards) (England) Regulations 2003 as amended with effect from January 2005 and May 2007.

The inspection does not examine the financial viability of the school or investigate its accounting procedures. The inspectors check the school's health and safety procedures and comment on any significant hazards they encounter: they do not carry out an exhaustive health and safety examination. Their inspection of the premises is from an educational perspective and does not include in-depth examination of the structural condition of the school, its services or other physical features.

CONTENTS

1.	INTRODUCTION	1
	Characteristics of the School	1
2.	THE QUALITY OF EDUCATION	3
	The Educational Experience Provided	3
	Pupils' Learning and Achievements.....	5
	Spiritual, Moral, Social and Cultural Development of Pupils	7
	The Quality of Teaching (Including Assessment).....	8
3.	THE QUALITY OF CARE AND RELATIONSHIPS	10
	The Quality of Pastoral Care, and the Welfare, Health and Safety of Pupils.....	10
	The Quality of Links with Parents and the Community	11
4.	THE EFFECTIVENESS OF GOVERNANCE AND MANAGEMENT	13
	The Quality of Governance	13
	The Quality of Leadership and Management	13
5.	CONCLUSIONS AND NEXT STEPS.....	16
	Overall Conclusions	16
	Next Steps.....	16
6.	SUMMARY OF INSPECTION EVIDENCE	17
	List of Inspectors	17

1. INTRODUCTION

Characteristics of the School

- 1.1 Grosvenor School was originally founded in the centre of Nottingham in 1876. In 1939 it moved to South Clifton Hall near Newark and then to West Bridgford soon after. Its final move, to the present location, occurred in 1945. The school is run on a proprietorial basis with the same family owning the school for many years. The school is located on one site in Edwalton, to the south east of Nottingham city centre. Since the last inspection in 2002, numbers have remained largely stable. Developments since then have included upgrading both the library and information and communication technology (ICT) provision, together with much redecoration and refurbishment of the building and its contents.
- 1.2 At the time of the inspection there were 160 pupils on roll, aged between 4 and 13 years. Of these, 94 were boys and 66 were girls. All pupils attend on a full-time basis. Of the 160, 20 pupils were in the Foundation Stage and 73 in the junior school (Years 1 to 3). In the senior school (Years 4 to 8) there were a further 67 pupils.
- 1.3 The school has identified twenty-seven pupils as in need of additional help, usually in mathematics or literacy. No pupils have a statement of special educational need. Eleven pupils do not have English as their principal language. Almost all are fluent in English, although additional one-to-one support is given until such pupils are able to access the full curriculum.
- 1.4 Pupils, many of whom live quite near to the school, are from families that strongly support their children's education and want them to be successful. The pupils come from a range of backgrounds, with the majority having parents who work in professional occupations or businesses of all sizes.
- 1.5 Entry to the school at the age of four is not on a competitive basis. However, the school does follow a detailed and fair procedure for admitting children. For older pupils seeking admission, various tests are used in order to give a profile of attainment and aptitude and to assess the pupils' suitability for the school. The pupils cover a wide spectrum of ability, though their average ability is above the national average. If pupils are performing in line with their abilities, their results will be above the average for all maintained primary schools.
- 1.6 All pupils in 2007 were successful in transferring to the senior school of their choice, with some gaining scholarships in particular areas such as art and sport. Whilst the intended age of transfer is thirteen, approximately half the Year 6 pupils (largely girls in most years) sit and, in 2007, were successful in entrance examinations to local senior independent schools.
- 1.7 The school has an overall aim supported by a number of objectives. Its main aim is that pupils should achieve the highest possible standards in all areas of their life, commensurate with their age and ability. To assist pupils in this, it intends them to acquire the knowledge and skills necessary to enable them to tackle the next stage of their educational, spiritual, physical and emotional lives. Furthermore, they should feel valued and significant as individuals, whilst realising that they have a responsibility to themselves and the community. The school seeks to help its pupils to work to acquire the resourcefulness that will enable them to obtain the best from their environment. Finally, it strives to develop the foundations for its pupils on which they can build a happy and fulfilling life; all of this whilst finding their time at the school both enjoyable and stimulating.

