



**INDEPENDENT SCHOOLS INSPECTORATE**

**INTEGRATED INSPECTION  
TETTENHALL COLLEGE INCORPORATED**

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## Tettenhall College Incorporated

Full Name of School	<b>Tettenhall College Incorporated</b>		
DfE Number	<b>336/6013</b>		
EYFS Number	<b>EY309540</b>		
Registered Charity Number	<b>528617</b>		
Address	<b>Tettenhall College Incorporated</b> <b>Wood Road</b> <b>Tettenhall</b> <b>Wolverhampton</b> <b>West Midlands</b> <b>WV6 8QX</b> <b>UK</b>		
Telephone Number	<b>01902 751 119</b>		
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Email Address	<b>head@tettcoll.co.uk</b>		
Headmaster	<b>Mr David Williams</b>		
Chair of Governors	<b>Mr Jeremy Woolridge</b>		
Age Range	<b>2 to 18</b>		
Total Number of Pupils	<b>303</b>		
Gender of Pupils	<b>Mixed (175 boys; 128 girls)</b>		
Numbers by Age	0-2 (EYFS):	<b>15</b>	5-11: <b>82</b>
	3-5 (EYFS):	<b>42</b>	11-18: <b>164</b>
Number of Day Pupils	Total:	<b>251</b>	
Number of Boarders	Total:	<b>52</b>	
	Full:	<b>46</b>	Weekly: <b>6</b>
Head of EYFS Setting	<b>Mr Philip Foley</b>		
EYFS Gender	<b>Mixed</b>		
Inspection Dates	<b>30 Sep 2014 to 03 Oct 2014</b>		

## 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 March 2010.

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](http://www.legislation.gov.uk). Additionally, inspections will consider the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment introduced by the School Standards and Framework Act 1998.

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

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

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 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 Deborah Forbes	Reporting Inspector
Mr John Greathead	Team Inspector (Former Head, IAPS school)
Mrs Jane Willis	Team Inspector (Head of Pre-Prep, IAPS school)
Dr Philippa Davies	Team Inspector (Senior Teacher, HMC school)
Mr Tim Jenkins	Team Inspector (Head of Department, HMC school)
Mr Richard Palmer	Team Inspector (Head, Society of Heads school)
Ms Alison Horton	Co-ordinating Inspector for Boarding
Mrs Eithne Webster	Co-ordinating Inspector for Early Years

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## **1. THE CHARACTERISTICS OF THE SCHOOL**

- 1.1 Tettenhall College is a co-educational day and boarding school for pupils aged from 2 to 18 years. The school's mission statement says that it is a school 'where all pupils achieve their personal best'. It aims to be a warm, caring and friendly school where pupils will develop in confidence and flourish, where they will be challenged and motivated to achieve by dedicated, passionate staff, and be part of an inclusive community that promotes family values, courtesy and good manners. It seeks to prepare pupils for life in the 21st century. The school is a charitable trust, administered by a council of governors who have oversight of all sections of the school. The preparatory (prep) school has its own headmaster but the headmaster of the senior school, who was appointed in January 2014, is overall head.
- 1.2 The school is situated in the village of Tettenhall, about three miles to the west of Wolverhampton, and occupies a 33-acre site of woodland and grounds, part of which is designated as a site of nature conservation. Founded in 1863 by a group of Wolverhampton businessmen, the school originally housed fifteen boys. The buildings include a unique 19th century private theatre. Girls entered the sixth form in 1969. The school now comprises a senior school and a prep school, which is purpose-built and accommodates pupils from 7 to 11 years of age, as well as the pre-preparatory (pre-prep) school for pupils from 4 to 7 years and the Nursery for children from 2 to 4 years. There are two boarding houses, one each for boys and girls.
- 1.3 Since the previous inspection the Drive and Lower Schools, the former prep and pre-prep schools, combined in 2012 to become the preparatory school. There are currently 303 pupils in the school: 57 children are in the Early Years Foundation Stage (EYFS), aged 2 to 5 years; 82 pupils are aged from 7 to 11 years and 164 pupils are aged 11 to 18 years. The day pupils are drawn from a diverse range of social and ethnic backgrounds, reflecting the local community. The majority of the boarders come from overseas. The ability profile of the school is above the national average overall, with a fairly wide spread of abilities and variations in average ability between cohorts. The ability profile of the sixth form is in line with the national average.
- 1.4 The school has identified 59 pupils as having special educational needs and/or disabilities (SEND), 46 of whom receive specialist learning support. English is an additional language (EAL) for 46 pupils, of whom 34 receive support for their English. There are two pupils with statements of special educational needs.
- 1.5 National Curriculum (NC) nomenclature is used throughout this report to refer to year groups in the school. The year group nomenclature used by the school and its National Curriculum equivalence are shown in the following table.

