



INDEPENDENT SCHOOLS INSPECTORATE

**INTEGRATED INSPECTION
LOUGHBOROUGH GRAMMAR SCHOOL**

INDEPENDENT SCHOOLS INSPECTORATE

Loughborough Grammar School

Full Name of School	Loughborough Grammar School		
DfE Number	855/6012		
Registered Charity Number	1081765		
Address	Loughborough Grammar School Burton Walks Loughborough Leicestershire LE11 2DU		
Telephone Number	01509 233233		
Fax Number	01509 218436		
Email Address	admin@lesgrammar.org		
Head	Mr Paul Fisher		
Chair of Governors	Mr Michael Pearson		
Age Range	10 to 18		
Total Number of Pupils	1002		
Gender of Pupils	Boys		
Numbers by Age	10-11:	15	11-18: 987
Number of Day Pupils	Total:	936	
Number of Boarders	Total:	66	
	Full:	66	Weekly: 0
Inspection Dates	04 Feb 2014 to 07 Feb 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 December 2009.

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.

This inspection contains specific judgements on the National Minimum Standards for Boarding Schools. It comments on the progress made by the school in meeting the recommendations set out in the most recent statutory boarding inspection and evaluates the quality of the boarding experience and its contribution to pupils' education, personal development and welfare. Until September 2011, Boarding inspections were carried out by the Office for Standards in Education (Ofsted), Children's Services and Skills.

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 the chair of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited boarding houses and 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 Carole Evans	Reporting Inspector
Mr Bill Chadwick	Team Inspector (Deputy Head, HMC school)
Dr Trevor Clarke	Team Inspector (Head of Department, HMC school)
Mr John Cox	Team Inspector (Head of Department, HMC school)
Mrs Claire Hewitt	Team Inspector (Head, GSA school)
Mr Martin Kettlewell	Team Inspector (Head of Department, HMC school)
Lady Fiona Mynors	Team Inspector (Former Head, IAPS school)
Mr Julian Thould	Team Inspector (Head, HMC school)
Dr Jonathan Tribbick	Team Inspector (Head, HMC school)
Mr Michael Windsor	Team Inspector (Head, HMC school)
Mr Tony Halliwell	Co-ordinating Inspector for Boarding

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Loughborough Grammar School was founded in 1495 and is a day and boarding school for boys. The school is one of three that make up the Loughborough Endowed Schools (LES) Foundation and shares a large campus with Loughborough High School and Fairfield Preparatory School. The three schools work closely together and have a common governing body although they operate as separate entities. Pupils come from the local area and the cities of Nottingham, Derby and Leicester. They represent a wide range of backgrounds and many boarders are from overseas. At the time of the inspection there were 1002 pupils on roll, one-third of whom were in the sixth form and 66 were boarders.
- 1.2 Since the previous inspection there has been a complete rebuild of the mathematics and science facilities, and the boarding houses have been extended and renovated.
- 1.3 The school is within the Anglican tradition and welcomes pupils of all faiths. It aims to prepare young men for life in a changing world. It strives for the highest standards in academic achievement and also places strong emphasis on the pupils' physical, social and spiritual development. The school seeks to provide an environment of great opportunity with an expectation that pupils will participate and contribute, and an ethos which places equal focus on the individual and the understanding of service to the community.
- 1.4 The ability profile of the school is above the national average. Very few pupils have an ability that is below average and around a third are of well above average ability. The ability profile remains consistent in the sixth form. Of the 125 pupils who have English as an additional language (EAL), 38 receive support. The school has identified 82 pupils as having special educational needs and/or disabilities (SEND), of whom 50 receive specialist help with their learning. No pupil has a statement of special educational needs.
- 1.5 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 The quality of the pupils' achievements is excellent in their academic work and in their activities. They demonstrate a high level of knowledge and understanding in all the areas of the curriculum. Pupils are successful in public examinations. All pupils, including those who are particularly able or talented and those with SEND or EAL, achieve at a high level and make excellent progress. The broad curriculum enables all pupils to have a wide range of experiences and is an excellent basis from which to make informed choices as they move through the school. Teaching is excellent and promotes high quality learning, although in a small amount of teaching, strategies do not enhance the pupils' learning experience. The excellent extra-curricular programme ensures opportunities and choice for all pupils. Pupils achieve individual and team successes in a wide range of activities and national competitions. The pupils' achievements are supported by their very positive attitudes and their exemplary behaviour.
- 2.2 The pupils' personal development throughout the school is excellent. Pupils enjoy strong relationships with peers and adults, and their spiritual, moral, social and cultural awareness is excellent. They think of others and work hard for those less fortunate than themselves. They are able to judge right from wrong and take on responsibilities willingly. Arrangements for pastoral care are excellent and pupils are encouraged to have a healthy lifestyle. The arrangements for welfare, health and safety are excellent and robust procedures are in place to ensure the safeguarding of pupils. Pupils confirm that they feel safe, and are well known and well supported. Boarding makes an excellent contribution to the lives of the pupils.
- 2.3 The governance of the school is sound and governors are fully committed to the aims and ethos of the school. They are rigorous in discharging their legal responsibilities and oversee finances prudently but there is no structure to enable them to monitor the educational standards of the school. The quality of leadership and management, including links with parents and carers, is excellent. The clear vision and sense of direction set high expectations and achieve high standards. The recommendations from both previous inspections have been implemented.

