



INDEPENDENT SCHOOLS INSPECTORATE

**INTEGRATED INSPECTION
DERBY GRAMMAR SCHOOL**

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Derby Grammar School

Full Name of School	Derby Grammar School
DfE Number	831/6004
Registered Charity Number	1015449
Address	Derby Grammar School Rykneld Road Littleover Derby Derbyshire DE23 4BX
Telephone Number	01332 523027
Fax Number	01332 518670
Email Address	headmaster@derbygrammar.co.uk
Headmaster	Mr Richard Paine
Chair of Governors	Mr David Walker
Age Range	7 to 19
Total Number of Pupils	268
Gender of Pupils	Mixed (256 boys; 12 girls)
Numbers by Age	7-11: 55 11-19: 213
Number of Day Pupils	Total: 268
Inspection Dates	30 Sep 2014 to 03 Oct 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 October and November 2011.

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.

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 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

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Mrs Claire Hewitt

Mrs Isobel Nixon

Mr Ian Sterling

Mr Patrick Wilson

Reporting Inspector

Team Inspector (Head, GSA school)

Team Inspector (Head, Society of Heads school)

Team Inspector (Head of Prep, ISA school)

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Derby Grammar School is a selective independent day school for boys from the ages of 7 to 18 and girls from the ages of 16 to 18. It aims to provide a high quality education which allows pupils to flourish in an atmosphere that gives intellectual challenge and celebrates success. The school seeks to provide an excellent all-round education with a commitment to academic excellence at its core. The philosophy of the school aims to value the experience and character development outside the classroom as much as excellence within it. The school is run as a charitable trust and is administered by a board of governors.
- 1.2 The school was opened in 1995 on its present site on the outskirts of Derby. The accommodation includes Rykneld Hall, a late eighteenth-century building, and specialist teaching accommodation has been developed in line with the requirements of the school. The senior and junior schools share the same site. Since the previous inspection, a new head of the junior school has been appointed.
- 1.3 There are currently 268 pupils on roll. There are 55 boys in Years 3 to 6, 144 boys in Years 7 to 11 and 57 boys and 12 girls in Years 12 and 13. Just over one-quarter of pupils come from backgrounds other than white British. Pupils are drawn from a wide catchment area including Derbyshire, Staffordshire and Nottinghamshire, the majority coming from families with professional or business backgrounds. The ability profile of the school is above the national average. The vast majority of pupils in the junior school transfer to the senior school. The school has identified 14 pupils who speak English as an additional language (EAL); these students are fluent in English and staff monitor their progress carefully. No pupil has a statement of special educational needs. Nineteen pupils have been identified as having special educational needs and/or disabilities (SEND) and three of these pupils receive additional support.
- 1.4 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 school is successful in meeting its aims, particularly in providing a high quality of education which allows pupils to flourish in an atmosphere that gives intellectual challenge and celebrates success. The quality of the pupils' achievements is excellent overall across their academic work and in their activities. All pupils, including those with SEND or EAL, achieve at a high level and make progress in line with their peers. Pupils are successful in public examinations. The evidence gained during the inspection demonstrates that pupils of all ages make good progress. The broad curriculum enables pupils to have a wide range of experiences and the extra-curricular programme is extensive. The quality of teaching is good; however, marking is variable in quality. Many pupils achieve a high level of success in regional and national competitions. They have an excellent attitude to their work and this makes a significant contribution to their achievement and progress.
- 2.2 The pupils' personal development throughout the school is excellent. Pupils show genuine concern for both their peers and staff. The relationships amongst pupils, and between staff and pupils, are very strong and are based on mutual trust and respect. The quality of care provided by the school and the arrangements for welfare, health and safety are excellent, and the standard of the pupils' behaviour is exemplary. Pupils feel safe in the school environment and confirm that they are well known and supported effectively. Healthy living is actively promoted and the school routinely seeks the views of pupils, for example through the school council. The spiritual, moral and social development of the pupils is excellent.
- 2.3 Governance is good. Governors come from a range of professional backgrounds and their shared expertise contributes to the development of the school. They are fully involved in the construction of the school development plan. They are effective in discharging their responsibilities for welfare, health and safety; however, they do not yet monitor sufficiently carefully that all school policies meet regulatory requirements. The quality of leadership and management is good. There is a comprehensive school development plan but this is not fully reflected in departmental planning. Since the previous inspection, the recommendation to share best practice in teaching, including the use of information and communication technology (ICT), has not been fully completed. Links with parents, carers and guardians are excellent.