***Early Years Foundation Stage Setting***

School	NC name
Nursery	Nursery
Pre-school	Nursery
Reception	Reception



## **2. THE SUCCESS OF THE SCHOOL**

### **2.(a) Main findings**

- 2.1 The success of the school lies in the good standard of achievement and excellent personal development of its pupils, from the EYFS to Year 13. Good teaching enables pupils of all abilities and differing educational needs to make steady progress and achieve satisfactory educational outcomes in accordance with the aims of the school. The excellent relationships between staff and pupils are a significant factor in the attitudes and motivation of the pupils. Pupils in the sixth form benefit from the individual support and encouragement they receive from personal tutors and from the programme of enrichment instituted since the previous inspection. The curriculum is broad and balanced but it is also flexible, allowing scope for the most able as well as support for those with SEND or EAL. The use of information and communication technology (ICT) in both teaching and learning in the senior school is limited. The school has not yet fully addressed the recommendation in the previous inspection report to improve assessment and target setting, although it has made a start on creating a new comprehensive system of assessment, tracking and monitoring pupils' achievement and progress. Transition between the prep school and the senior school is considerably enhanced by specialist teaching from senior school staff in the prep school. Provision for extra-curricular activities is satisfactory but lacks consistent quality and range.
- 2.2 Achievements beyond the classroom include individual excellence, particularly in sport and in musical theatre, and pupils participate enthusiastically in opportunities offered to them. In responses to pre-inspection questionnaires, parents and pupils were overwhelmingly supportive of the school, with many parents saying that they would recommend the school to others and the pupils affirming that they like being at the school.
- 2.3 The personal development of the pupils is excellent. They fulfil the school's aim by growing in confidence and by exhibiting excellent behaviour and good manners. They are courteous and friendly, accepting newcomers into their community with warmth and tolerance. They show responsibility for themselves and others, raising money for charities and helping other pupils in the school.
- 2.4 The EYFS provides an outstanding setting, located centrally in the school and preparing the children for transition to the prep school. The majority of the boarders come from overseas and form a harmonious community, which contributes to the educational success of the school, bringing the richness of their various cultures and entering into the variety of school life.
- 2.5 Governance, leadership and management of the school are sound. Governors ensure satisfactory arrangements for day-to-day safeguarding but do not show a record of their discussion of policy and procedures in minutes of full board meetings. Nor do they have a system for regular review of the single central register of appointments. Until recently they have not paid sufficient heed to the academic achievements of the pupils. They have now undertaken a review of their efficacy and are instituting changes to meet the needs of the school. New leadership appointments have initiated a number of improvements and been involved in the strategic plan for development. Energy and vision are proving instrumental in working towards achievement of the school's aims.

## **2.(b) Action points**

### **(i) Compliance with regulatory requirements**

- 2.6 The school meets all the requirements of the Independent School Standards Regulations 2010.
- 2.7 The school meets all the National Minimum Standards for Boarding Schools 2013.
- 2.8 See the end of the Early Years Foundation Stage section 6 for the inspection findings in relation to the requirements of the Childcare Act 2006 for children under three.

### **(ii) Recommendations for further improvement**

- 2.9 The school is advised to make the following improvements.
1. Ensure that governance establishes a regular structure to review its statutory obligations.
  2. Establish a regular system of reviewing, dating and updating policies and procedures, including those for boarding, and the effectiveness of their implementation.
  3. Ensure that those with management responsibilities in the prep school, including the EYFS, have sufficient time to develop fully the systems for monitoring and evaluation.
  4. Improve the breadth and quality of extra-curricular provision.
  5. Extend and improve the use of ICT in teaching and learning.

### **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 good.
- 3.2 The pupils are well educated in accordance with the aim of the school to 'challenge and motivate pupils to achieve'. EYFS children become enthusiastic learners and pupils of all abilities throughout the school, including those with SEND and EAL, demonstrate good subject knowledge and understanding. They have well-developed practical skills and are able to apply mathematics in subjects such as science and economics. The pupils listen attentively to each other and work co-operatively in pairs or in small groups, as well as working effectively on their own. They are thoughtful speakers, as seen by some younger pupils pretending to interview each other for a prefect position. High-quality written work shows that they are able to write for a wide variety of purposes. The pupils show good physical skills, are creative in art, and have particular prowess in drama.
- 3.3 Pupils are successful in a small range of local and national competitions and award schemes, for example the UK Maths Challenge, and individual challenges and the Duke of Edinburgh's (DoE) Award scheme. Pupils compete, sometimes at city and county level, in a variety of sports such as cricket, rugby, swimming and netball. Pupils of all ages achieve highly in drama, particularly in musical theatre where some have performed at the Grand Theatre in Wolverhampton. Pupils show initiative through numerous fund raising ventures for local, national and international charities. It is usual for pupils to go on to higher education at the end of their sixth-form studies, securing places at a wide variety of universities and colleges.
- 3.4 In the prep school the pupils' attainment cannot be measured in relation to average performance in national tests, but on the evidence available during the inspection, attainment is judged to be good in relation to national age-related expectations. Inspection evidence, including lesson observations, discussions with individual pupils and scrutiny of samples of their work, indicates that they make good progress in relation to pupils of similar ability. Recently most pupils from Year 6 of the prep school have continued to the senior school.
- 3.5 The following analysis uses national data for the years 2011 to 2013, the most recent three years for which comparative statistics are available. Results in GCSE are above the national average for maintained schools, but have shown a decline for 2011 to 2013. The 2014 results however show a slight increase, with well over half of GCSEs graded at A\* to B. The IGCSE EAL results are higher than worldwide norms. The attainment at GCSE and the nationally standardised progress data that are available indicate that pupils are making progress that is good in relation to the average for pupils of similar abilities. Over the same period, A-level results overall were similar to the national average for maintained schools, although in 2011 girls' results were below the national average for girls in maintained schools. Results from 2011 to 2013 show a steady improvement, a trend which continued in 2014 with over half of A levels graded at A\* to B. The level of attainment at A level indicates that pupils make progress in the sixth form that is appropriate in relation to the average for pupils of similar abilities.
- 3.6 Pupils throughout the school with SEND or EAL make excellent progress in lessons and also achieve above expectations in examinations. Thorough screening and assessment of pupils leads to high-quality one-to-one sessions and detailed