2.(b) Action points

(i) Compliance with regulatory requirements

- 2.4 The school meets all the requirements of the Independent School Standards Regulations 2010.
- 2.5 The school meets all the National Minimum Standards for Boarding Schools 2013.

(ii) Recommendations for further improvement

- 2.6 The school is advised to make the following improvements
1. Introduce structures to enable governors to monitor the curriculum and education standards.
 2. Ensure consistency in the quality of teaching throughout the school so that all matches the excellent standards of the majority.

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 Pupils are extremely well educated in line with the school's aims to strive for the highest standards in academic achievement. Pupils of all ages demonstrate a high level of knowledge and understanding in language and literature, and creativity in art and music. Technological and physical development is strong. Pupils reason cogently and are able to apply their knowledge successfully; they are articulate and express themselves confidently. The pupils' scientific knowledge is very well developed. This is utilised, together with their excellent numeracy skills and high level of subject understanding, to gain frequent success in science Olympiads and national mathematical challenges. Pupils regularly gain places at universities with demanding entry requirements.
- 3.3 The pupils' achievements in their extra-curricular activities are excellent and reflect their wide range of interests, the development of their talents and their determination to make the most of the opportunities they are offered. They are highly successful at national level in a number of activities, including bridge and chess. A large number of pupils participate in the Combined Cadet Force (CCF) and The Duke of Edinburgh's Award (DofE). Sporting success includes representation at county and national level. Pupils achieve at a high level in music. They make excellent use of the many opportunities to perform, and in addition to frequent concerts in school, sing evensong in cathedrals and college chapels.
- 3.4 The achievements of pupils with SEND or EAL and those who are able, gifted and talented are equally strong, reflecting the excellent support that they receive throughout the school. Pupils have been awarded prizes in national essay competitions.
- 3.5 The following analysis uses the national data for the years 2010 to 2012. These are the most recent three years for which comparative statistics are available. Results at GCSE and A level have been well above the national average for boys in maintained schools and above the national average for boys in maintained selective schools. In 2013, almost 60% of GCSE grades were A* or A and 50% of all A-level results were graded A* or A. The level of attainment at GCSE, and nationally standardised data that is available, indicate that pupils make progress that is good in relation to the average for pupils of similar ability. The level of attainment at A level, from evidence including scrutiny of pupils' work and their performance in lessons, discussions and activities, indicates that pupils in the sixth form also make good progress.
- 3.6 Pupils throughout the school demonstrate a highly positive attitude to learning. They settle to work quickly, listen attentively in class, apply themselves well and enjoy their learning. Pupils take an active part in discussion, eagerly asking and answering questions. They show very good organisational skills, with many taking the initiative for their own learning. Pupils work extremely well together and learn from their peers during collaborative work, respecting each other as fellow students. They show enjoyment and perseverance. Pupils are intellectually curious and self-motivated, and they have high aspirations both inside and outside the classroom.