2.(b) Action points

(i) Compliance with regulatory requirements

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

(ii) Recommendations for further improvement

2.5 The school is advised to make the following improvements.

1. Share the best practice observed within the school, including the use of ICT, to enhance the pupils' learning experience.
2. Ensure that all marking reflects the highest quality and gives constructive guidance on how pupils can improve their work.
3. Produce departmental plans which link to and reflect the whole school development plan.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

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

- 3.1 The quality of the pupils' achievements and learning is excellent.
- 3.2 Throughout the school, pupils' achievements in their academic work and activities fully meet the school's aims which have at their core a commitment to academic excellence.
- 3.3 Pupils show high levels of knowledge and understanding. They have strong literacy skills and they write fluently and accurately. Pupils listen attentively and are focused. They demonstrate strong reading skills and are highly articulate. Their ability to be imaginative, creative and original is seen in striking art work and in their musical performances. Pupils' competence and skills in ICT allows them to use electronic media well, when give the opportunity to do so. Pupils are logical and independent thinkers and are able to apply their skills successfully, for example in a biology lesson they were they were able to plan and evaluate an experiment. Pupils' scientific knowledge is very well developed and is utilised with their excellent numeracy skills and high level of subject understanding to frequently gain success in regional science and engineering competitions and mathematical challenges. Pupils in Years 12 and 13 display high levels achievement across all skills.
- 3.4 Pupils throughout the school participate in many activities which make an excellent contribution to their personal development and achievements. They are extremely successful in a wide range of regional and national competitions including art, debating, geography, music and technology. Pupils achieve well in speech and drama examinations, and all Year 9 pupils complete the bronze Duke of Edinburgh's Award scheme (DoE), many continuing to silver and gold awards. Sporting success includes representation at county and national level. Pupils are highly successful in gaining entry to their higher education institution of choice and regularly gain places at universities with demanding entry requirements.
- 3.5 In the junior school, pupils' attainment cannot be measured in relation to average performance in national tests but, on the evidence available, it is judged to be excellent in relation to national age-related expectations. Inspection evidence from lesson observations, discussions with pupils and the examination of pupils' work judged achievement to be excellent.
- 3.6 The following analysis uses the national data for the years 2011 to 2013. These are the most recent three years for which comparative statistics are available. GCSE performance has been excellent in relation to the national average for boys in maintained schools and similar to the national average for boys in maintained selective schools. In 2014, almost three-fifths of GCSE grades were A* or A. This level of attainment at GCSE indicates that pupils make good progress relative to the average for pupils of similar ability, as confirmed by standardised measures of progress.
- 3.7 At A level, results have been good in relation to the national average for maintained schools and similar to the national average for maintained selective schools. Girls' results are slightly higher than boys, being above the national average for girls in maintained selective schools, but the low number of female pupils has an impact on the significance of the results. In 2014, well over one-third of the A-level results were A* or A. This level of attainment indicates that pupils make appropriate

progress relative to the average for pupils of similar ability, as shown by standardised measures of progress. However, evidence from pupils' written work, their performance in lessons, curriculum discussions with them and their success in activities, indicates that pupils in Years 12 and 13 make good progress.

- 3.8 Pupils with SEND and those with EAL are well integrated into classes, given targeted support when required and they make progress that is in line with that of their peers. The more able pupils make rapid progress in response to well-developed opportunities.
- 3.9 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, taking an active part in discussion. They show very good organisational skills, with many taking the initiative for their own learning. Pupils are intellectually curious, self-motivated and have high aspirations both inside and outside the classroom.

