



INDEPENDENT SCHOOLS INSPECTORATE

TETTENHALL COLLEGE INCORPORATED

STANDARD INSPECTION

FINAL VISIT

INDEPENDENT SCHOOLS INSPECTORATE

Tettenhall College Incorporated

Full Name of College	Tettenhall College Incorporated			
DCSF Number	336/6013			
EYFS Number	EY309540			
Registered Charity Number	528617			
Address	Tettenhall College Incorporated Wood Road Tettenhall Wolverhampton West Midlands WV6 8QX			
Telephone Number	01902 751119			
Fax Number	01902 741940			
Email Address	head@tettcoll.co.uk			
Headmaster	Dr Peter C Bodkin			
Chair of Governors	Mr Jeremy Woolridge			
Age Range	2 to 18			
Total Number of Pupils	423 (245 boys; 178 girls)			
Gender of Pupils	Mixed			
Numbers by Age	0-2 (EYFS):	18	5-11:	109
	3-5 (EYFS):	63	11-18:	233
Number of Day Pupils	366			Capacity for flexi-boarding:
Number of Boarders	Total:	57		
	Full:	49	Weekly:	8
Head of EYFS Setting	Mrs Sarah Fisher			
EYFS Gender	Mixed			
Inspection date/EYFS	09 Feb 2010 to 10 Feb 2010			
Final (team) visit	08 Mar 2010 to 10 Mar 2010			

PREFACE

This inspection report follows the STANDARD *ISI schedule*. It consists of two parts: an INITIAL two-day inspection of regulatory requirements followed by a three-day FINAL (team) inspection of the school's broader educational provision. The previous ISI inspection was in February 2004.

The Independent Schools Inspectorate (ISI) is the body approved by the Government 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 2003 as subsequently amended with effect from January 2005, May 2007 and February 2009. The range of these Regulations is as follows.

- (a) The quality of education provided (Curriculum)
- (b) The quality of education provided (Teaching)
- (c) The spiritual, moral, social and cultural development of pupils
- (d) The welfare, health and safety of pupils
- (e) The suitability of staff, supply staff and proprietors
- (f) The premises and accommodation
- (g) The provision of information
- (h) The manner in which complaints are to be handled

Legislation additional to the welfare, health and safety Standard is as follows.

- (i) The Special Educational Needs and Disability Act (SENDA).
- (ii) Race, gender and sexual discrimination legislation.
- (iii) Corporal punishment.

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

ISI is also approved to inspect the Early Years Foundation Stage (EYFS), which was introduced in September 2008 and applies to all children in England from birth to 31st August following their fifth birthday. This report evaluates the extent to which the setting fulfils the requirements of the Early Years Foundation Stage Statutory Framework published by the Department for Children, Schools and Families (DCSF) and follows the requirements of the Childcare Act 2006 as subsequently amended.

The inspection of boarding was not carried out in conjunction with the Children's Directorate of the Office for Standards in Education (Ofsted), and the report does not contain 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 and development in general. The full Ofsted report refers to an inspection in May 2008 and can be found at www.ofsted.gov.uk under Inspection reports/Boarding schools.

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

	Page
1 THE CHARACTERISTICS OF THE SCHOOL	1
2 THE SUCCESS OF THE SCHOOL AND ACTION POINTS	2
(a) Main findings	2
(b) Action points	3
(i) Compliance with regulatory requirements	3
(ii) Recommended action	3
3 THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS	4
(a) The quality of the pupils' achievements and their learning, attitudes and skills	4
(b) The contribution of curricular and extra-curricular provision (including community links of benefit to pupils)	5
(c) The contribution of teaching	6
4 THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT	7
(a) The spiritual, moral, social and cultural development of the pupils	7
(b) The contribution of arrangements for welfare, health and safety	8
(c) The quality of boarding education	9
5 THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT	10
(a) The quality of governance	10
(b) The quality of leadership and management	10
(c) The quality of links with parents, carers and guardians	11
6 THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION STAGE	12
(a) The overall effectiveness of the early years provision – how well the school meets the needs of children in the Early Years Foundation Stage	12
(b) The effectiveness of the leadership and management of the Early Years Foundation Stage	12
(c) The quality of the provision in the Early Years Foundation Stage	12
(d) Outcomes for children in the Early Years Foundation Stage	13
INSPECTION EVIDENCE	14