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

- 3.7 The contribution of curricular and extra-curricular provision is excellent.
- 3.8 The curriculum reflects the school's aims, promoting high standards and providing well for pupils of all ages, abilities and needs. It makes an excellent contribution to the academic progress of the pupils by offering a balanced yet varied and extensive range of subjects. A broad range of subjects is offered in Years 6 to 9 which includes the core subjects, the humanities, creative and expressive subjects, and classical and modern foreign languages. Since the previous inspection, a Year 7 activity programme has been introduced and a second modern foreign language has been added to the Year 8 curriculum. Pupils speak of their enjoyment of this new programme. The school offers a wide range of subjects at GCSE, which allows pupils to focus on their strengths and to achieve extremely high standards. In the sixth form, the excellent curriculum offers a wide and varied range of subjects that suit the pupils' interests and abilities well.
- 3.9 The excellent structured support for pupils with SEND or EAL targets their needs well and is much valued by pupils. Provision for more able pupils and those with particular talents is well developed.
- 3.10 The personal, social and health education (PSHE) programme includes careers guidance, enabling pupils to make appropriate choices for the next stage of their education.
- 3.11 The school's provision of extra-curricular activities is excellent. The extensive, diverse range of activities is one of the strengths of the school. An overwhelming majority of parents who responded to the pre-inspection questionnaire felt that the school provides a good range of activities. Pupils indicated that they appreciate the range of activities available. Many departments augment their teaching programmes with enrichment activities, and a programme of visiting lecturers from local universities provides excellent extension opportunities for the more able. Pupils of all sporting abilities and interests are catered for through the range of teams and the increasingly wide variety of sports provided. The extensive provision for creative subjects enables very high standards of achievement, with choirs and numerous musical ensembles enjoying excellent facilities. This full involvement in extra-curricular activities is recognised through the award of sports colours, and Heron Badges are awarded to pupils to recognise their contribution to the wider life of the school. Many pupils work with local schools, including a special needs school. A number of trips and visits are arranged in the UK and overseas to enhance the educational experience and personal development of the pupils.

3.(c) The contribution of teaching

- 3.12 The contribution of teaching is excellent.
- 3.13 Teaching promotes the pupils' learning and academic potential very well and supports the school's aims. The high quality of teaching is extended across the curriculum.
- 3.14 Throughout the school, secure subject knowledge informs the planning of teaching to ensure that it is appropriate to each age and the range of abilities. Teachers know their pupils extremely well and work is carefully matched to the pupils' differing needs. Teaching is effective in providing targeted support for pupils with SEND or

EAL. Departmental resources provide specific additional challenge for more able pupils.

- 3.15 A small minority of teaching which, whilst sound, is less effective, does not enhance the learning experience because strategies employed lack variety or do not challenge pupils to think for themselves. The most successful teaching involves pupils fully in their learning and uses well-chosen resources and a variety of teaching methods to create opportunities for them to achieve and put forward their own ideas. The lessons are based, most significantly, on excellent working relationships, within which teachers and pupils respect each other. Good humour is often evident and the pace is productive. Pupils report that they feel encouraged and supported by their teachers. Opportunities for pupils to work collaboratively and independently benefit all pupils, including the more able and those with SEND, and high levels of enthusiasm in teaching promote considerable application from pupils of all ages.
- 3.16 A more coherent approach to tracking and monitoring of progress has been instituted recently, and there is now a greater focus on detailed analysis of the pupils' performance, supported by the use of historical data, in order to track their progress. Work is regularly marked, with the best examples providing detailed feedback, such as well-focused reference to assessment criteria and specific individual targets. The recent implementation of the common marking policy has begun to ensure that this practice is becoming more consistent across the school.
- 3.17 The school has been developing strategies for teaching, learning and the sharing of good practice. Excellent progress has been made in this respect, with good practice shared and useful resources disseminated amongst the teaching staff. This fulfils the recommendations of the previous inspection although some inconsistency remains. The school has undertaken a considerable amount of research that has been very effective in highlighting successful teaching strategies for boys. This has led to pupils making enhanced progress.
- 3.18 Teaching employs a wide range of resources. A very well-resourced library encourages pupils to read for pleasure through initiatives such as 'The Whole School Book' and the 'Library Blog'. The school is currently part way through a rolling programme of supplying tablet computers to the pupils.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