- 1.8 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

2. THE QUALITY OF EDUCATION

The Educational Experience Provided

- 2.1 The school provides a good quality educational experience for all its pupils, in accordance with its main aim that pupils in its care should achieve the highest possible standards in all areas of their life, commensurate with their age and ability.
- 2.2 Since the last inspection good progress has been made in extending the curriculum, particularly in relation to ICT. Significant upgrading of the provision for ICT has taken place, with increasing use made of the ICT facilities by individual subjects.
- 2.3 Across the school, emphasis is placed on providing pupils with activities that contribute to their linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative development. They are easily able to acquire the skills of speaking, listening, literacy and numeracy in a well-planned and progressive way.
- 2.4 The curriculum overall is good and, as a result, pupils benefit greatly from its variety, breadth and balance. The Foundation Stage curriculum successfully follows the Early Learning Goals. In Years 1 to 4, the National Curriculum is largely followed, with personal, social, health and citizenship education (PSHCE) and religious education, taught both discretely and as circle time, being added. In Year 4, French is also included. Overall, the curriculum is well balanced for these year groups, although one or two minor anomalies do occur with some subjects such as religious education, history and geography receiving slightly less teaching time than is recommended nationally, with the result that less work is covered in these subjects than might be expected. In Years 5 to 8, all subjects of the National Curriculum are again broadly covered together with French and religious education. Art and physical education and games receive more time than the recommended minimum.
- 2.5 The total amount of taught time available for junior and senior parts of the school is above the nationally suggested minimum. Much of this additional time in the senior school is devoted to additional games sessions.
- 2.6 The educational experience pupils receive contributes effectively to their good progress in all areas of learning. Pupils acquire good speaking and listening skills in many subjects. For instance, in a Year 8 interview the pupils were most articulate and confident when answering a full range of questions about their work.
- 2.7 The programme of ICT throughout the school is good. Many subjects such as English, history, geography and French, use ICT in their curriculum to a good standard both in the lesson and through visits to the ICT suites. All pupils have access to a broad range of sports, through physical education and games. This includes opportunities to represent the school in competitive games such as netball, football, hockey, cricket, rounders, rugby, cross country, orienteering and athletics. However, in order to ensure equal access to the curriculum for all pupils, the school has identified the need to review its current practice of boys in Year 3 having additional games while girls study needlework.
- 2.8 The range of extra-curricular activities is very good, which is a considerable improvement since the last inspection when it was described as limited. Enthusiasm for clubs was conveyed in interviews with both junior and senior pupils and further evident in their enjoyment and high attendance. The variety of clubs supports technological, human and social and creative provision, as well as physical activity through sports coaching. In the junior school, for example, activities on offer include art, board games, dance, cookery and choir. Older pupils have the opportunity to learn first aid and sign language alongside a

- range of musical and sporting activities, as well as participating in specialist subject clubs such as German, science, ICT, mathematics and English (through the reading club).
- 2.9 Enrichment of the curriculum is extensive within the school environment, in the local area and through visits and speakers in both the junior and senior schools. For example, pupils in Years 5 to 8 successfully develop their personal skills, learn to work effectively as teams and begin to understand the importance of relying on each other during their 'World Challenge' outdoor activity events. The annual 'World Week' offers opportunities for pupils of all ages to work co-operatively on team projects, thus developing their independent research and presentational skills. Similarly, pupils with musical talents enjoy performing in the annual Grosvenor junior and senior music festivals. In particular, they were thrilled to sing to visiting grandparents on the biennial Grandparents Day as well as taking part in the preparatory school Choir Day at a senior independent school.
- 2.10 Pupils are well prepared both academically and socially for the next stage in their education. Induction activities take place in the reception class to ensure that pupils settle quickly and happily in their new environment; links with local nurseries are well established. At each stage in the school pupils are most adequately prepared to allow their seamless transfer through the school.
- 2.11 Pupils are also successfully prepared for the next stage either at the age of eleven or thirteen. In both Years 6 and 8, pupils are prepared academically for entrance exams, and mock interviews take place to build confidence in facing a move to the next stage in their educational lives. The pupils visit many secondary schools, for example for a science afternoon or a skills day. All these activities form an effective preparation for their transfer to another school.
- 2.12 The curriculum overall is carefully planned and developed logically in order to extend pupils' skills and knowledge. The schemes of work and policy documents are of variable quality with the best schemes including attention to depth of coverage, good use of resources and adherence to relevant whole-school policies such as the marking policy. These schemes also cover the whole school from the reception class to Year 8. Such high quality documentation helps to ensure the progressive and continuous development of pupils' knowledge, understanding and skills as they move through the school. This, however, is not the case in some subjects.
- 2.13 Provision of support for pupils with learning difficulties and/or disabilities (LDD) is of good quality. Pupils are identified very early on and, if necessary, individual educational plans, which are appropriate to their needs, are drawn up. Support in the classroom is good and teachers plan adequately for the individual's needs. Help is given by the special educational needs team regarding strategies to teach the pupil both in the classroom and by visiting the learning support department. Good provision is made for pupils for whom English is not their first language. This help, offered by the well-organised and forward looking learning support department, is effective and enables those pupils who require assistance to make progress in their subjects.
- 2.14 Good progress is being made in developing provision for gifted and talented pupils and teachers have recently been given training to enable them to challenge their pupils further in their lessons. The needs and requirements of the school in this area have been recognised and plans have been put in place to address them.

- 2.15 The school meets the regulatory requirements for the curriculum [Standard 1].