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

- 3.10 The contribution of curricular and extra-curricular provision is excellent.
- 3.11 The broad curricular and extra-curricular programmes at all levels enable pupils to realise their academic and personal potential in line with the aims of the school. The academic curriculum covers all the requisite areas of learning highly effectively and careful planning ensures continuity across the school. In the pre-inspection questionnaire, almost all parents who responded indicated that their child was offered an appropriate range of areas of experience. The curriculum is well-balanced and well-matched to the age and ability range of the pupils. Pupils in Years 12 and 13 benefit from being able to attend presentations given by visiting speakers. Throughout the school, the most able pupils achieve their potential through activities and strategies designed to challenge them intellectually, for example the opportunity to study business French. Pupils with SEND receive structured support in lessons appropriate to the curriculum area. Individual plans are written for each of these pupils, parents have the opportunity to contribute to these plans and the plans are shared with all staff. Individual targets are set and reviewed each half-term. This support is much valued by pupils as confirmed in pupil interviews. In the junior school, a combination of discrete computing and cross-curricular ICT lessons has been introduced. The junior school has also supplemented its art and design programme with cooking. Key elements of the curriculum are taught by subject specialists from the senior school.
- 3.12 In the senior school, three modern languages are available as well as Latin and classical civilisation. The majority of pupils follow three separate sciences. Courses are also offered outside the curriculum such as Mandarin and business French. Since the previous inspection, a computing course has been introduced in Year 7. The citizenship programme is effective and there is strong provision for personal, social and health education. The senior school offers a wide range of subject options at GCSE, IGCSE and A level. The provision for careers advice has been substantially strengthened since the previous inspection. In the upper years, there is a comprehensive schedule of psychometric profiling followed up with one-to-one interviews. A very useful and informative careers newsletter has been introduced and is distributed to all pupils in Year 11 upwards. In Years 7 to 9, a new careers programme has been introduced through the citizenship lessons. In years 12 and

13, pupils benefit from outside speakers who talk about a range of different careers, apprenticeships and approaches to higher education.

- 3.13 Extra-curricular provision is excellent and it offers extensive opportunities in music, drama, art and sport. Music is a strength of the school with a considerable proportion of the pupils involved. A chamber choir provides further opportunities for the most talented singers. The Formula 24 challenge gives opportunities for many pupils from Years 7 to 13 to take on various responsibilities in their own racing team which competes at regional and national events. As part of this challenge the production of a digital dashboard earned a grant from the Institute of Physics. There are many opportunities for pupils to develop artistically; for example, junior pupils have taken part in the local arts festival, and a junior house art competition. In the senior school, a creative arts evening showcased artwork as well as dramatic performances and musical items.
- 3.14 The junior pupils have a wide range of clubs, activities and competitions including the Rolls Royce DT Challenge which involved making a variety of artefacts. Throughout the school, pupils enjoy many trips and visits locally, nationally and abroad, including visits to places of worship, a trip to London and a ski trip to New England. A cricket tour to Sri Lanka and a geography trip to Iceland are two examples of the more ambitious international visits some senior school pupils have enjoyed.
- 3.15 Links with the community are strong with pupils raising money for a wide array of local, national and international charities. Pupils are effectively involved in community service which is carried out as part of the DoE award.

3.(c) The contribution of teaching

- 3.16 The contribution of teaching is good.
- 3.17 Teaching is generally successful in supporting academic potential and is in line with the aims of the school to provide an excellent education. Teaching demonstrates excellent subject knowledge. It is effective in enabling pupils of all ages and abilities to make significant progress and to develop a secure understanding of their subjects. Pupils in Years 12 and 13 are encouraged to take greater responsibility for their learning. Teachers have high expectations of their pupils and pupils feel well supported by staff as reflected in interviews and in their pre-inspection questionnaire responses. All pupils who responded said they received good individual help from their teachers. This support takes a variety of forms and includes lunchtime and after school clinics and booster sessions.
- 3.18 Lessons are generally well planned and appropriately targeted to the age, interests and abilities of pupils. The most successful lessons are well paced; challenging and good use is made of varied resources. They actively engage pupils and focus well on learning and progress. This was evident in a junior school science lesson where pupils showed enthusiasm in making predictions and then using them to develop solutions to scientific problems. The best teaching carefully assesses the understanding of pupils through skilful questioning and the level of challenge is adjusted accordingly. In a small minority of less successful lessons, teaching is over prescriptive and unimaginative in style, pupils are given fewer opportunities to actively participate and take responsibility for their learning and progress is hindered.
- 3.19 Teachers know their pupils well and throughout the school the quality of relationships between teachers and pupils is excellent so that learning is seen as a

co-operative venture. High levels of mutual respect encourage high standards of behaviour and endeavour.