- 4.1 The pupils' spiritual, moral, social and cultural development is excellent.
- 4.2 The pupils' spiritual awareness is excellent. The school's Christian values are deeply rooted in the fabric of the community and have been adapted as the school has become more culturally diverse. Pupils appreciate the faiths of those around them and demonstrated this high level of respect in interviews. Regular services are held in the chapel and full school assemblies take place twice a week bringing the whole community together to celebrate success. Other opportunities for reflection are provided through house and year group assemblies, as well as in areas of the curriculum.
- 4.3 Pupils develop excellent moral awareness. They have a clear sense of right and wrong, supported by the well-developed PSHE programme and the Year 13 enrichment programme, responding well to challenge from external speakers. All pupils study a wide-ranging religious studies course up to Year 9 that embraces a stimulating mix of moral and spiritual issues. Ethical issues are also discussed in the very lively senior debating union and the politics society, as well as in individual lessons.
- 4.4 The pupils' social awareness is excellent. Pupils are engaged with the wider community and are particularly active in raising money for charitable causes. There is a particular focus on supporting a local hospice and a school in Sri Lanka. Senior pupils are also involved in the 'Master Class' programme, providing learning support to children from local schools. Pupils make good use of the opportunities provided by the DofE and the volunteer service unit for community service. Pupils express their strong affection for and loyalty to the school. They aspire to hold positions of responsibility and opportunities are provided for them to develop teamwork and leadership skills through the school council, the CCF and The Duke of Edinburgh's Award, in sport and in the very active house system. A very small proportion of pupils in responses to the pre-inspection questionnaire suggested that they would like increased opportunities for further responsibility in order to develop their leadership skills. There is some evidence that, at least for the younger pupils, opportunities are more limited.
- 4.5 The pupils' cultural development is excellent. There is a culture of mutual respect and a natural inclusivity which welcomes pupils from a wide range of backgrounds. The numerous choirs, instrumental ensembles and bands stimulate appreciation of all types of music. Art, drama and design technology provide opportunities for pupils to explore their creativity. There are many and varied opportunities for pupils to travel with the school within the UK and abroad, and such visits develop the cultural awareness of the pupils.
- 4.6 Pupils are courteous, well behaved and co-operative. They have a high standard of personal development by the time they leave the school. They are articulate, able to reflect on their own strengths and weaknesses, and aware of the challenges that face them in the adult world. They feel that the school prepares them well for higher education and the world of work.