Pupils' Learning and Achievements

- 2.16 Pupils achieve particularly well in both their academic and broader education. Consequently this enables the school to carry out its aim of enabling pupils to achieve the highest possible standards in all areas of life, commensurate with their age and ability. In addition, pupils apply themselves effectively to their work, which they clearly enjoy. Significant levels of knowledge, skill and critical and creative understanding are achieved in the subjects they study, as well as in activities that they partake in outside the taught curriculum. This is an improvement since the last inspection when pupils' standards at the age of both eleven and thirteen were deemed to be in line with their age and ability.
- 2.17 By the age of five, the end of the Foundation Stage, pupils have achieved well in all areas of learning and particularly in communication, language and literacy. This is largely due to the very well-planned programme of activities and the way in which it is closely followed by teachers. This helps to ensure that these young children successfully learn the basic skills. In the junior school, pupils learn to read and write with growing confidence and enjoyment. Solid foundations are also put into place for pupils' mathematical development and, as a result, they have a good knowledge and understanding of numbers. Well-planned lessons and effective teaching are the main reasons for this. Pupils' ICT skills are progressing at an appropriate rate in Years 1 to 3 as good opportunities are provided for them to use these skills in other subjects. Teachers also successfully encourage pupils to use their imagination and creativity and to apply these to other activities, notably art and English.
- 2.18 During their time in Years 4 to 8, pupils' progress builds successfully on the very good start they have made in the junior part of the school. They can apply their expanding knowledge and skills in different subjects and activities. This is most noticeable in their written work. Consequently, by the time they leave the school at the age of eleven or thirteen, their speaking and listening skills are well developed for their age. Pupils are confident, articulate and are able to talk with ease to both their peers and to adults. In addition, pupils show good levels of creativity, notably in their writing and investigative work in subjects such as science, but also in their writing generally. Furthermore, pupils' critical and creative skills are also particularly well developed in music, art and pottery, where they achieve high standards across the school. Pupils also use their mathematical skills appropriately, particularly in the subjects to which they apply most easily such as science and geography. In addition, pupils apply their ICT skills well in many subjects, notably French, geography and English.
- 2.19 No significant differences in terms of relative attainment are apparent between different groups of pupils. Those identified as being gifted or talented as well as those with LDD make good progress, given their ability levels, and, where applicable, in the pursuit of their individual education plan targets. In addition, those pupils for whom English is not their first language achieve at a level that is commensurate with their abilities given their linguistic abilities. No marked differences in the attainment of boys and girls are apparent.
- 2.20 At the age of seven, pupils' results in national tests show that their standards over the last three years are far above average in reading and writing and well above average in mathematics when compared to pupils' results in maintained primary schools. At the age of eleven, pupils do not sit national tests. Consequently, direct comparisons between pupils' standards and those of pupils in maintained primary schools are not possible. However, the evidence of lesson observations, discussions with pupils, and the scrutiny of pupils' work, both in their books and on display, shows at the age of eleven and thirteen, pupils' standards

are good overall in relation to their ability. This judgement is confirmed by results achieved in entrance and scholarship examinations to their senior schools.

- 2.21 Given the size of the school, it has a considerable list of both individual and team achievements in a variety of areas. In sport, many successes are achieved in areas such as cricket, hockey, swimming and golf. Pupils are supported in their pursuit of excellence in other areas such as ice-skating and gymnastics. In cricket and hockey also, several pupils play for a number of local clubs. Achievements also include captaining under 11 cricket at county level. Likewise, in hockey the school has an excellent record covering several years, particularly at county and national levels. Most recently, both the under 11 and under 13 teams have done particularly well in the county championships. Several pupils also play for local golf clubs, and in gymnastics, individual achievements include selection for the British Olympic Development Squad for 2016 and gold and silver medals in international competitions. In other areas also, pupils have achieved considerable success, notably in music where many play a variety of instruments including drums, cornet, saxophone and flute to a good standard. The school is proud of the individual and team successes of its pupils. Nevertheless, it takes great care to ensure that pupils who do not possess such skill levels have access to coaching and tuition and, as a result, have the opportunity to compete at a level appropriate to their ability.
- 2.22 Pupils' attitudes to work and study are excellent. Throughout the school pupils use a very good variety of skills in their work. For example, notes and mind maps inform creative writing in English, leaflets produced in biology by Year 8 reinforce the dangers of smoking and acrostic poems are used in a number of subjects to promote revision.
- 2.23 Right across the school pupils work hard and study effectively, both on their own and with others. In a design and technology lesson for example, Year 2 pupils worked together without instruction to assist each other in wrapping a bottle in a paper sleeve. Similarly, Year 6 pupils worked eagerly in pairs to create a French role play and in Year 8, pupils worked effectively in pairs to determine an extended metaphor in the poem *Valentine*. Independent work is undertaken in a variety of subjects. Year 5 produced some excellent projects on life in World War II and in geography, Year 6 pupils worked enthusiastically to prepare interviews that highlighted tourism issues in Kenya.
- 2.24 Across the school, pupils settle down quickly and apply themselves effectively to the task they have been set, be it at registration, the start of lessons or in games and activities. Pupils enjoy their studies. Their concentration levels are high and they show great enthusiasm for their work and activities. In a drama lesson for Years 5 and 6 for example, the pupils had all learned a large number of lines for the production, and in games all pupils played with great enthusiasm in order to improve their hockey skills.
- 2.25 Both boys and girls organise their work and studies effectively and they are confident of their teachers' regular help in this area. As a result, pupils progress well and attain high standards. In a few cases, the presentation of pupils' work is unsatisfactory. Such instances are largely confined to a small number of subjects in the senior part of the school. Pupils clearly enjoy coming to school and they appreciate the learning experiences they are offered.