- 3.20 In the junior school, marking is regular, follows a clear policy and is of an excellent standard, involving the teacher giving constructive feedback in an open dialogue with each pupil. In the senior school, it is not always clear that pupils understand the mark they have been awarded or what they need to do to improve. The best marking is detailed and encouraging, offering analysis of weaknesses and strategies for improvement. External assessment tests provide a good amount of data that teachers use to set individual targets for pupils in end of topic tests. Throughout the school, progress in achieving set targets is carefully monitored.
- 3.21 Throughout the school, careful planning, including the matching of work to individual needs, enables teachers to provide effective strategies for those pupils with EAL and SEND. Teachers make provision for able, gifted and talented pupils to ensure that all are offered opportunities to develop their learning or to do independent research. Such provision may include the opportunity to take examinations early or study aspects of a subject beyond the examination syllabus.
- 3.22 A recommendation from the previous inspection was to share the best practice seen in most teaching, including the use of ICT, within all areas of the curriculum. Members of staff have established a working group to determine how this might be achieved and some progress has been made in this area. Inspectors noted some use of ICT resources to motivate pupils and to facilitate their learning, but this is not yet fully developed in order to have an effective impact on the pupils' learning experience.
- 3.23 The pre-inspection questionnaire responses from a very small minority of parents indicated that they did not feel their children received appropriate homework. However, inspectors did not find evidence to support this view, having examined pupils' work, held interviews with pupils and reviewed the homework timetable.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

- 4.1 The spiritual, moral, social and cultural development of the pupils is excellent.
- 4.2 Throughout the school, the pupils' personal development fully supports and reflects the school's ethos to produce young men and women who understand and accept responsibility, have respect for themselves and others, are loyal and able to act with integrity. The pupils demonstrate these attributes because the school creates an environment in which courtesy, kindness and respect are fostered. Pupils achieve an exceptionally high level of personal development by the time they leave the school.
- 4.3 The pupils' spiritual awareness is excellent reflecting the school's historic links with Derby Cathedral and the values which are embedded in the life and ethos of the school. Pupils of all faiths and none enthusiastically participate in the debates organised by the flourishing Christian Union, and their strong knowledge and understanding of spiritual issues are complemented by planned visits to other places of worship beyond that of Christianity. Pupils show a clear appreciation of non-material aspects of life. They are responsive to exploration and understanding of other values and beliefs. This is enabled particularly through interaction and socialisation amongst the pupils themselves in a school which is a multi-faith community. The role of the chaplaincy is greatly valued by the pupils.
- 4.4 The pupils' exemplary behaviour reflects their excellent moral development, evident in their strong sense of right and wrong. Pupils are considerate and courteous to each other and the school exudes an atmosphere of order, calm and purpose. Pupils reported that the moral tone is set for them by the staff and senior pupils whose examples they emulate. In the pre-inspection questionnaire, almost all parents believed that the school achieves high standards of behaviour. The moral development of the pupils is further enhanced through participation in the many public speaking and debating teams where ethical and moral issues are discussed, for example the plight of the homeless.
- 4.5 The pupils' social development is excellent. They are unfailingly polite, helpful and show care and support to other members of the community. Pupils willingly accept positions of responsibility throughout the school, whether as prefects, who are particularly admired by younger pupils for their leadership, as monitors or as members of the school council. Pupils of all ages engage in a wide range of charitable events displaying social awareness of others and the importance of helping those less fortunate than themselves. A wide range of charitable causes are supported including those locally, nationally and internationally. Pupils are involved in supporting a school in Tanzania and large amounts of fund-raising have provided a water tower, electricity, resources and refurbished classrooms for the school. Some of the Year 12 pupils visit the school where they teach a variety of subjects, an experience which provides both social and moral development. This excellent initiative was recognised nationally when the school won the ISA national award for 'Outstanding Contribution for International Understanding'. Such projects are supported by a vibrant house system. Pupils are proud of the house to which they belong and are willing to give representation in a range of cultural, sporting and academic activities. The excellent development of social skills and interaction across year groups is therefore fostered.