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

- 4.7 The contribution of arrangements for pastoral care is excellent.
- 4.8 The school successfully meets its aims to provide a structure of pastoral care that ensures that each pupil is valued as an individual, while encouraging pupils to show consideration, courtesy and respect to others at all times. The excellent pastoral care provided by all staff ensures individual support for the pupils. Excellent relationships between pupils and staff and amongst the pupils themselves are seen in all areas of school life. Staff know and understand the pupils well and are always willing to help them, and the pupils greatly value the support they receive. The vibrant and popular house system gives pupils opportunities to build friendships with those from other year groups. The chaplaincy and medical services provide additional sources of support and advice.
- 4.9 Well-balanced menus encourage the pupils to eat healthily and regular exercise is encouraged through the comprehensive programme of sport and extra-curricular activities. Guidance regarding a healthy lifestyle is also provided through the PSHE programme.
- 4.10 The school fosters exemplary standards of behaviour. Measures to guard against bullying are highly effective and in response to the pre-inspection questionnaire a very large majority of parents felt that the school deals well with any cases of bullying. The behaviour policy is clear, comprehensive and well respected and understood by pupils. In the very rare instances of unacceptable behaviour, sanctions are applied promptly and appropriately. In pre-inspection questionnaire responses, a small minority of pupils did not feel that teachers are fair in the way they give sanctions and rewards. The views of pupils expressed during the inspection do not support this.
- 4.11 In pre-inspection questionnaire responses a minority of pupils felt that the school does not seek or respond to their opinions. Inspection evidence shows that the school attaches considerable importance to seeking and responding to the views of pupils through the school council, which includes representatives from every year group, and feedback from the school council is given during assembly. Recent changes have been made to the tuck shop as a result of school council discussions.
- 4.12 The school has a suitable three-year plan to improve the educational access for pupils with SEND.

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

- 4.13 The contribution of arrangements for welfare, health and safety is excellent.
- 4.14 The pupils' welfare is promoted effectively at all ages. The school has an effective health and safety policy and all necessary measures are taken to reduce risk from fire and other hazards. Regular fire drills are recorded and fire alarms are tested weekly. Staff are trained in the use of fire equipment. Risk assessments are carried out and recorded for internal and external school activities.
- 4.15 A health and safety committee meets regularly and an annual external audit of health and safety measures takes place. The health and safety policy is presented for the approval of the governors.

- 4.16 Appropriate safeguarding arrangements are in place and rigorously implemented. All staff receive regular training in safeguarding and designated staff receive higher level and inter-agency training. Safer recruitment procedures are implemented. The staff induction programme includes training in health and safety and safeguarding.
- 4.17 Medical care, provided by part-time matrons, is excellent. The sick bay provides care for those pupils who are sick or injured and for any with SEND. Individual pupils' medical needs are made known to staff and medical records are detailed and appropriately stored. The first-aid boxes located across the site are well maintained. The first-aid policy is comprehensive and a suitable number of staff have received first-aid training.
- 4.18 Attendance and admission registers are completed correctly and stored for the required period.

4.(d) The quality of boarding

- 4.19 The quality of boarding is excellent.
- 4.20 The outcomes for boarders are excellent. The school's boarding aims are fully achieved. On joining the school, boarders rapidly develop a sense of confidence and individual responsibility in a safe and healthy environment that promotes their well-being. The two boarding houses, together with two host family residences, monitored comprehensively by the school, make a strong and vital contribution to the school's distinctive ethos.
- 4.21 Boarders are confident, polite and articulate, and they demonstrate a pride both in their school and in the boarding houses. They are able to influence boarding provision through the boarders' house and food committees, and there are regular informative house meetings. The excellent relationships between staff and boarders and amongst boarders themselves are warm and sincere. Staff work hard to cater for individual needs and boarders feel very well cared for. They enjoy the challenge of leadership roles within their houses and eagerly celebrate the rich cultural diversity of the different nationalities represented in the boarding community. Boarders are encouraged to be fit and healthy, and they take advantage of the excellent facilities on the campus available to them. Behaviour in the houses is exemplary and boarders thrive in the atmosphere of mutual trust and respect.
- 4.22 The quality of boarding provision and care is excellent. The promotion of boarders' health and arrangements for medical care are well managed and the recently reviewed medical protocols reflect good practice. The medical centre is staffed by qualified nurses. Boarders may attend at any time and a doctor visits weekly. The atmosphere is warm and welcoming, with appropriate facilities for sick boarders. All medication is appropriately stored and dispensed, with parents' consent in place. The arrangements for self-medication are effective and the confidentiality and rights of boarders are respected. Records are appropriately maintained. Boarders feel that they are well looked after. They readily confirm that there is a range of appropriate adults with whom they may discuss personal issues. Houses are warm, comfortable and well maintained. Each has kitchenettes, enabling boarders to prepare a variety of snacks. Laundry provision is efficient. Houses have good recreational facilities, with televisions, video and table-top game equipment, together with access to a piano, a small library and computing facilities. All bedrooms have desks for private study and lockable spaces for the boarders' valuables. Bathroom,

shower and toilet provision is adequate and, in most cases, has been recently refurbished.