individual plans, which are regularly reviewed. Subject teachers are well briefed on the needs of the pupils and the support strategies that are effective for them.

- 3.7 In all year groups, the pupils' attitude to their learning is always good and often excellent. They co-operate well with one another, showing very positive and enthusiastic attitudes. Their excellent behaviour and the outstanding relationships they enjoy with the staff and each other are conducive to their successful learning. Scrutiny of their books and files reveals the pride that pupils take in their academic work. Pupils willingly ask questions when they need assistance and are focused, engaged and keen to learn.

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

- 3.8 The quality of curricular and extra-curricular provision is good.
- 3.9 Throughout the school, the curriculum is balanced and structured and covers all the requisite areas of learning. Curriculum planning is thorough and includes detailed short- and long-term plans. It is suited to pupils of all ages and abilities, from the EYFS onwards. The school is flexible and creative in adapting the curriculum, for example, in providing an option for the most able pupils to take mathematics GCSE early and to learn an additional modern foreign language.
- 3.10 Starting in Reception, pupils learn French and in Years 5 and 6 Spanish is added to the curriculum. Prep school pupils have benefited from recent changes to the curriculum, including use of the woodland learning environment from Nursery to Year 6. Pupils throughout the school are well prepared for the next stage of their education. Year 6 pupils particularly enjoy and benefit from the variety of specialist teachers of Spanish, French, science, geography, music, PE and games in the prep school. Senior school pupils are given good advice about university applications and appreciate further opportunities to develop confidence and gain experience through a series of life skills workshops.
- 3.11 The school has begun to address the recommendation from the previous report to introduce a formal programme of enrichment in the sixth form to ensure that all pupils receive a broad educational experience by introducing peer mentoring, prefect training, careers advice and work experience.
- 3.12 Planning and support for pupils with SEND and EAL are excellent. Pupils' individual learning is well catered for because of the adaptable and flexible approach of all teaching staff. Pupils with SEND or EAL may study only one modern foreign language to allow time for one-to-one support. The learning support department works with pupils from both the prep and senior schools so that they can provide continuity of support. Careful monitoring of pupils' progress, including acknowledgement of when they no longer need extra support, enables them to work towards fulfilling the school's mission statement that 'all pupils achieve their personal best'. A foundation course has been introduced for Year 11 EAL pupils to prepare them for the sixth form.
- 3.13 Extra-curricular provision is sound. Parents and pupils expressed their satisfaction with the range of experiences and activities offered by the school. Inspectors found that the quality of activities is variable and the range limited. Extra-curricular activities offered include the DoE Award scheme and 'boot camp' for senior school pupils and activities such as cookery, British Sign Language and karate in the prep school. From Year 3 onwards there are residential trips which pupils particularly enjoy and which enhance considerably their personal development. The school

makes good use of local amenities such as theatres, museums, art galleries and other opportunities to extend the curriculum, for example, visits to the Botanical Gardens and the Owl Sanctuary in the prep school. Senior school pupils benefit significantly from overseas trips such as visits to World War I battlefields.

- 3.14 The school has a strong tradition of musical theatre and musical talent is identified early through the Special Choir in the prep school. Pupils across the school are also involved in choir tours to France and Germany, where exchanges have been in place for many years.
- 3.15 Pupils throughout the school community enthusiastically support local and national charities in whole-school fund raising activities which engage the pupils and enhance the inclusive atmosphere in the school.