1. THE CHARACTERISTICS OF THE INCORPORATED SCHOOL

- 1.1 Tettenhall College Incorporated is a day and boarding school for boys and girls from 2 to 18 years of age. It is situated on a thirty-three acre wooded site, part of it a Heritage and Woodland Trail, overlooking Wolverhampton. The school, originally a boys' boarding school, was founded in 1863 by a group of non-Conformist businessmen living in the area. The Drive, for Early Years Foundation Stage (EYFS) and Years 1 and 2 pupils, the Lower School (Years 3 to 6) and the Upper School occupy a range of purpose-built and original buildings. The school is a charitable trust and is administered by the Council of Governors that has oversight of all the school's sections.
- 1.2 The school aims to supply a sound academic education based on traditional standards of excellence within a stimulating environment, and to encourage the full development of each individual's particular talents and interests. It also strives to foster pupils' respect for themselves and for others, as well as for their environment, and to give them the confidence to deal with the challenges of life both during and after their days at school.
- 1.3 At the time of the inspection the school had 423 pupils, of whom 57 were boarders. A total of 81 children, of whom 18 were under 3, were in the EYFS, some attending part-time. There were 109 pupils in Years 1 to 6 and 233 pupils in the Upper School, of whom 66 were in the sixth form. The pupils come from a variety of social, ethnic and economic backgrounds, with a significant proportion of boarders coming from overseas.
- 1.4 Standardised tests taken annually by all year groups in The Drive and the Lower School and by successive Year 7 and Year 9 groups in the Upper School indicate that the average ability of the pupils in Years 1 to 11 is just above the national average. In the sixth form it is similar to the national average for pupils taking A-level courses. At all stages the range of ability is wide.
- 1.5 At the time of the inspection, the school had 39 pupils for whom English was an additional language (EAL), all of whom were receiving support with their English. The school had 4 pupils with a statement of special educational needs (SEN) and had identified 77 pupils with learning difficulties and disabilities (LDD), 43 of whom were receiving specialist learning support.
- 1.6 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

2. THE SUCCESS OF THE SCHOOL AND ACTION POINTS

2.(a) Main findings

- 2.1 The quality of the pupils' achievements and their learning, attitudes and skills is good. They have well-developed skills in literacy, numeracy, creativity, and information and communication technology (ICT). Pupils make good progress in their learning through effective teaching and their very positive attitude to their studies. They benefit from a range of high quality extra-curricular activities and, except in the sixth form, from a broad, flexible and well-balanced curriculum. Individually tailored support is provided for those with statements of SEN, with LDD or with EAL, which ensures that they achieve in line with their peers. Pupils' behaviour is exemplary and the relationships amongst pupils of all ages and between pupils and teachers are excellent. From the EYFS onwards, they make good progress in relation to their ability, which is just above average. Whilst marking and assessment are excellent in The Drive, standards are variable and not in line with school policy in other areas of the school.
- 2.2 The personal development of pupils is good, and is supported by the outstanding pastoral care and excellent arrangements for welfare, health and safety. The high quality pastoral arrangements, for both boarders and day pupils, are focused effectively on the needs of the individual. Pupils are articulate, courteous and helpful, invariably showing consideration for others. In particular, the boarding experience fosters pupils' respect for themselves and for others. Pupils' awareness of those less fortunate than themselves manifests itself in their proactive approach to charitable work.
- 2.3 The aims of the school are fulfilled, fostered by the Council of Governors, which is committed to the academic and personal progress of each pupil. The governors have effective oversight of the school, informed by reports from the headmaster. Together with senior managers, they have responded well to all the recommendations of the previous inspection and Ofsted boarding reports. Leadership and management are good, with sound policies and procedures that support pupils well in their learning and personal development. The school recognises that aspects of the EYFS provision are not yet fully developed, the sixth-form curriculum lacks breadth, and the policy for assessment, marking and target-setting is not yet fully implemented. The school promotes outstanding links with parents, whose responses to the pre-inspection questionnaire indicate a high level of satisfaction with all aspects of the school, with only a few expressing reservations about learning support and parent involvement. Inspectors found no evidence to support concerns in this area, however. Of the small number of pupils who responded to the questionnaire, all feel they are making progress and that boarding helps them develop as a person.