- 4.23 Boarders benefit from the school's extensive programme of extra-curricular activities and comprehensive sports provision, in addition to a number of dedicated activities in the evenings and weekends. There has been much investment in the upgrading of boarding accommodation to a very good standard in recent years and there is a good plan for ongoing refurbishment. A variety of electronic devices enables boarders to keep in touch with their parents, including across different time zones. The catering provision is very good and offers a wide choice of plentiful, nutritious and well-prepared food. Special dietary requirements are catered for. Suitably trained boarders enthusiastically assist the catering staff with the preparation of some meals.
- 4.24 The arrangements for welfare and safeguarding are excellent. Procedures and practices ensure that the safety of boarders is well promoted, and managed effectively by all boarding staff. Effective anti-bullying and behavioural policies and procedures include measures to deal with cyber-bullying. Boarders feel safe and valued. The school's clear and comprehensive safeguarding policy encompasses all staff, visitors and contract workers. All boarding and other staff are regularly trained in safeguarding and know what they should do if any concerns arise. Boarders know when and how to report concerns and they are extremely confident in speaking with house staff, secure in the knowledge that all their concerns are taken seriously and dealt with promptly.
- 4.25 Clear and effective systems for signing in and out ensure that staff are aware of the boarders' whereabouts. House staff are readily available overnight should help be needed, and boarders have contact numbers to ensure that assistance or advice are accessible. The missing child policy is clear and understood by all boarding staff. Effective communication between boarding staff and parents promotes the safety and welfare of boarders. Appropriate risk assessments are in place. Regular fire drills take place outside teaching time, and all zones and extinguishers are regularly checked. Fire logs are up to date and correctly stored. Emergency lighting is regularly checked and these checks are logged appropriately. A recent fire and site review has generated appropriate action plans that are being implemented.
- 4.26 The effectiveness of the leadership and management of the boarding provision is excellent and is reflected in the high quality relationships and personal development of boarders. Policy making is mostly clear and concise, and monitoring is good overall. Governors have recently visited the two boarding houses. The senior management team meets regularly to review arrangements for boarding, ensuring that changes and developments have a positive impact on boarders. Strong house loyalties, together with the friendly and positive relationships and atmosphere, are nurtured by highly dedicated staff. The resident housemasters are supported well by other resident and visiting staff. All staff involved with boarding have clear job descriptions and receive effective induction. The boarding community benefits from the services of two Gap Year students. A number of staff have achieved or are studying for qualifications in boarding education and relevant boarding courses are well attended. The complaints procedure for parents is operated effectively. In response to the pre-inspection questionnaires, boarders and their parents expressed extremely high levels of satisfaction with boarding provision. A minority of boarders expressed concerns about the food on offer. Inspection evidence does not support this view. Discussion is underway regarding the use of self-evaluation and appraisal

as a management tool to support the longer-term development of boarding in the school.

- 4.27 The school has responded positively to the recommendations of the 2011 Ofsted boarding report.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is sound.
- 5.2 The governing body provides overall governance for the three schools in the LES foundation; in addition there are six sub-committees and a specific school liaison committee for the grammar school. The foundation's organisation and management team in the Bursary is directly accountable to the governors and ensures that professional advice is available in the areas of finance, health and safety, and human resources.
- 5.3 The governing body is currently undertaking a strategic review of the structure of governance, which includes an audit of skills. The governors are highly committed to the success of the school and fully supportive of its aims. They share a wide range of expertise and many have a long-standing association with the school. All governors receive induction training and some have received additional training on external courses, specifically in areas of strategic planning and safeguarding. The governors support the school through attendance at a range of school events but have a limited understanding of the working of the school, and lack a structure or means to monitor educational standards.
- 5.4 The governors oversee finances prudently, enabling them to invest in new and improved accommodation and facilities. They have good understanding and oversight of those areas where they have legal responsibilities. Governors undertake an annual review of safeguarding procedures and one has responsibility for safeguarding liaison. Governors also undertake an annual review of health and safety. The recommendations from the previous inspections have been implemented.