### **3.(c) The contribution of teaching**

- 3.16 The contribution of teaching is good.
- 3.17 In the prep school lessons are well planned and the learning objective is made clear at the beginning. In many lessons the learning objective is referred to frequently so that the pupils can check their progress against it. Work is planned to take into account different needs of pupils, such as those with SEND or EAL, so that all can participate and feel a sense of achievement.
- 3.18 Marking is up to date and, in the best examples, indicates how a pupil can progress. There is evidence of some pupil self-assessment in their books and individual targets are set in certain subjects. Some marking is perfunctory and does not adhere to the marking policy of the school.
- 3.19 The teaching is generally very effective at capturing the pupils' interest. The teachers are secure in their subject knowledge and are keen to impart it to their pupils. The best lessons are pacy, taught in a lively fashion and encourage independence. In many lessons, interactive whiteboards are used by teachers to good effect but the pupils' use of ICT is generally limited to when they are in the ICT suite.
- 3.20 Pupils with particular learning needs are very well supported; work is tailored to suit their ability and teachers pay close attention to the guidance provided. However, in some lessons the more able pupils are not given sufficiently challenging work.
- 3.21 In the senior school teachers have good subject knowledge and plan their lessons with care, taking into account the differing needs of their pupils. In the best lessons observed, a number of which were excellent, activities were planned which allowed the most able to make progress while, at the same time, paying close attention to the specialist guidance provided in meeting the needs of those pupils with SEND. Most teaching is effective in catering for different learning styles and speeds. Pair and group work, thoughtful questioning and interesting material all contribute to stimulating lessons.
- 3.22 In pre-inspection questionnaire responses, pupils were almost unanimous in stating that their teachers helped them to learn. Teachers' close knowledge and understanding of their pupils help to establish an environment of support and trust. Lessons which did not meet this high standard lacked pace and challenge and failed to cater for the needs of the most able or to encourage independent learning. Pupils with statements of special educational needs are appropriately provided for and

those pupils with EAL are well supported; good teaching encourages them to participate fully in lessons. Sixth-form teaching is tailored to suit the aptitudes and interests of the pupils.

- 3.23 In the previous inspection report the school was recommended to extend the implementation of assessment through marking and target setting but this recommendation has not as yet been fully addressed. However, assessment is currently being considered by the heads of faculty, who are in the process of planning a comprehensive new structure to replace the inconsistent marking and assessment currently in use.
- 3.24 During the period of the inspection, very little use of ICT was observed and there was little evidence of its use in teaching.

## **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 In accordance with the school's aims, the pupils develop in confidence and flourish, so that, by the time they leave the school, they have developed the self-belief that will equip them for life. Upon leaving school they have a clear sense of their own identity and are ready to embrace the challenges that lie ahead.
- 4.3 The pupils' spiritual development is excellent. Through lessons, assemblies, chapel and the school's creative work the pupils are able to experience inspirational moments that develop their aesthetic appreciation of the world. Pupils experience spiritually uplifting moments through the creation of high-quality art, drama and music. The well-mounted displays of school art work seen around the school also provide them with moments of great pleasure and pride. Pupils can reflect quietly within the school. The chapel, with its calm interior and Matisse-inspired stained glass window, contributes greatly to their feelings of inner harmony as does the quiet room for pupils of all faiths. The pupils appreciate the school environment with its green spaces, its woodland and welcoming architecture and thrive on their surroundings. As a result, the pupils develop self-awareness and grow in their understanding of what is important to them in life.
- 4.4 Pupils' moral development is excellent. They demonstrate uplifting moral standards and have a keen understanding of what is right and wrong. All pupils are clear that bullying is unacceptable and they show an excellent understanding of the need to treat all with courtesy and respect. This was exemplified by the discussion that was conducted in a Year 7 personal, social and health education (PSHE) lesson. The absence of litter around the school and the respect the pupils show to the fabric of the school are all indicators of a society that values the norms of good conduct. The school is very effective in promoting excellent behaviour as can be seen in the way that prep school pupils observe the golden rules. Teachers set an excellent example. They treat all pupils with sensitivity and respect, making them feel valued. In lessons and around the school the pupils are always courteous and polite. In their pre-inspection questionnaire responses, the pupils were overwhelmingly supportive and expressed the view that the school achieves high standards of care and support.
- 4.5 The social development of the pupils is excellent. Throughout the prep and senior school pupils are active members of the community and learn how to take roles of responsibility and service of a wide-ranging nature, for example, as representatives of the school council or running campaigns for local, national and international charities. Pupils gain experience from these activities and learn to exercise leadership effectively for the benefit of the overall community. Throughout the school, pupils are sensitive to the feelings of others. This awareness was borne out by a discussion with a Year 7 group who likened the school to a family which mutually cared for one other.
- 4.6 The pupils' awareness of their own and other cultures is excellent and is enhanced by the ease with which they happily discuss their own different backgrounds. They are particularly aware of what each person brings to the community in the boarding houses. They learn about and understand global cultural awareness in a range of subjects, such as music and economics. Excursions both local and abroad such as

the recent art trip to Birmingham as well as the international choir tours have enhanced the pupils' cultural experiences and understanding. Similarly visits organised by the economics department to Berlin, and the visit by Years 7, 8 and 9 to the World War 1 battlefields, have helped to develop the pupils' understanding of different cultures and shared identities. In this context, they learn about the British way of life and values.