4.6 Pupils' cultural development is excellent. Their knowledge and understanding is strongly developed when they explore cultures other than their own through the many opportunities in the curriculum and through foreign trips and exchanges, as well as in the extensive faith-based assemblies. In the junior school, cultural awareness is promoted by marking a wide range of religious festivals during the year. Through music, art and drama, and many visits to galleries and museums, pupils learn to appreciate different traditions and cultures. Pupils' experiences are enhanced by a wide range of trips and expeditions such as the annual visit to the World War 1 battlefields and overseas sports tours which include opportunities to meet and work with local communities. Senior pupils gain a good understanding of British political culture, studying the workings of Parliament and the British justice system.

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

4.7 The contribution of arrangements for pastoral care is excellent.

4.8 Pastoral care is a strength of the school and makes an extremely good contribution to the personal development of pupils. Positive relationships between staff and pupils and amongst the pupils themselves enhance the feeling of belonging that pervades the school. In all areas of the school, there is high quality support and guidance for pupils. Pupils say that there is always a member of staff available to help with any concern. The house system in the school also fosters good relationships across the age groups. Effective lines of communication and co-operation exist amongst all staff with responsibility for pastoral matters.

4.9 Pupils are encouraged to develop healthy eating habits and the school meals offer a range of healthy choices. Junior pupils enjoy the experience of being able to 'build a cob' and they speak highly of the choice of food available. The extent and variety of physical activities, both within and outside the curriculum, promotes regular exercise as a key aspect of a healthy lifestyle. There are regular trips to outdoor education centres across all ages and the junior pupils swim on a weekly basis.

4.10 A very small minority of pupils responding to the pre-inspection questionnaire said teachers were not fair in awarding rewards and sanctions. However, interviews with pupils and a review of the rewards and sanctions issued in the last academic year found no evidence to support this. Inspectors found that, when sanctions are issued, they are appropriate to the misdemeanour. The school guards very effectively against bullying. Pupils say that any incidents of bullying are extremely rare and they are confident that if an incident did occur it would be dealt with promptly and effectively. In the pre-inspection questionnaires the overwhelming majority of parents said their child felt safe and well looked after by the school.

4.11 The school has a suitable three-year plan to improve educational access for pupils with SEND.

4.12 In the pre-inspection questionnaire, a very small minority of the pupils who responded indicated that the school did not ask for their opinion, or respond accordingly. Inspection evidence does not support this. There is a school council with members from across the age range. Interviews with pupils confirmed that their voice was heard through the council and pupils gave examples of changes that had been implemented as a result of their suggestions, for example additional play equipment in the junior school. The parents' association has funded many pupil-initiated projects.

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

- 4.13 The contribution of the arrangements for welfare, health and safety is excellent.
- 4.14 These arrangements make a strong contribution to the excellent personal development of pupils. The school has a comprehensive health and safety policy and all necessary measures are taken to reduce risk from fire and other hazards. Staff are trained in the use of fire equipment, regular fire drills are held and weekly fire alarm tests take place. Risk assessments ensure that the safety of the pupils and the whole school community is a priority. Risk assessments undertaken for both internal and external school activities, including day trips and residential visits, are comprehensive. A health and safety committee, chaired by a member of the governing body, meets termly and considers reports from different sections within the school. Induction training for new staff includes safeguarding, health and safety.
- 4.15 There is good provision for children who are ill or injured. This care is provided in a well-equipped medical room. All staff have received first aid training which is regularly updated. First aid boxes are positioned around the school and checked and re-stocked on a regular basis. Thorough and systematic records of accidents and the administration of medicine are kept. The policy for first aid is effectively implemented.
- 4.16 Appropriate safeguarding arrangements and safer recruitment procedures are implemented effectively. The school arranges safeguarding training at the appropriate level for all staff. Staff provide a high quality of care for pupils, and pupils know whom they should contact in case of concerns.
- 4.17 Admission and attendance registers are suitably maintained, and correctly stored.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is good.
- 5.2 The oversight, challenge and stimulus provided by the governors enable the school to fully achieve its aims. All members of the governing body are highly committed to the school. They come from a range of professional backgrounds, and their shared expertise enables them to make a good contribution to the development of the school. Some members of the governing body have been involved since the foundation of the school and some are parents of former pupils.
- 5.3 Sub-committees report to the main board where recommendations are examined in detail prior to final decisions being made. There are three sub-committees, finance, property and health and safety. The finance committee oversees finances carefully, enabling the board to invest in improved accommodation and facilities, and high quality staff. There is also a governor who takes the lead on educational initiatives ensuring that the board is kept abreast of academic developments. A new initiative is for members of the governing body to visit the school to observe lessons and they have received presentations and feedback from staff working parties, for example the ICT working party, to inform their planning and decision-making. The governors also support a large number of school functions and activities.
- 5.4 Governors have a keen insight into the working of the school; they receive regular reports from the headmaster and bursar and they contribute to the school development plan. They are effective in discharging their responsibilities for welfare, health and safety, and in addition to receiving the regular reports from the health and safety committee and, whilst they review policies on a regular basis, their monitoring is not sufficiently rigorous. They also undertake a suitable review of the safeguarding policy and procedures with a named governor taking the responsibility to liaise with the school on such matters.
- 5.5 New governors receive an induction manual and all governors undertake safeguarding training. Some governors have undertaken further training relevant to their role.