2.(b) Action points

(i) Compliance with regulatory requirements

(The range of the Independent School Standards Regulations is given in the Preface)

- 2.4 At the time of the initial visit, the school met all the requirements of the Independent School Standards Regulations 2003, as subsequently amended.
- 2.5 The school's registered provision for childcare met the requirements of the Early Years Foundation Stage and the Childcare Act 2006 and no action was required.

(ii) Recommended action

- 2.6 The school is advised to make the following improvements:
1. introduce a formal programme of enrichment in the sixth form to ensure all pupils receive a broad educational experience;
 2. extend the implementation of assessment through marking and target-setting to ensure consistency of practice across the whole school;
 3. allow time in the school day to systematically monitor teaching and learning in the EYFS;
 4. identify the further development needs of the EYFS setting and formalise this in an improvement plan;
 5. develop the EYFS outside area and plan more thoroughly for its use.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

3.(a) The quality of the pupils' achievements and their learning, attitudes and skills

- 3.1 The standard of the pupils' achievements and their learning, attitudes and skills is good. Results at GCSE in the last three years for which comparative data is available have been high when compared with the national average in all maintained schools. Results at A level have been in line with the national average for all maintained schools. From the Early Years Foundation Stage onwards, pupils make good progress over time in relation to their ability, which is just above the national average.
- 3.2 Pupils are well educated, and their success in academic work fulfils the school's aims of providing a sound academic education based on traditional standards of excellence within a stimulating and caring environment. Pupils develop their knowledge, understanding and skills effectively. They are very articulate and express themselves with confidence both orally and in writing. High quality creative writing is displayed in many classrooms. Older pupils have sound research skills and show independence of thought. Pupils have well-developed numeracy and ICT skills and apply them to good effect in a range of subjects. For example, in a Year 6 geography lesson, pupils were using their ICT skills confidently to analyse and display data. Pupils' creativity is particularly strong, as seen in Year 9 imaginative silk screen work, and also in the high quality art and design work displayed throughout the school. Pupils take pride in their work, which is generally well presented and organised. They work well in groups with even the youngest sharing ideas and listening carefully to each other. Year 2 worked happily together listing the daily needs of a chosen pet, even helping the group's scribe with the spelling of a word.
- 3.3 In the past few years the school has achieved considerable success at national and regional level in a range of competitions including the mathematics Olympiads, the Geographical Association's schools competition and the Doodle 4 Google challenge. Pupils also perform to a good level in music and drama, with those of all ages involved in amateur and professional productions, including some as members of the National Youth Choir. Good levels of skill are evident in the well-supported extra-curricular programme, with pupils involved in writing, most notably for the Lower School newspaper club, art and a wide range of competitive sport.
- 3.4 Pupils have a very positive attitude to their learning. They want to learn and their enjoyment and enthusiasm are evident in all year groups. They are well motivated and the vast majority are eager to take an active part in lessons and other activities. Pupils' commitment to and interest in their studies were reflected in their willingness to discuss their work with inspectors.