Spiritual, Moral, Social and Cultural Development of Pupils

- 2.26 The provision made for pupils' personal development is of a high quality. This is an improvement on the findings from the last inspection. Pupils now demonstrate an increasingly well-developed moral, social and cultural awareness but spiritual awareness is developed to a slightly lesser extent. A formal PSHCE programme is in place and this, together with the school's caring ethos, helps it successfully meet its aims for personal development, and in particular the priority given to raising pupils' self-esteem and self-confidence. The secure atmosphere in which pupils feel appreciated and in which they have a strong sense of moral values, enables them to be considerate and responsible members of the school community.
- 2.27 Spiritual awareness is appropriately fostered through school assemblies. It is also evident in group meetings, where caring in the community was discussed on one such occasion and in another when the aspirations of pupils were shared with the group. Spiritual development is also fostered in some lessons, for example in a creative writing lesson in the reception class where pupils gasped with wonder at the sight of an ostrich egg and exclaimed with delight when given the opportunity to write stories inspired by it. A further example was observed in a junior school assembly where the theme 'It's good to be me' helped pupils develop their sense of identify and self-worth. This was well followed up in a Year 2 PSHCE lesson straight after, with pupils using role play to learn about impulsive and thoughtful behaviour.
- 2.28 Pupils develop a strong moral awareness and are well able to distinguish the difference between right and wrong from an early age. They respect the values of the school which are clearly displayed across the age ranges. The Foundation Stage children understand the privilege point system and discussions with Year 7 pupils indicated that they clearly understood why certain actions are wrong. Pupils understand the school rules, 'The Grosvenor Way', very well and can describe them, and older pupils are able to explain the necessity for them. PSHCE lessons and assemblies encourage pupils to develop their self-discipline, with a talk given about the legal system to Year 7 being a good example of this.
- 2.29 Pupils' social development, in terms of their position as members of the school and also of the wider community, is particularly good. Pupils are encouraged to think of other people as well as themselves through assemblies and PSHCE lessons, for example, when Year 4 help with wet breaks in the junior part of the school and Year 8 help clear away after lunch. Pupils take part in many fundraising events such as 'Plan International', where they write and receive letters from a girl in Zimbabwe whom they sponsor. Pupils play very well together at break times both with the good supply of toys and with each other. The school is proud of its involvement in the 'World Challenge' programme which contributes most significantly to pupils' social development in particular.
- 2.30 Pupils have many good opportunities to learn and appreciate cultural traditions from their own and other backgrounds. The school focuses on common elements between cultures and aims to make pupils aware of all beliefs. The school runs a 'World Week' during which the whole school learns about cultures in different countries around the world, and which culminates with a presentation by all groups about the country they have focused upon. Art also promotes a good understanding of other cultures as seen when Aboriginal bark paintings, Masai masks and Greek style pottery were being made. Pupils have also taken part in musical activities such as choirs and concerts in the Albert Hall. School trips are also made to the National Art Gallery and the Tate Modern in order to further enhance the pupils' cultural awareness.

- 2.31 The school meets the regulatory requirements for the spiritual, moral, social and cultural development of pupils [Standard 2].