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

- 4.7 The contribution of arrangements for pastoral care is excellent.
- 4.8 Staff provide very effective support and guidance for pupils in accordance with the school's aim to be warm, friendly and caring. The school lives up to its aspiration to be a single, inclusive community in which everyone is valued equally. Teachers know their pupils very well and are able to respond to their individual needs, whether academic, practical or emotional.
- 4.9 The pastoral structure has recently been reformed, but, in the prep school, class teachers and, in the senior school, form tutors, remain at the heart of the system. Sixth-form pupils choose their own personal tutors, developing close and fruitful relationships with them. In general, relationships between staff and pupils are very positive, and pupils treat one another with kindness and tolerance. Many pupils benefit from the peer mentoring system. The rare reported instances of bullying are addressed effectively, promptly and constructively. Internet safety is an insistent theme of the PSHE programme from Year 1, reinforced by notices around the school, assemblies and by Year 7 ICT lessons. Pupils throughout the school say that they feel safe.
- 4.10 The PSHE programme includes advice on healthy eating and exercise, and pupils enjoy and take advantage of the sporting opportunities available.
- 4.11 From the regular reiteration of the golden rules in the prep school, pupils receive clear statements of the school's expectations about behaviour, about disciplinary policies and about sanctions. In the senior school the rewards system has been reinvigorated alongside the house system, which is proving popular with the pupils.
- 4.12 The school has a suitable plan to improve educational access for pupils with SEND.
- 4.13 The school's size and ethos ensure that every pupil's voice can be heard and there are two school councils, the senior one having been recently relaunched, partly in response to pupils' wishes.

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

- 4.14 The contribution of arrangements for welfare, health and safety is good.
- 4.15 The child protection (safeguarding) policy on the school website before the inspection was found to be not up to date with the most recent official guidance, but by the end of the inspection the team was satisfied that the necessary changes had been made, and that the policy now contains all required elements. All procedures to do with safeguarding and child protection were, however, found to be carried out and recorded appropriately. Suitable child protection training is provided for all staff. The policy on staff recruitment, its implementation, and the necessary recording of information are all appropriate. The policy takes proper account of the circumstances and context of the school.



- 4.16 All policies and procedures relating to fire safety are compliant with legal requirements and are kept under review using external professional advisors. The implementation of these policies and procedures, including fire drills, maintenance of equipment and staff training, is complete and suitable records are kept.
- 4.17 Arrangements to ensure that pupils are kept healthy and safe are effective, for example hazard warnings and clearly marked pedestrian walkways. There is suitable documentation referring to behaviour, sanctions and rewards, measures to counteract bullying, and compliance with legal requirements on matters of health and safety. Off-site activities are subject to a rigorous process of scrutiny with emphasis on safety before approval. There is a policy on first aid, and staff training in first aid is effective in providing suitable cover in the school. Good provision is made for pupils who are ill or injured. The medical staff are appropriately trained and qualified. Reporting and recording protocols for injury and illness are well developed; and all pupils, including boarders, are supervised at an appropriate level.
- 4.18 Suitable records are maintained of sanctions for major disciplinary offences. Admission and attendance registers are also maintained and information stored in accordance with official guidance.
- 4.19 A health and safety committee meets each term and the minutes are clear and helpful, recording agreed action points. Furthermore, there is a standing item on health and safety on the agenda of school council meetings in the senior school.

#### **4.(d) The quality of boarding**

- 4.20 The quality of boarding is good.
- 4.21 The outcomes for boarders are excellent. The diverse group of young people who make up this community relish every opportunity to talk with enthusiasm about their boarding experience, relating both to each other and adults with easy confidence and politeness. In conversation they are both interested and interesting, and are extremely positive about the multi-cultural nature of their community. They enjoy sharing details of their backgrounds and display high levels of maturity and tolerance in their relationships with one another, regardless of age or how new they are to boarding.
- 4.22 They display loyalty to and affection for their houses and contribute to their smooth running through good and well-mannered behaviour and an understanding of the need for rules. Prefects view their role as going beyond their regular duties: they offer guidance to younger pupils, and, following a recent successful team-building exercise, have encouraged boarders to mix across gender, age, cultural and linguistic background. Boarders express their views candidly and feel confident to take suggestions to house staff at any time.
- 4.23 They are very comfortable in their relationships and value the friendships they make. If they have a problem or concern, the boarders interviewed said that another boarder would probably be their first port of call, but that both boarding and teaching staff are very approachable. The overwhelming majority of those boarders who responded to the pre-inspection pupils' questionnaire said that they enjoy boarding and that boarders get on well together in the house.
- 4.24 House staff have an excellent and natural rapport with the boarders in their care and know individuals extremely well. Domestic staff described the boarders as friendly and courteous and they enjoy their interaction with them.