3.(b) The contribution of curricular and extra-curricular provision (including community links of benefit to pupils)

- 3.5 The school offers a good curriculum that supports its aim to supply a sound academic education and contributes effectively to pupils' personal development. The curriculum is kept under regular review, covering all areas of learning, and is carefully planned to ensure continuity from the EYFS to the sixth- form. A broad range of the required subjects is taught in The Drive and the Lower School, with suitable emphasis placed on the acquisition of literacy and numeracy skills. A particular strength of The Drive and the Lower School curriculum is the inclusion of extended library studies, taught by a qualified librarian, who liaises closely with other teachers to encourage cross-curricular links. Enrichment and cross-curricular studies are also effectively promoted through regular themed weeks. French is introduced in Year 2, with pupils in Year 6 also studying Spanish and German. In the Upper School, provision for science, creative subjects and modern foreign languages is good, many pupils studying more than one language. In Years 7 to 11, pupils study a good range of subjects, being grouped by ability in some, such as English and mathematics. In Years 10 and 11, very flexible timetabling of GCSE options that include drama, physical education and business studies, ensures that the needs of individual pupils are met. A good choice of A levels is offered in the sixth form, including psychology and drama, but no non-examination courses are available, reducing the breadth of pupils' educational experiences. Personal, social and health education (PSHE) is promoted very effectively in Years 1 to 11, with a comprehensive course of studies that includes citizenship as well as the social and emotional aspects of learning programme in the Drive and the Lower School. Provision for careers education, including work experience in Year 11, is good.
- 3.6 Curricular provision for pupils with EAL, statements of SEN or LDD is excellent. High quality specialist teaching is provided where necessary, either on a one-to-one basis or in groups. Pupils with EAL are prepared for and encouraged to take English as a foreign language qualifications. The school ensures that those pupils with statements of SEN are given support that meets the requirements of their statements. Provision for the more able pupils is being developed within curriculum areas.
- 3.7 The taught curriculum is enriched by a suitable range of high quality extra-curricular activities. The programme is well supported by pupils and was identified by many parents in the questionnaire as a strength of the school. Subject linked activities, such as the Lower School Latin club, chess and drama, are very popular, as are a wide range of musical and sporting activities. Many activities build on staff enthusiasm but some are pupil led, such as inter-house competitions and the Year 11 'fun fitness' club for the pupils in The Drive. Pupils are extensively involved in the local and wider community through the school's strong links with a local theatre, charity fund-raising events and the Rotary Youth Leadership scheme, and through the music department's support of local events.

3.(c) The contribution of teaching

- 3.8 Good teaching, some of which is excellent, enables pupils, including those with statements of SEN, LDD or EAL, to make good progress, to achieve well and to engage fully in their lessons. In this, the school fulfils its aim to supply a sound academic education based on traditional standards of excellence, within a stimulating and caring environment.
- 3.9 The best teaching employs a suitable range of activities and encourages pupils to think and reason for themselves. In most lessons a calm atmosphere pervades that is conducive to good behaviour, to making progress and to an enjoyment of learning. Praise and encouragement are used to good effect, giving pupils the confidence to ask and answer questions and to participate fully in the lesson. Lessons are generally well planned, with good use of time and a variety of activities to sustain pupils' interest and involvement. Practical and investigative work is an integral part of many lessons, particularly in The Drive and the Lower School. Teaching enables pupils of all abilities to acquire new knowledge, to increase their understanding and to develop a wide range of skills. Staff know the pupils well and have a sound understanding of their aptitudes, needs and prior attainments. They provide good support for those encountering difficulties, including those with statements of SEN, LDD or EAL. These pupils are clearly identified and information on their needs is readily available to all staff.
- 3.10 Teachers' subject knowledge is good and they make effective use of the high quality resources available, including those for ICT. Teaching accommodation in The Drive and the Lower School is outstanding and generally good in the Upper School. Many areas are enhanced by attractive displays of pupils' work and photographic records of their achievements.
- 3.11 The school has recently introduced, in response to the recommendations of the previous inspection, assessment of pupils' steps in learning for all age groups. The system has been fully implemented and is being used very effectively in The Drive but is less well developed in the Lower and the Upper School. Good practice was seen in mathematics and English throughout the Lower School, with informative marking and constructive use of target-setting. Some excellent practice was also seen in the Upper School, but its use is not widespread, with inconsistencies across and within departments. Some marking in the Upper School is cursory and gives little indication to pupils as to how they may improve their work. Good examples of pupils' self-evaluation of their work were seen in the creative subjects and ICT. Systems for monitoring pupils' progress are good throughout the school, with widespread use of standardised data in the Upper School.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