The Quality of Teaching (Including Assessment)

- 2.32 Across the school, teaching is most effective and on occasions is outstanding. As a result, it encourages high achievement amongst the pupils and enables them to reach their full potential. This is clearly in accordance with the aims of the school. The quality of teaching found at the time of the previous inspection has been improved.
- 2.33 Where teaching is at its best, teachers expect a considerable amount from their pupils and take the necessary steps to encourage them to become interested in their work. They initiate many learning opportunities in order to enable pupils to increase their knowledge and understanding of a subject or particular skill.
- 2.34 In the best practice teachers encourage pupils to learn and think for themselves. To do this, they skilfully use questions and tasks that are set appropriately with regard to pupils' ages and abilities. This was clearly evident in a particularly good reception class literacy lesson where, as a result of the teacher's very careful intervention and interaction with her pupils, they enjoyed demonstrating their word building skills and vocabulary. The teacher's high expectations and good use of appropriately set questions, as well as the praise and encouragement she gave to the pupils, ensured that all made considerable gains in their learning.
- 2.35 Teachers' own subject knowledge and obvious enthusiasm enable them to set work which not only motivates but successfully challenges their pupils. In addition, across the school, teachers manage pupils' behaviour well and carefully enable them to express themselves in a variety of ways. Lessons are well planned and pupils can clearly understand what they are required to do in order to learn a particular skill or concept. Almost all lessons move at a sufficiently brisk pace and good use is made, by both teachers and pupils, of the time available.
- 2.36 Other characteristics of highly successful lessons include the way in which teachers involve their pupils in a variety of activities, which might include an investigation, a discussion or theoretical or practical work. Most effective use is made of the resources available to support pupils' learning. In subjects such as physical education and games, science and mathematics, pupils' learning is increased as a result of them being asked to work in pairs or small groups. Indeed, the sharing of apparatus and encouragement of working together are successfully developed, from the youngest children onwards. In an outstanding Year 4 English lesson for example, pupils following an interactive whiteboard presentation on *The Shirt Machine* by Jon Davis, were required, at different times during the next part of the lesson, to work both individually and in pairs. This was in order to create a flow chart of the processes of the shirt machine and then to write an explanatory text of the various stages. The constant challenging and prompting of the pupils by the teacher, together with the excellent use of the resources that were available, ensured that all pupils made considerable progress.
- 2.37 On the few occasions when teaching does not reach such high standards, it is usually as a result of a lack of variety in the teaching methods being used, or because the work is insufficiently challenging and not closely matched to pupils' different abilities. Consequently, pupils lose interest. In addition, on some occasions, teachers spend a slightly over-long amount of time introducing the lesson to the pupils. The result is that pupils again lose interest.

- 2.38 Good relationships between teachers and pupils exist throughout the school. These are based largely on the mutual respect that exists between them. The outcome is that pupils are confident and feel able to express their views, ideas and opinions in a secure environment. In addition, they are able to respond in a positive and productive way. Teachers know their pupils well and give sensitive help, particularly to those pupils with LDD. Pupils' needs are recognised and addressed appropriately.
- 2.39 Teachers make good and effective use of the school's stock of high quality resources. They carefully select resources that can be used to help pupils' learning and understanding of what they are being taught. Teachers use ICT well to assist pupils' understanding, particularly through the use of the ICT suite and in those classes with interactive whiteboards. The well-stocked libraries and other teaching rooms, together with many specialist rooms, have appropriate book stocks and resources that are again used most appropriately to support pupils' learning. Of particular note is the quality of the support given to pupils by teaching assistants.
- 2.40 The school's assessment procedures have improved significantly since the last inspection and teaching now includes the regular assessment of pupils' work. In the best lessons, such as in English, consistent and effective practices are in place for assessing work. This allows the teachers to focus sharply on pupils' development. Where there is insufficient analysis and less monitoring of assessment results, work planned for pupils is not so precisely matched to their needs.
- 2.41 The school has developed good systems to track pupils' attainment against national norms and evaluate whether they are meeting expectations. Assessment is effectively used to identify pupils who need extra support. Where it is less successful, for example in target setting, the assessment of pupils' work does not inform teachers' planning so well.
- 2.42 A whole-school marking policy is in place. However, on occasions, marking is inconsistently applied across subjects and not always referred to in individual subject policies. Whilst marking is done alongside younger pupils beneficially, a small amount of written marking for older pupils is superficial, with just a tick placed at the end of the work. On rare occasions, work is left unmarked. In examples seen of excellent practice, such as in many of the junior school English books, marking includes helpful comments, so that pupils understand what they need to do to continue to improve.
- 2.43 The school meets the regulatory requirements for teaching [Standard 1].