- 4.25 The quality of boarding provision and care is good. Boarders' individual needs, including those in relation to pastoral, academic and EAL matters, are supported by committed house staff who liaise appropriately with school staff. The initiative of involving day staff more in boarding, supervising the early prep session and accompanying at least one boarders' outing a year, further enhances relationships and understanding, benefiting overseas boarders in particular. Boarders have clear access to helplines should the need arise and have the contact details of an independent listener.
- 4.26 The medical provision and care for boarders are good. All the boarders who responded to the questionnaire agreed that they were well looked after when ill or injured. The daily surgery, 24-hour on-call arrangements and good sick bay accommodation are supplemented by a weekly surgery held by a doctor from the local practice. All house staff are first-aid trained. The nurses run evening health education sessions specifically for boarders on issues such as smoking, alcohol and healthy eating.
- 4.27 Although a minority of the boarders who responded to the questionnaire did not agree that the food was good, in interviews older pupils said that there had been improvements in recent years and newer boarders are very positive about the quality of meals taken in the light and pleasant dining hall. They appreciate that ideas put forward to the food committee are listened to and where possible put into practice. The dining experience for overseas boarders is enhanced by the provision of typically British dishes as well as those more akin to their own countries. The inspection team found the meals to be nutritious, healthy and offering a good choice. A regular and effective laundry service supports the boarders' daily care, as does the ability to purchase stationery and other small items in the library shop.
- 4.28 Fire drills are carried out regularly and during boarding time, putting into practice the recommendation from the previous Ofsted report.
- 4.29 Boarders can choose from a suitable range of clubs and activities after school and at weekends, but they can also opt for quiet relaxation. Boarders' views are sought in developing these programmes. In line with the recommendation from the previous Ofsted inspection, a file containing contact details of boarders' parents and guardians is now carried on all trips.
- 4.30 The well-maintained and attractive dormitories in the girls' boarding house provide good individual study and relaxation space, which they can personalise. The comfortable communal living areas promote good interaction between the boarders and with duty staff. Good signing in and out procedures for both resident boarders and visitors ensure the girls' security.
- 4.31 The boys' accommodation offers space for individuals for both study and private relaxation. There is a range of recreational facilities in the communal areas which are enjoyed by the boys, as is the clean and spacious café-style kitchen. Some of the furniture in the common rooms is worn, and, although clean, the accommodation is slightly tired throughout.
- 4.32 Boarders appreciate the telephone and wi-fi provision which enable them to communicate with their families and friends. In interview boarders were not happy with the discrepancy between the houses regarding access to wi-fi.
- 4.33 The effectiveness of the arrangements for boarders' welfare and safeguarding is good. The National Minimum Standards are met and the school implements

effectively the safeguarding policy and all other relevant policies. Following the recommendation from the previous Ofsted inspection, personnel living in school accommodation who are over 16, but not employed by the school, have received comprehensive child protection training.

- 4.34 In interview all house staff, including domestic staff, showed a sensible awareness of their responsibilities for those in their care, and all have been appropriately trained in safeguarding. The open relationships with pupils enable staff to notice any emerging problems and address them appropriately. In addition to the members of staff on duty, the housemaster and housemistress can always be contacted in person or by phone.
- 4.35 The overall effectiveness of the leadership and management of boarding is sound. The day-to-day management of the boarders and the boarding houses is good. The houses run smoothly in line with the statement of boarding principles and practice. All the National Minimum Standards for Boarding are met. The warm and open relationships between individual boarders and house staff, as well as the close attention and support given by them to boarders' individual needs, contribute to the personal development of the young people in their care. The boarders feel happy and secure. All staff involved in boarding have received appropriate training.
- 4.36 Policies, procedures and record-keeping are kept reasonably up to date. There is not sufficient rigour in the regular monitoring and review of them to achieve the highest standards.

## **5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT**

### **5.(a) The quality of governance**

- 5.1 Governance of the school is sound. The governors are committed to the school, guarding diligently its history and reputation. They successfully support the aims of the school in respect of the pupils' personal development, overseeing the creation of a nurturing environment. Until recently the governing body has not paid close heed to the academic achievement or progress of the pupils. A recently formed education committee has begun to provide sufficient scrutiny of the standard of education provided by the school to ensure that it offers challenge and motivation to school leadership. Governors recently undertook a review of governance and, as a result, have restructured their committees to meet the needs of the school. They do not however yet have a robust system of reviewing and updating the policies for which they hold responsibility, including monitoring of the single central register of staff appointments. Full governing body minutes do not indicate that the whole governing body has reviewed the safeguarding policy and the efficiency with which it is implemented, although committee minutes indicate that a review has been carried out by some governors who are thoroughly committed to the health, welfare and safety of the pupils.
- 5.2 The governing body is successful in recruiting governors with a wide range of expertise and it exercises sound financial control. It has been involved in forming a strategic plan for the future of the school but has not taken steps to enable all governors to become familiar with the school and its workings. The chair of governors provides useful advice and support to the headmaster and a formal system of appraisal has been agreed on. Some governors are known to staff and parents.

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

- 5.3 The quality of leadership and management, including links with parents, carers and guardians is sound.
- 5.4 Almost all the senior leadership team (SLT) have been appointed in the last two years. Recent dynamic, visionary leadership is leading to significant improvements, although there has not been time to implement all initiatives fully. Leadership is clear sighted and effective. Structures and responsibilities overall are effective but in the prep school do not allow for adequate planning and implementation of action plans arising from previous inspections or school development plans. The lack of subject co-ordinators or their equivalent also makes improvements to curriculum areas within the current prep school leadership and management structure difficult.
- 5.5 Implementation of policies, particularly with regard to safeguarding, is thorough. The management of policies and procedures is satisfactory although in some cases there are multiple versions of policies which may cause confusion. The safeguarding policy had not been updated on the website before the inspection. The staff handbook is unwieldy and is in need of revision to remove outdated or irrelevant material. Information on the website does not always match information given to parents.