- 4.1 The quality of pupils' personal development is good and in some respects, excellent. Pupils of all ages are confident, with a well-developed sense of self-worth and respect for others. They have a genuine understanding of what it means to belong to a community, saying "the atmosphere is amazing."
- 4.2 Pupils' spiritual awareness is good. Older pupils are aware of the school's Christian foundation and boarders in particular appreciate the opportunity to contribute to their weekly chapel service. Pupils of all ages value assemblies and lessons as a time to consider new ideas and learn about other faiths and religious festivals. Pupils' knowledge means they can explain the significance of religious artefacts from different faiths in a meaningful way. Pupils' good spiritual development is further demonstrated by their sensitive interaction with the school environment, with its landscaped features, public art and woodland trail. Wider environmental awareness and action have resulted in an Eco-Schools Bronze Award.
- 4.3 Pupils of all ages have a highly developed sense of right and wrong. They discuss moral issues with maturity and are not afraid to stand up for what they believe is right. The school creates an atmosphere of positive discipline; expectations are clear and pupils respond appropriately. The 'golden rules' in The Drive and the Lower School and the codes of conduct in the Upper School are well understood and, with few exceptions, adhered to. There is a system of rewards and sanctions closely tailored to the age of pupils.
- 4.4 Pupils demonstrate an excellent level of social skills. They are articulate, courteous and helpful. They have ample opportunities to develop leadership qualities and willingly accept roles of responsibility. All Year 2 pupils mentor a Reception class pupil, offering assistance and support. Year 5 pupils spoke enthusiastically about their role of prefect in Year 6 and the duties it will involve. Sixth-form pupils take their responsibilities very seriously, whether helping to organise activities, supervising break or acting as peer mentors. Pupils of all ages show considerable initiative, for example Year 8 raising money for the Haiti earthquake appeal by serving coffee at break. School councils operate successfully throughout the school, giving even the youngest pupils a voice. In interviews, pupils showed a sound understanding of the public institutions and services in England.
- 4.5 Pupils show respect for the cultural diversity of the school community and an appreciation of different cultural heritages. The atmosphere is one of easy tolerance and acceptance. In an EAL lesson, pupils developed their linguistic skills and awareness of socio-historical issues while studying 'chocolate' in preparation for an eagerly anticipated school trip. A varied programme of external visits and exchanges enhances pupils' understanding of the world around them, and charitable sponsorship of young people in The Gambia and Afghanistan demonstrates an ongoing commitment to support the needs of others.