3. THE QUALITY OF CARE AND RELATIONSHIPS

The Quality of Pastoral Care, and the Welfare, Health and Safety of Pupils

- 3.1 Staff provide high quality pastoral care for the pupils at all ages and the school gives excellent attention to their welfare, health and safety. The school successfully meets its aims that pupils should feel valued as individuals and that they should contribute towards the welfare of the community.
- 3.2 The school is a very happy place where an atmosphere of mutual trust and warmth is a significant strength, as it was at the time of the last inspection. Pupils describe the school as being very supportive and caring, one commenting that the teachers look after them well when they fall over, or are sad, or when a tooth falls out. Parents are very supportive of this aspect of the school's provision. The quality of care fully supports the national 'Every Child Matters' agenda.
- 3.3 Staff are assisted in their provision of pastoral care by most effective support systems. The house system is an excellent means of reinforcing high standards of conduct and courtesy, as well as being an effective and popular means to promote healthy competition. The 'credit card' system also is valued by pupils and allows staff the opportunity to give positive reinforcement and reward. The school council meets regularly and provides a good forum for pupils' views which can then be considered at regular staff meetings and the close, friendly nature of the school promotes a great deal of informal awareness and discussion.
- 3.4 Relationships between the staff and pupils and between pupils and their peers are excellent. Staff know their pupils well and are liked and respected. They provide very good care, support and guidance for all the pupils. In discussion, the pupils readily stated that there were many teachers in whom they had confidence and with whom they felt able to discuss any worries they might have.
- 3.5 The pupils are very supportive of each other. Pupils in Years 7 and 8 conscientiously help to supervise lunch and in doing so carefully look after the needs of the younger ones. Most pupils in Year 8 enjoy undertaking the responsibilities associated with being a house captain, prefect or monitor. Year 4 act as monitors in the junior school at wet breaks and Year 6 sometimes help pupils in reception. The 'friendship stop' in the play area for the younger years and the new pupils induction system, effectively ensure that all pupils feel an integral part of the community.
- 3.6 The pupils are outstanding ambassadors of the school. They display excellent behaviour, good manners and friendly courtesy. Effective arrangements are in place and implemented to promote high standards of behaviour. The younger pupils respond well to privilege time whilst the older pupils fully understand the black mark system. The code of conduct is displayed around the school. It is regarded by the pupils as being fair and clearly states the school's expectations. The pupils are proud of being at Grosvenor School.
- 3.7 Careful attention is also paid to the prevention of bullying and harassment. The anti-bullying policy is explicit and implemented effectively. In discussions, pupils indicated that bullying was rare and that should it occur, staff would deal with it swiftly and robustly.
- 3.8 Measures to safeguard and promote pupils' health and well-being are most secure and firmly established. This represents an improvement on the findings of the last inspection. Child protection procedures are in place and are effective. These procedures are clear to all staff

- who receive regular, relevant training. Staff are all checked and cleared with the Criminal Records Bureau and records are kept centrally. Pupils are well supervised at all times.
- 3.9 All the appropriate measures to reduce the risk from fire and other hazards have been taken and the documentation is most thorough. Safety precautions in the science laboratories and design and technology rooms are carefully followed. Staff are only allowed to drive the school mini-buses once they have been passed as competent by the British School of Motoring.
- 3.10 Health and safety policies are comprehensive and regularly discussed by the senior management team. The school's adventure play ground equipment is inspected annually by consultants who advise on any further measures that need to be undertaken. A high proportion of the staff are qualified first-aiders and first-aid equipment is placed at strategic points around the school. Risk assessments are undertaken and completed most thoroughly for all expeditions and visits.
- 3.11 Meals are seen by pupils as being a real strength. The food is appetising, nutritious and varied. Mealtimes provide a very pleasant social occasion. Pupils enjoy plenty of physical exercise. The registration of pupils, at appropriate times during the day, is carried out methodically and efficiently. Attendance and admissions registers are maintained correctly and pupils' overall attendance is very good.
- 3.12 The school meets the regulatory requirements for the welfare, health and safety of pupils [Standard 3].

The Quality of Links with Parents and the Community

- 3.13 The school has maintained fully the good partnership with parents and the community that was found at the time of the previous inspection. As a result, it achieves its aims in this respect.
- 3.14 Parents, in response to the pre-inspection questionnaire, indicated strong support for all aspects of the school. Almost all were most positive with regard to the teaching their children received, the range of subjects they were offered, the worthwhile attitudes and values promoted by the school and the range of extra-curricular activities that were available.
- 3.15 The main areas of concern raised by parents were in respect of the amount of homework their children received, the amount of information they received about their children's progress and the feeling of a few, that they were not sufficiently involved in the life and work of the school. Inspection findings show that sufficient information is given about the progress pupils make, and that the amount of homework set is appropriate for the ages of pupils at all stages in the school.
- 3.16 Parents are offered many opportunities to be involved with the life of the school, for example when accompanying educational visits, attending social functions, such as the garden party, and by giving various cultural talks to pupils. In addition, some parents have addressed pupils during 'World Week' and in another instance, a reception class were given a talk on healthy and unhealthy foods for teeth. Furthermore, at home most hear their children read and support them with homework.
- 3.17 All pupils have a homework diary which parents are asked to sign to say they have seen any comments made. The school has introduced open sessions for the parents to look at the pupils' work, in addition to the evenings when they discuss their children's progress.