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

- 5.6 The quality of leadership and management, including links with parents, carers and guardians, is good.
- 5.7 The 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 in a positive school environment. The leadership of the school provides good educational direction through a comprehensive development plan which reflects the needs of the school. The pastoral leadership of the school is very strong. The management of the academic areas of the school is less effective and this has resulted in limiting development in some areas. Inconsistencies exist in the standard of marking and in extending the use of ICT to enhance the learning experience for pupils. Leadership does not ensure currently that the characteristics of the most successful teaching are evident throughout the school.

- 5.8 Middle managers have contributed to the current school development plan. However, it is not clearly reflected in, or linked to, departmental development plans. School self-evaluation is detailed and all middle managers have had the opportunity to contribute to this. Middle managers have an annual review conducted by the headmaster. They are effective in monitoring the work of members of their department on an annual basis with appropriate targets being set and training needs being identified. The management of support staff is highly effective and there is a good system to review their work.
- 5.9 The school ensures 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 effective induction programme ensures that new staff receive the information and training that they need as they start work at the school.
- 5.10 The school maintains excellent relationships with parents in all sections of the school in accordance with its aims. In the pre-inspection questionnaire, the vast majority of parents who responded indicated that information about the school was readily available to them. Current parents are supplied with a wide range of relevant information including a daily bulletin on the website and a weekly newsletter from the headmaster, as well as the half-termly publication. Schedules of school events and parents evenings are supplied in good time. The school website is informative and constantly under review and email is used for many communications with parents. The junior school provides parents with a variety of lively newsletters and also contributes to the half-termly *Derby Grammar School Life* which is made available to all parents. Parents of prospective pupils are provided with all the requisite information about the school.
- 5.11 Reports to parents are clear and constructive; they are tailored to the pupil and give an indication of progress in each curriculum area. Parents have the opportunity to discuss their child's progress at a parents' evening. In addition, several information evenings are held for parents in both junior and senior schools which include induction for new pupils, options evenings for Year 9 and Year 11 as well as a higher education evening, an e-safety information evening and occasional curriculum evenings in the junior school. Parents are welcomed to school at any time should the need arise. In the senior school, the pupils' homework diaries provide parents with information about homework set and forthcoming events. Praise postcards are also sent to parents to inform them of their children's achievements both academically and pastorally.
- 5.12 In the pre-inspection questionnaire a very small minority of parents felt there were too few opportunities for them to be involved in the life of the school. Inspectors found there were many and varied opportunities, including supporting sports fixtures and attending concerts and drama productions, for parents to be involved in the work of the school. At open days, parents attend as advocates for the school. The parents' association is very active and events are well supported. They raise money for many extra items of equipment for the school such as new cycle sheds, cricket nets and staging for the hall. Parents of pupils in the junior school assist in school trips and attend regular class assemblies. Parents are also involved in other areas of school life, volunteering to help with careers talks, assisting with extra-curricular activities and contributing to targeted forums on various topics of interest such as after-school care and marketing.

- 5.13 A very small minority of parents who responded to the pre-inspection questionnaire indicated that the school had not handled their concerns well. The school has a comprehensive complaints policy with appropriate timelines. Inspectors looked at the records of concerns and complaints and found that any issues were dealt with promptly, with due care and attention, were recorded properly and that published procedures were followed.

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