- 5.6 Leadership and management provide a clear overall educational direction. Self-evaluation in the senior school has identified the need to establish a more extensive and consistent system of tracking and monitoring pupils' progress and of assessing their work, with suitable targets for improvement. Leadership and middle management have worked on the foundations of the system and are preparing to disseminate information to the rest of the teaching staff. The previous inspection report recommended that this area of education should be improved but it has not been fully addressed. The heads of faculty work effectively and with great commitment to support the sometimes diverse departments within their teams. They are well supported by the SLT.
- 5.7 Self-evaluation by the SLT has also identified the need to improve the appraisal system. The current process in the senior school is cumbersome and does not relate well to the school development plan and nor does it apply to all staff. Work is in progress to revise the procedures. Members of the SLT have already been appraised by an external assessor to begin the process and to identify areas of leadership and management that need to be addressed. In the prep school not all staff are involved in appraisal. A working party has been set up to create a system which meets the needs of the school. From the appraisal system the school seeks to devise a more methodical structure for continuing professional development. Currently, the programme is in its initial stages.
- 5.8 The management of academic support is highly effective in meeting the individual needs of pupils across the school. Screening, programmes of study and individual education plans form part of a coherent structure throughout the school, from the prep school onwards, to enable pupils to participate as fully as possible in the curriculum.
- 5.9 The previous inspection report recommended that a programme of enrichment for the sixth form should be introduced in addition to the A-Level programme. The introduction of personal tutors has formed part of this enrichment, since each sixth-form pupil is given individual attention to extend or deepen his or her interests or study. Leadership has also arranged for a programme of outside speakers, a gap year conference and careers advice to add to the provision.
- 5.10 The level of achievement in extra-curricular activities has been identified by leadership as an area for future development. It is not currently managed in a way that allows all pupils to reach their potential.
- 5.11 The management of the pupils' personal development is excellent at all stages of the pupils' education. In the senior school, middle management support the pupils in all aspects of their development as well as supporting form tutors who are responsible for the pastoral care of the pupils in their charge. In the preparatory school the senior management effectively support the form teachers.
- 5.12 Communication between the different layers of management and the staff is effective, and includes meetings to discuss pupils that lead to a clear understanding of pupils' progress and needs. Collaborative wider consultations, for example over development plans, are also evident.
- 5.13 The recruitment and retention of suitable staff and their training in safeguarding, welfare, health and safety are strengths. The arrangements for the checking of suitability of staff, governors, and volunteers to work with children and young people are excellent. They are managed and recorded with efficiency and thoroughness.

- 5.14 A great deal of work has been carried out across the school on development planning. Priorities have been suitably identified, which include site development, the development of the new appraisal system and a review of leadership roles and structures. To date, leadership of these developments has been inclusive and effective, resulting in real progress.
- 5.15 The school maintains excellent relationships with parents, in accordance with its aim that the pupils should be part of an inclusive community that includes parents and family values. The parents are extremely happy with the school's provision for their children.
- 5.16 Parents are given many opportunities to be involved in the life of the school, thus establishing positive and welcoming relationships. Parents contribute expertise and enthusiasm by visiting the school to talk about their professional or cultural backgrounds. They also accompany pupils on outings and school trips, such as the choir visit to Paris. A thriving parents' association enables parents to meet one another and also raises valuable funds to purchase items for the school. It also organises a wide range of events for the school.
- 5.17 From the prospectus onwards parents are provided with attractive information booklets describing the work and events of the school. The parents of younger children have useful and valuable handbooks that contain a wealth of information that enables parents to be confident that both they and the children are as well prepared as possible. New parents of older pupils are provided with useful information about the school. The website provides information regarding the school, including policies that are required to be available, but it is not always up to date. A social media page provides less formal accounts of activities and photographs that enable parents to gain excellent insights into the events and activities taking place at the school.
- 5.18 Parents are encouraged to develop a partnership with the school in order to enhance the education for their children. Comprehensive and thorough reports not only describe pupils' progress but also suggest ways that parents can support their children by including targets or next steps. Parents' evenings are held regularly for all sections of the school and an open door policy enables parents to discuss any issue before it becomes a problem.
- 5.19 A high-quality magazine records the year's achievements and there are regular newsletters. The responses to the parental questionnaires were very appreciative of the school and the way it handled their concerns. The school has a formal complaints procedure and aims to respond quickly and effectively at an informal stage.

