

Harrodian School

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Does the school meet the requirements for registration?

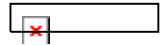
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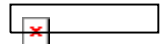
Does the school meet the requirements for registration?

School details

Introduction and summary

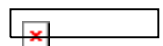


Purpose and scope of the inspection



This inspection was carried out by the Office for Standards in Education under Section 163 of the Education Act 2002 in order to advise the Secretary of State for Education and Skills about the school's suitability for continued registration as an independent school.

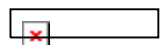
Information about the school



The Harrodian School is situated on a large site on the south bank of the Thames in Barnes in West London. It is an independent day school which caters for boys and girls from age 4 to 18. Formerly the site of Harrod's sports club, the original club premises has been converted for educational purposes and extended to provide for the present roll of 767. About ten per cent of the pupils have been identified as needing additional support in literacy and there are 18 pupils for whom English is an additional language (EAL). One pupil has a statement of special educational needs (SEN).

The school aims to achieve high academic and personal standards, in an atmosphere of warmth and generosity, where other cultures and traditions are valued. The school strives to create 'a European character and encourage a global perspective.'

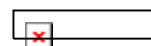
Summary of main findings



The Harrodian School is a good school where, because of good teaching, the pupils achieve well

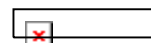
and make good progress. There are very good relationships between teachers and pupils, and high expectations on the part of teachers and pupils alike. This produces a warm and friendly environment where hard work and very good behaviour are the norm. The pupils enjoy the well-designed buildings, excellent accommodation and good facilities and they show great respect and care for the school environment. The curriculum is generally broad and balanced.

What the school does well



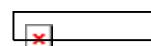
- the quality of teaching is good and as a result, pupils achieve well and make good progress;
- the good relationships between staff and pupils make for a friendly relaxed atmosphere where the pupils behave very well indeed;
- provision for pupils' spiritual, moral, social and cultural development is good and this encourages pupils to show tolerance towards the feelings of others and to appreciate other cultures;
- the design and layout of the school ensures excellent accommodation; this elicits from the pupils a sense of pride and care in their environment; and
- an extensive and interesting range of extra-curricular activities and excursions enriches the curriculum and makes a significant contribution to the pupils' academic and social development.

What the school must do in order to comply with the regulations

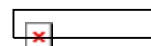


- provide the pupils with a broad general knowledge of public institutions and services in England; and
- provide the information for parents identified in section 6 of this report.

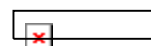
Compliance with the regulations for registration



1. The quality of education provided by the school



The quality of the curriculum



The quality of the curriculum is good. It is broad and balanced and meets all the requirements for registration. It is largely derived from the National Curriculum at Key Stages 1 and 2 and offers a good range of examination courses to General Certificate of Secondary Education (GCSE) and

Advanced level (A-level). A brief policy statement sets out the school's approach to the curriculum which aims to, 'allow pupils to achieve intellectual breadth and depth; to challenge pupils so that they take pride in their work; and attain the highest levels of which they are capable'. Pupils are encouraged to have high expectations of themselves and learn to work cooperatively. The school succeeds in achieving these aims through thorough planning and professional implementation of appropriate schemes of work.

The main emphasis is on English and mathematics but nearly all National Curriculum subjects are taught along with religious education (RE) and a comprehensive programme of personal, social and health education (PSHE). In the pre-preparatory section, reception to Year 3, pupils are taught by their class teacher except in music, French, physical education (PE), and information and communication technology (ICT). The introduction of subject specialist teaching for all pupils from Year 4 serves to smooth the transition between the primary and secondary phases, and Latin is introduced in Year 5.

The early part of the Key Stage 3 curriculum, while reflecting the style and content of the National Curriculum, is also influenced by the demands of the Common Entrance (CE) syllabus taken by all pupils at the end of Year 8. Some pupils are awarded internal scholarships on the basis of their results and others are awarded scholarships to other independent schools. At this stage Spanish and Latin are introduced as options. Further options are introduced in Year 9, namely, sport science, media studies, business studies and classical civilisation. Some pupils, especially those with native fluency in a foreign language, sit the GCSE examination at the end of Year 9.

All pupils follow a core curriculum in Key Stage 4, comprising English mathematics, three separate sciences, a modern foreign language and PE. Pupils receive guidance in extending their options in Year 10 when they can choose four from 18 subjects available to GCSE standard. Languages are well represented with Italian added to those on offer. German is available as an after-school option.

The absence of design and technology from the curriculum means that pupils do not have the opportunity to design and make objects using resistant materials. ICT is not timetabled as a discrete lesson throughout Key Stage 3, and although it may be integrated into other subject areas, monitoring is not sufficiently robust to ensure that it is.

In the sixth form there is a wide choice of 20 A-level subjects from which students usually choose up to four at AS and three at A2. The full range of the most popular subjects is offered and in addition, philosophy, history of art, government and politics, and classical civilisation. This represents a rich curriculum for a sixth form of this size and is proving to be attractive to pupils from this and other schools.

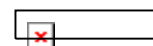
The provision for pupils requiring additional learning support is good. Standardised tests in reading and writing identify pupils who need additional support in literacy and they receive extra help from the specialist learning support staff. In addition, all teachers are informed of the needs of pupils requiring support in literacy, and all curriculum plans cater for their individual needs as well as those of high achieving pupils. They generally make good progress.