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

- 4.6 The arrangements for welfare, health and safety are outstanding. The excellent pastoral care arrangements make a strong contribution to the pupils' personal development. The pastoral committee, with representatives from The Drive, the Lower and the Upper School, reviews policies and procedures regularly and monitors arrangements closely. At all stages, initial responsibility for pastoral care lies with the form tutor but, particularly in The Drive and the Lower School, all staff are actively involved in the pupils' welfare. In the Upper School, form tutors are supported by the heads of year and house staff, who know the pupils well. In the sixth form, pupils choose their own tutor, an arrangement greatly valued by the pupils and staff. Excellent relationships exist between staff and pupils, and amongst pupils themselves. An indication of the culture of care that exists was the way many pupils commented very positively on the support that they receive from staff and older pupils. Sixth-form peer mentors are trained and can be called upon by pupils or staff to offer support to individuals.
- 4.7 Pupils of all ages confirm that bullying and harassment are very rare and are confident that if they do occur, they are dealt with promptly and effectively. A discussion in a form period encouraged Year 7 pupils to reflect on collective behaviour, its implications for individuals and how to devise strategies for inclusion. The school has effective procedures for promoting good behaviour and clear guidelines for dealing with indiscipline. A range of sanctions appropriate to the age of pupils exists and the pupils consider that these are fair. Several systems are in place to encourage pupils to assess their own progress; homework diaries are monitored and pupil achievement inside and outside school is known and celebrated.
- 4.8 The safeguarding of pupils is good; policies and procedures are comprehensive and all staff are trained. Effective measures are taken to reduce risk from fire and other hazards. Excellent guidelines and procedures are in place, and health and safety responsibilities are taken seriously and reviewed regularly. Accidents are suitably recorded and arrangements for pupils who become ill, including boarders, are excellent. The school nurses make a significant contribution to the welfare of pupils and contribute to the PSHE programme. An accessibility plan has been written, which is designed to improve the educational provision for those pupils with disabilities and is in line with the Special Educational Needs and Disability Act. Pupils understand the need for a healthy lifestyle and diet. Many were complimentary about the choice and variety of food available at all meals. Pupils take part willingly in a range of sports and in recreational activities such as swimming. Admission and attendance registers are properly maintained and correctly stored.

4.(c) The quality of boarding education

- 4.9 The effective boarding experience is a strong factor in fostering pupils' respect for themselves and for others, and for developing confidence to deal with the challenges of life, both present and future, as stated in the school's aims. It makes a good contribution to pupils' educational experience and to their personal development. The atmosphere in the boarding houses is relaxed and friendly. Relationships amongst the boarders and between boarders and staff are excellent. In response to the questionnaire and in discussion with inspectors, pupils spoke warmly of their boarding experience and the sense of community in the houses. They appreciate the cultural diversity of the boarding community and the opportunity it provides to learn about and experience other customs. Boarders feel well cared for and understand the importance, for their own and others' safety and wellbeing, of obeying house rules. Levels of supervision are appropriate to the age of the pupils. Older boarders welcome the opportunity to take on the role of a house prefect, with responsibility for supervising and supporting younger boarders, overseeing house chores and helping organise house activities. House staff are very active in organising a range of activities for boarders in the evenings and at weekends. Particularly popular are the Sunday outing, which ranges from rock climbing to shopping, and Chinese supper at a local restaurant. Visits to the nearby shops and local town are also permitted after school and at weekends, and full boarders attend a chapel or other faith service on Sunday.
- 4.10 The quality of accommodation is satisfactory, with older pupils having the choice of a single room and younger pupils sharing with one other. Both the boys' and the girls' houses have attractive common rooms, quiet areas and kitchens for the preparation of the popular late evening or weekend snacks. Some dissatisfaction was expressed by boarders, particularly the girls, but also shared by day pupils, at the lack of wireless internet access. The school has responded fully to the recommendations of the last Ofsted boarding inspection, in particular in creating a more open culture in which boarders have the opportunity to contribute views to the operation of boarding.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

5.1 The Council of Governors effectively oversees the work of the school and actively promotes the school's aims to supply a sound academic education based on traditional standards of excellence within a stimulating environment, and to encourage the full development of each individual's particular talents and interests. Through regular communication with, and reports from the headmaster, the governors keep abreast of their responsibilities for high educational standards and maintain a good insight into all areas of school life. Through the finance and the planning and estates subcommittees, they are closely involved in providing and maintaining good accommodation and ensuring that material and human resources are used to best advantage to meet the needs of the pupils. The Drive and the Lower School subcommittee, which meets termly, focuses closely on the development and smooth running of these areas of the school and ensures that the needs of younger pupils are met. New governors have recently been appointed to broaden the expertise and skills the Council of Governors brings to the school. A comprehensive and well-planned induction, training and mentoring programme ensures that they have a clear understanding of their roles and responsibilities and carry them out effectively. Through the recently established health and safety committee, the council is kept well informed about any issues that arise and the measures needed to remedy any defects. The council also regularly reviews the policy and procedure for child protection and welfare, and ensures that the systems are effective.