- 3.18 Parents are welcome to speak to staff at the end of the day or contact the headmaster directly if they have concerns about their children's welfare. They are also welcome to attend sports matches that are played against other schools. The school also sends questionnaires to parents regarding their views about various aspects of school life. These are then analysed and any action required is taken where appropriate.
- 3.19 The school has effective and appropriate systems for communicating with parents. The prospectus, website, newsletters, weekly bulletin and information notice boards for parents all help provide them with up to date information about what is going on in school. Reports are sent out once or twice a year depending on the age of the pupil. From Year 3 upwards in particular, the reports highlight what the pupil has done well and what is required for continued improvement. Parents receive formal feedback in the form of either a report or parents' evening every term.
- 3.20 No formal complaints were received from a parent in either this academic year or in the last. The formal parental complaints procedure is in place.
- 3.21 A variety of links with the community helps to enrich the lives of pupils. Sporting fixtures and visits to local sports clubs to play and train are good examples of this. In addition, the school raises money for many charities, locally, nationally and internationally. In the selection of some of these, the pupils are consulted and on occasions the choice is given to them as to which charity will be supported. At harvest time, the produce collected by the pupils is taken to the Salvation Army by Year 8 pupils. The local police force and fire service bring vehicles to the school for pupils to see and to enable them to speak to the personnel. Further examples of the good links the school has with the local and wider community include a sponsored car wash, where pupils washed cars to raise money for the Tsunami, and where pupils in the choir sing in the local community at Christmas time.
- 3.22 The school meets the regulatory requirements for the provision of information and the manner in which complaints are to be handled [Standards 6 and 7].

4. THE EFFECTIVENESS OF GOVERNANCE AND MANAGEMENT

The Quality of Governance

- 4.1 The governance of the school, provided by the proprietors, one of whom is also the headmaster, is of high quality. An overriding commitment to the good of the school, the pupils and the school's development is clearly apparent. As a result, the school is well able to achieve its aims of encouraging pupils to achieve the highest possible standards in all areas, to maintain its distinctive ethos and to produce effective strategic plans to meet its objectives. This is a similar picture to that found at the time of the previous inspection.
- 4.2 The proprietors, along with the bursar and other personnel who act as necessary in a consultancy role, ensure that appropriate management structures are in place to support their effective oversight of the work of the school. The proprietors are well aware of their overall responsibilities and are fully involved in both educational and financial planning. In addition, strategies are in place to make sure that effective educational provision is made and that investment in human and material resources is more than adequate.
- 4.3 The dual role of proprietor and headmaster ensures that there is a particularly knowledgeable insight into the working of the school and that good provision is made in advising and supporting other members of staff, in order to ensure that there is sufficient stimulus for growth and improvement. The proprietors are very well positioned and effective in discharging responsibilities for the welfare, health and safety of the pupils.

The Quality of Leadership and Management

- 4.4 Effective leadership and management of the school are well provided by senior staff. Consequently this enables the school's aim of encouraging pupils to reach their full potential to be achieved. Much of their success is reflected in the quality of education the school provides and the care it takes of its pupils. Many of the strengths found at the time of the previous inspection have been maintained and in some areas, built upon.
- 4.5 The six members of the school's senior management team provide it with a clear sense of direction, largely as a result of their good oversight of its work. They are a well-established group and are supported by subject leaders. Since the last inspection sound progress has been made in developing the role of these subject leaders. However, the roles and responsibilities of some senior staff and subject co-ordinators, whilst being clearly defined are, in some cases, not so systematically well carried out in practice. This is particularly the case regarding the monitoring of the work pupils produce and the teaching they receive in a particular subject across the whole school. Practice is variable and whilst some co-ordinators have a good whole-school perspective of the development and progress of pupils in their subjects, this is not the case in all.
- 4.6 The school's development plan is a good quality, relevant and appropriate document which indicates short term (one year) and longer term (three year) needs. In certain areas even longer term planning is identified. The document is detailed in its coverage of whole-school issues, and includes the aims of carrying out a particular area of development and the way such a priority will be implemented, together with in-service training needs, timescales, resource implications, success criteria and the identification of personnel to be involved. A review date is also identified. Such a good quality plan clearly indicates that the school's senior managers are most effective in analysing its needs, setting priorities, planning in detail and identifying ways to meet those targets.