**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) How well the early years provision meets the needs of the range of children who attend**

- 6.1 Tettenhall College Preparatory School is outstanding at meeting the needs of all the children in the early years, including those with SEND, EAL and high ability.
- 6.2 Children under the age of three are helped to succeed and make excellent progress by highly-qualified, well-motivated staff who use the children's interests and parents' contributions to devise exciting, imaginative activities, such as constructing fire engines complete with phones to make 999 calls, to promote learning and prepare the children for the next stage of their education. A careful settling-in policy enables the transition from home to be as relaxed as possible as children begin their education as enthusiastic learners. Parents are kept informed of their children's progress and are helped to share in it.
- 6.3 The older children continue to make excellent progress in the prime areas. Working with parents, skilled practitioners teach reading, using an effective multi-sensory phonic scheme. A love of books is promoted by the visits of the college librarian, who reads a collection of stories each week. The children then vote for one to be placed on the reading wall, so that even at this young age the children's self-esteem is developed as their interests and preferences are acknowledged.
- 6.4 The grounds provide exceptional experiences as the children explore the world around them. For example they use mathematical vocabulary precisely while searching for magic wands of an exact length in the forest.

### **6.(b) The contribution of the early years provision to children's well-being**

- 6.5 The contribution of the early years provision to children's well-being is outstanding.
- 6.6 All the adults in the early years know the children extremely well. They are aware of their likes and dislikes and meticulous attention is paid to any dietary needs, so food anxiety is diminished and children can concentrate on their learning. The children understand that healthy food provides the energy they need for their active day. The food, both at the café-style snack and at meals, is tasty and nutritious and children are encouraged to try new flavours. Child-sized cutlery enables them to be increasingly independent.
- 6.7 Careful attention is paid to all safety routines. Outside and inside areas are checked daily. The younger children who cannot yet manage their own hygiene needs are helped sensitively and the majority have attained independence in this area by the time they are three.
- 6.8 The key person system for the younger children ensures that warm, appropriate relations develop so that children have the emotional security to explore and use their imaginations, be happy and enjoy what they do. Particular attention is paid to speech and language and the children benefit from considerable expertise in this area. Children over three continue to develop independence and are guided to assess risks for themselves when, for example, they are using scissors.

- 6.9 Children are well prepared for their transitions to other classes as they meet other adults and older pupils in clubs and on their walks to the dining room.

### **6.(c) The leadership and management of the early years provision**

- 6.10 The leadership and management of the early years provision are good.
- 6.11 Leaders within the early years demonstrate an excellent knowledge of the requirements of the EYFS and a good system of monitoring and evaluation, involving all early years staff, ensures that the educational programmes are implemented thoroughly. A governor has recently become more involved in the prep school including the EYFS and the staff welcome this increased engagement, although it is as yet too early to assess the effectiveness of this involvement.
- 6.12 Safer recruitment and the safeguarding and welfare procedures of the EYFS are rigorously implemented so that the school is welcoming and secure. The arrangements for children being picked up at the end of the day are extremely thorough and are observed diligently.
- 6.13 Staff are committed to the pursuit of excellence and are determined that all the children in their care should reach the highest levels of achievement. They are committed to professional development and their drive for improvement is shown in the way that assessment information is gathered and used. A development grid is used to record when Early Learning Goals are achieved. For the younger children, a school-developed assessment tool records progress and the next steps required to continue their learning, enabling all staff to have a clear understanding of what is required for the child's progress. A new record system has been established, for the older children. It is easier to use and also provides a clearer way of communicating to parents how they can reinforce and extend their child's learning, leading to productive partnerships between the setting and parents.
- 6.14 The school provides highly effective targeted interventions for children with SEND. Teaching assistants provide successful one-to-one support enabling children to accelerate their learning. For children with identified needs the school welcomes support, advice and resources from outside agencies such as speech and language therapists.

### **6.(d) The overall quality and standards of the early years provision**

- 6.15 The overall quality and standards of the early years provision are outstanding.
- 6.16 All children, including those who require support, are happy and enjoy their learning. They make excellent progress relative to their varied starting points. Children with identified needs are supported well, increasing their confidence and self-esteem.
- 6.17 The youngest children are able to use ride-on toys, listen to stories and count the number of children present. They are beginning to recognise their written names. Older children are learning to write letters and know the sounds they represent. They can count, and do simple addition such as adding one or two more. For the younger children, the two-year-old progress check shows that most reach the expected levels of development. The results of these checks are shared with parents with suggestions as to how they can help. For older children, the Early Years Profiles show that many exceed the expected levels of development.



- 6.18 Most children are friendly and confident when talking to adults and each other. Behaviour is excellent, maintained by positive rather than negative comments, so that children are motivated by the attention they receive for being good. Adult-led activities frequently focus on tasks that require co-operation such as playing parachute games or riding a two-person bicycle. Older children enjoy the responsibility of being helper of the day and wearing a gold crown.
- 6.19 All staff have a thorough knowledge of safeguarding and welfare procedures, which are meticulously followed. Regular discussion takes place in the early years to identify ways to continue to enhance the education and experience of the children in its care.
- 6.20 The previous reports recommended that the school should ensure that sufficient time is allowed to fully establish the system of monitoring teaching and learning. Monitoring is now in place but other obligations of those with management responsibility for the early years limit the time available for its full development.

### **Compliance with statutory requirements for children under three**

- 6.21 The school's registered provision for childcare meets the requirements of the Childcare Act 2006 and no action is required.

**Section 2 includes any identified action the Early Years Foundation Stage is recommended to take in order to improve its provision.**