5.(b) The quality of leadership and management

5.2 Leadership is effective in providing clear educational direction to ensure the aims of the school are met. This is reflected in the good standard of pupils' personal development and achievements, and also in the outstanding pastoral care provided for both day and boarding pupils of all ages, including those in EYFS. In the questionnaire, pupils and parents endorsed the view that the school is well run.

5.3 In response to recommendations of the last inspection, the leadership and management of the school have been restructured with the creation of new roles and the development of others, most recently in The Drive and the Lower School. Leadership and management have identified areas for educational improvement through the work of committees, particularly academic and boarding committees, and through audit and review systems. These areas are set out in a comprehensive development plan, with clear timescales and criteria by which the success of improvements and innovations may be measured. Departmental planning in the Upper School is closely linked to the development plan. Planning in the Lower School and The Drive is not yet formalised, with strategies for the implementation and effective monitoring of changes being devised. Policies and procedures have been produced for most aspects of school life but, as senior management is aware, inconsistencies exist in areas such as the implementation of assessment which informs staff of the next steps in learning, due in part to a lack of rigorous monitoring.

5.4 Good quality staff are appointed and staffing levels are satisfactory overall, so that strong support is given to pupils. Staff are very well motivated, and many show a high level of commitment to all areas of school life. In-service training, focused on

both the needs of individual staff and the school, and a comprehensive system of appraisal are regular features of staff development in the Upper School and are being introduced in The Drive and the Lower School. The safeguarding, welfare, health and safety of the pupils are given high priority, with all staff trained in these areas. Non-teaching staff make a very important contribution to pupils' personal and academic development through their support roles within the school community. Arrangements for checking the suitability of all those working at the school, including volunteers and governors, are thorough and appropriate records are kept.

5.(c) The quality of links with parents, carers and guardians

- 5.5 Links between the school and parents are excellent and strongly support the school's aims. Responses to the pre-inspection questionnaire indicate that parents are highly supportive of the school; all believe that teaching helps their children to make progress. They are also particularly positive about curricular and extra-curricular provision, pastoral care, the ease and efficiency of communication between home and school, and the attitudes and views promoted by the school. A few reservations were expressed about some aspects of learning support but these were balanced by many very positive comments. Inspectors found no evidence to support parental concerns in this regard. Provision for pupils with statements of SEN or LDD is excellent, a view shared by numerous pupils in discussion. Although a few parents would like greater involvement in the school, many opportunities to be actively involved are provided. Parents are welcomed into school for special events such as concerts and drama productions, to support at matches and to assist with the organisation of events. The Lower School also offers a parent and pupil ICT club after school. The strong and active parents' association provides excellent support for the school through the wide range of events organised each year. In addition, many parents assist with activities such as painting scenery, making costumes and serving refreshments for productions.
- 5.6 The Drive and the Lower School operate an 'open door' policy and parents value the opportunity to speak to teachers on a daily basis. In the Upper School, parents have regular contact through form tutors, increasingly via email. Parents' meetings to discuss progress are held very regularly throughout the year and progress is reported through detailed reports sent home twice yearly. Pupils in the Lower School are given grades each half term for effort and achievement. In the Upper School, grade cards report on effort and the half-termly module tests.
- 5.7 Parents of pupils and prospective pupils receive all relevant information about the school. The school's website, updated regularly, is used effectively to keep parents informed about areas of school life. Parents of current pupils receive comprehensive and extremely high quality information, including a newsletter that is published and circulated regularly. In addition, a *Drive School* newsletter is published weekly. Parental concerns are usually dealt with informally through direct contact with parents, and any that are made in writing receive detailed and sensitive treatment. The school aims to engage fully and effectively with parents when they raise concerns. Clear procedures are in place to deal with any issues that do arise.