- 4.7 The overall school development plan is supported by similar planning in most subjects. However, apart from one or two subjects such as English, most subject development plans focus largely on the senior school. Whilst there is a document related to junior school developments, the detailed subject planning for the Foundation Stage and Years 1 to 4 is not in place in all subjects. Consequently, planning for the development of a particular subject does not have a whole-school perspective.
- 4.8 Good quality policies and procedures are in place to cover most areas of school life. These are whole-school policies and, where age differences require different strategies, for example in the marking and assessment of pupils' work, they are appropriately identified. Each policy is appropriately dated together with a proposed review date and an indication of who is responsible for the review.
- 4.9 Systems are also in place to check, as necessary, the implementation and effectiveness of the various policies and procedures. Regular checks are made, for example, on issues such as health and safety and child protection. However, some policies, for example the marking policy, are not fully followed or implemented by all staff, particularly in some subject areas in the senior part of the school.
- 4.10 Teaching and support staff are effectively deployed. Good staffing levels help to ensure that high quality support and guidance are given to all pupils, particularly those requiring additional help with their learning difficulties and/or disabilities. Staff recruitment is well managed, with the statutory staffing checks being made and records securely kept.
- 4.11 New staff, including when applicable newly qualified teachers, have an induction programme that is effective and supports them well. The strategy for newly qualified teachers follows the national guidelines. In-service training opportunities are available for staff and a sufficient budget supports this. However, priority is given to relating in-service training needs to the school development planning process. A formal system for appraisal is effectively used to support an individual's professional development.
- 4.12 The school is situated on one site and good use is made of the facilities that it has. Teaching space is good overall and is used appropriately. A range of specialist accommodation is available for all pupils as required. This includes rooms for ICT, music, science, pottery, art and design and technology. Such accommodation, well used by teachers, has a positive impact on pupils' overall learning and the progress they make. In addition, good provision is also made for outdoor games, which when accompanied by good quality teaching, again ensures that significant standards are achieved.
- 4.13 The school has a good stock of high quality resources which support both teaching and pupils' learning. In most cases these are located near areas where they are needed and are effectively managed and used. The libraries are also well stocked and managed. They are used appropriately by staff and pupils who see them as an integral part of the school and an asset to the learning process.
- 4.14 Procedures for budgeting operate effectively overall, with subject co-ordinators being responsible for a budget to support the development of their subjects and, as a result, to enhance pupils' learning.
- 4.15 The high quality support and assistance provided by the administrative and other support staff ensure that the school is run efficiently on a day-to-day basis. Communication within the school is effective as a result of a good system of in-house in-service training, staff and departmental meetings, and staff notice boards.

- 4.16 The school meets the regulatory requirements for the suitability of proprietors and staff and for premises and accommodation [Standard 4 and 5].
- 4.17 The school participates in the national scheme for the induction of newly qualified teachers and meets its requirements.

5. CONCLUSIONS AND NEXT STEPS

Overall Conclusions

- 5.1 Grosvenor School provides a good quality of education for its pupils. It has many strong features, some of which are outstanding. The school achieves its aims and meets the needs of the pupils effectively. Many opportunities are provided to help pupils achieve their full potential. The school gives pupils a broad educational experience through the curriculum it offers. In addition, the strong extra-curricular programme and educational visits, good, and on occasions outstanding teaching, and effective leadership all combine to enable pupils to achieve particularly good standards in many areas of the curriculum. Pupils respond well and have excellent attitudes to their learning. They behave exceptionally well and are responsible members of the school community. Pupils are particularly well cared for and most successful provision is made for their personal development. Good links have been established with parents and the wider community.
- 5.2 Many of the strengths found at the time of the previous inspection in 2002 have been maintained or built upon. Good progress has been made in addressing the weaknesses related to ICT and inadequacies related to the library provision. An effective appraisal system is also now in place. Whilst significant progress has been made in other areas, the school is well aware that work needs to be continued in relation to further refining the roles of senior managers and subject co-ordinators. This is particularly so in respect of their work in systematically monitoring the teaching pupils receive, and the quality and presentation of the work they produce. Furthermore, the school also recognises that there is a need to refine further the subject development planning process, so that in each subject there is a more explicit development plan, with supporting policy and scheme of work, which covers the whole school from the Foundation Stage to Year 8.
- 5.3 The school meets all the regulatory requirements.

Next Steps

- 5.4 The school has no major weaknesses. In order to develop further the education it provides, it should:
1. continue to develop the roles of senior managers and subject co-ordinators, in order to enable them to have an even better overview of the quality of teaching pupils receive and the standards of work they produce, including the presentation of that work, across the whole school;
 2. use the best examples already in place to produce a development plan for each subject that identifies and sets out strategies to address that subject's needs throughout the school;
 3. extend the existing systems for monitoring the work of the school, in order to produce a more measured rolling programme of review and development, particularly of the curriculum, over the next few years.
- 5.5 No action in respect of regulatory requirements is required.

6. SUMMARY OF INSPECTION EVIDENCE

- 6.1 The inspection was carried out from 3rd to 6th March 2008. The inspectors examined samples of pupils' work, observed lessons and conducted formal interviews with pupils. They held discussions with teaching and non-teaching staff and with the proprietors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined a range of documentation made available by the school.

List of Inspectors

Mr Graham Nunn	Reporting Inspector
Mr Marcus Gunn	Headmaster, IAPS school
Miss Louise Savage	Former Head Teacher , pre-preparatory HMC school
Mr Neil Hudson	Head of Upper School, ISA school