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

- 5.5 The quality of leadership and management, including links with parents, carers and guardians, is excellent.
- 5.6 Leadership and management ensure that the aims of the school are achieved with great success and promote the pupils' excellent achievements, personal development and care. The senior management team is approachable and accessible, and its commitment to the school is evident. Senior staff form an effective and open team with strong working relationships, in whom other staff express confidence. A clear vision and educational direction are in place throughout the school, inspiring considerable commitment and hard work from the staff, who give fully of their time in the support and care of the pupils. Expectations of both the staff and the pupils are high.
- 5.7 Senior leaders construct comprehensive development plans; boarding and departmental plans are detailed and contribute to the whole-school development plan. The senior management team is considered to be responsive to the views of staff, and middle managers feel that their opinions and contributions to planning are valued. Desirable outcomes identified in the plans are implemented and are well

- monitored. The senior management team is effective in ensuring that policies are implemented consistently.
- 5.8 The academic work of the school enjoys strong leadership at both senior and departmental level. There are regular reviews of all departments by the senior managers involving lesson observations and scrutiny of paperwork. Middle managers monitor the work of members of their departments on an annual basis but some slight inconsistency remains in the quality of teaching. Senior and middle managers are successful in monitoring the high quality of pastoral care.
- 5.9 All staff, both teaching and non-teaching, participate in an effective continuing professional development programme, with individual targets being set as appropriate. This meets the recommendations of the previous inspection.
- 5.10 Robust measures are in place to ensure that well-qualified and suitable staff are appointed. Appropriate checks are carried out on staff, governors and volunteers prior to appointment. All staff are aware of their safeguarding responsibilities and receive comprehensive training in matters relating to welfare, health and safety. The school induction programme ensures that new staff receive the necessary information and training that they need as they start work at the school.
- 5.11 The school has excellent links with parents. Those responding to the pre-inspection questionnaire expressed extremely high levels of satisfaction with the school. Parents are very supportive of the school's aims and appreciate the high standards of behaviour and pastoral care that these achieve. An overwhelming majority of parents are satisfied with the curriculum and range of extra-curricular activities.
- 5.12 The Parents' Association is very active and supports the school strongly through fund raising, arranging a full programme of social activities and organising a second-hand uniform shop. Parents support many activities, including concerts and numerous sporting fixtures, and also organise some school transport. They have very good opportunities to be involved in the work and progress of their children.
- 5.13 The quality of the information supplied to parents of current and prospective pupils about the school and its policies, both in print and on the school's easily navigable website, is excellent. Reports to parents are clear and constructive; they are tailored to the pupil and give an indication of progress in each curriculum area. Parents receive one full report each year, together with a short report, interim grades and examination grades, and have the opportunity to discuss their children's progress at a parents' evening. The parent portal, new since the previous inspection, allows parents to see up-to-date information about their children's attendance, reports and rewards, and to easily contact their children's teachers by email. It is well used and represents a significant improvement in communication.
- 5.14 Since the previous inspection, the school has been innovative in its approach to engagement with parents, and in promoting dialogue and understanding between parents and their children. The 'Mother and Son', and 'Father and Son' evenings arranged for Years 7 and 8 are examples of such innovation, as is the Year 9 'Father and Son Camp', sponsored by the Parents' Association.
- 5.15 The school has a suitable complaints procedure, available to parents, which is implemented effectively on the rare occasions when it is necessary. In response to the pre-inspection questionnaire, a very large majority of parents expressed that their concerns are taken seriously and dealt with promptly.

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