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

6. THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION STAGE

6.(a) The overall effectiveness of the early years provision – how well the school meets the needs of children in the Early Years Foundation Stage

6.1 The EYFS setting at Tettenhall College is good and meets its aim to provide a secure, caring environment where children can learn and play with real satisfaction. Its success stems from positive, trusting relationships, promoting the children's welfare through a highly productive partnership with parents and others, ensuring that the needs of individual children are met. Self-evaluation, enabling the school to make continuous improvement, is effective, although this is not yet underpinned by formal structures.

6.(b) The effectiveness of the leadership and management of the Early Years Foundation Stage

6.2 The leadership and management of the setting are strong. Staff are checked to ensure that they are qualified and suitable to work with children and they are well deployed to provide children with good levels of support. All relevant policies are implemented to safeguard all children and ensure that they have equal opportunity to be successful in their development. Since the previous inspection, the leadership and management of the setting have changed, the planning, assessment and evaluation of progress have been developed and a formal appraisal system is in its early stages of development. Time is not available within the school day for the head of The Drive to systematically monitor teaching and learning to identify and prioritise the further development needs of the setting. Outstanding relationships have been developed with parents and, in their questionnaire, they are overwhelmingly positive about the provision of the setting. Visitors to the setting, out-of-school trips and the use of the extensive school grounds enhance the curriculum and help children develop their understanding of the wider community. Resources are used very effectively inside the classroom to create an exciting learning environment.

6.(c) The quality of the provision in the Early Years Foundation Stage

6.3 The overall quality of provision in the EYFS is good. Caring, committed staff help children to settle quickly in all sections of the setting. The designated outside areas for each class do not yet offer sufficient opportunities for children to explore and extend their learning from indoors. Good planning ensures a wide breadth of experiences across all areas of learning, particularly inside the classroom. Helpful profiles of each child's learning and progress are kept, although different formats between classes make it difficult to clearly monitor the children's progress. Adults model safe practice, ask open questions and use praise highly effectively, enabling increased confidence and successful learning. Children needing extra support are quickly identified. The excellent relationship between children and adults enables them to respond to challenges with great enthusiasm. Staff encourage children to follow good hygiene routines such as washing their hands before eating, and risk assessments are thoroughly undertaken on all aspects of the provision, including the environment, furniture and toys at school and when going on visits.

6.(d) Outcomes for children in the Early Years Foundation Stage

- 6.4 The outcomes for children in the EYFS are good and they achieve well. They communicate effectively, speaking confidently and listening carefully to adults. Children co-operate well with each other, which results in effective discussion and problem-solving, for example when discussing how to create a tall tower out of cardboard boxes. Behaviour is excellent and children develop a good sense of responsibility. Lunch and snack time is a positive learning experience, where children develop a good understanding of hygiene and healthy living. On occasions, staff help too much, limiting the development of children's independence skills. Children, for their age, show a good understanding of safe living, for example applying suntan lotion as they visit the 'beach'. Each child is treated as an individual, through, as parents say "an exciting, inclusive programme on which they thrive."

Complaints since the last inspection

- 6.5 Since the last inspection there have been no complaints made to Ofsted that required any action to meet national requirements.

What the Early Years Foundation Stage should do to improve is given at the beginning of the report in section 2.

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 deputy 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

Miss Jane Hamilton	Reporting Inspector
Rev David Walters	Junior Team Inspector (Senior Teacher, IAPS)
Mrs Caroline Coyle	Junior Team Inspector (Assistant Principal, GSA/SHMIS)
Mr Richard Walker	Senior Team Inspector (Head, ISA/SHMIS)
Ms Sarah Williamson	Senior Team Inspector (Deputy Head, HMC)
Mr Timothy Borton	Senior Team Inspector (Head of Sixth Form, HMC)
Mrs Sara Wiggins	Early Years Lead Inspector
Ms Sally Dibb-Holland	Early Years Team Inspector