The work of a careers specialist, supplemented by visits from Connexions personnel and higher education staff provide an adequate level of careers education and guidance. Many Year 10 and 11 pupils undertake a period of work experience, which helps them to appreciate the world of work. Pupils in the sixth form were very satisfied with the level of support they received in completing their applications for higher education.

The formal curriculum is successfully enriched and extended with a varied range of subject-related and recreational educational visits, many of which capitalise on the extensive opportunities available in the galleries, museums and theatres in London. This includes the annual Year 10 geography field excursion to North Wales and history of art trips to Rome, Florence and Paris. Other educational visits include trips to Iceland, Ypres, Italy and an annual ski trip to Switzerland. The school provides an interesting and varied programme of extra-curricular activities, which are well supported: these include the popular range of sports and expressive arts and also astronomy, heraldry and Egyptian

hieroglyphics. A large proportion of pupils take instrumental lessons in a variety of instruments facilitated by very good arrangements for individual practice and ensemble playing. The term's work in music, dance and drama culminated in the pre-preparatory Nativity play and the school concert during the week of the inspection, each involving a very large number of pupils from every age group.

The quality of the teaching and assessment



The quality of teaching is good and results in the pupils achieving well and making good progress. Teachers plan thoroughly and comprehensively. Lesson planning takes into account the different levels of pupils' ability and provides work suited to their individual needs. Thus, pupils needing additional support are generally well supported and extended work is prepared for higher achieving pupils. Lessons have clear objectives and these are usually shared with the pupils. Teachers in the majority of lessons use time and resources effectively and introduce varied activities to sustain pupils' interest throughout. A few lessons, however, do not plan sufficiently well to extend higher achieving pupils or to support the least able.

The teachers are well qualified and experienced. They are good role models for their pupils: relationships between staff and pupils are excellent and are based on mutual trust and respect. Teachers ask challenging questions and have good expectations of the pupils. As a result they are sufficiently confident to ask equally challenging questions in the knowledge that they will be listened to; and they also have good expectations of themselves.

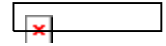
Within this supportive and encouraging environment, the pupils work hard, make good academic progress and develop socially and personally. Much of the work in the pre-prep is well planned and expertly delivered in topics; for example, during the recent 'art week' the pupils produced some high quality work not only on art, but in literacy, numeracy and knowledge about the world. The quality of class discussion is generally good: in a Year 9 history lesson for example, the construction of a collage on the twentieth century led to a lively debate demonstrating a sound grasp of the period as well as displaying good rhetorical skills. In a Year 6 English lesson, good class management enabled the relatively high number of pupils with learning needs to make good progress. In languages, the high number of teachers who are native speakers facilitates sustained work in the target language, grammar is taught subtly but effectively, and the teachers provide good role models for pronunciation for pupils; consequently their progress is good. Teaching in the sixth form is very good; the teachers have a sound grasp of their subjects and teach their lessons with enthusiasm and panache.

The assessment of pupils' work is generally good but it is variable in quality. A whole school policy on assessment and marking provides clear guidance for heads of department to formulate their own schemes. The policies for each subject are known and understood by the teachers as well by the pupils. The best examples of teachers' marking largely abides by guidance that it should be regular, accurate and contain helpful comments to enable the pupils to improve. In a Year 9 English lesson, the pupils had to assess the performance of their peers in presenting a war poem and in doing so, showed good critical and communication skills. Marking of GCSE and A-level work is thorough and accurate, and is closely based on the examination specifications. In some cases, however, cursory or perfunctory marking does not provide the necessary information for teachers or pupils to monitor progress.

Does the school meet the requirements for registration?

Yes.

2. The spiritual, moral, social and cultural development of pupils



The provision for the spiritual, moral, social and cultural development of pupils is good. The social strand is a particular strength of the school and has a positive impact on pupils' work, attitudes and behaviour. The provision of an attractive working environment, which is central to the ethos of the school, helps promote a calm school community. In discussions with inspectors, pupils expressed their appreciation of the quality of their learning environment.

The pupils' spiritual and moral development is good. Through RE and PSHE, pupils develop an awareness of the Christian faith and other world faiths. They also develop self-knowledge and respect for themselves and others. The school has devised a well thought-out programme of emotional, moral and health and safety education. Staff are good role models in that they show respect for their pupils by listening to them, valuing their contributions and consistently praising good behaviour. They do their best to ensure that pupils achieve as well as they can. As a result, pupils feel well cared for and are encouraged to grow into well-adjusted and self-confident individuals who have a clear understanding of right and wrong. Inappropriate moral choices are dealt with through the sensitive and effective pastoral system. Pupils are supported into their adolescent years by more advanced self-development sessions dealing with such topics as stress management, mental health and study skills. From Year 9, the school provides a programme of drug awareness and sex education which is sensitive to parents' values.

Provision for pupils' social development is very good. As the school successfully promotes pupils' self-esteem, in turn they grow into caring and friendly individuals. This results in the relaxed atmosphere which permeates the school. Pupils are very well behaved and there are few bullying incidents. The school plans a wide range of opportunities to develop mature social and personal skills through assemblies, circle time, group work, peer assessment, public speaking and debates. Pupils also have the opportunity to take on various responsibilities throughout the school, from class monitors to mentors and prefects. In these roles, they help younger pupils and assist teachers. The pupils' sense of social responsibility and initiative is developed further through such schemes as the Duke of Edinburgh's Award and Young Enterprise. Pupils are encouraged to think of others less fortunate than themselves and raise funds for a number of local charities.

The pupils' awareness of their and other cultures is promoted well. They develop an insight into other cultures through the study of languages, literature, humanities and the arts enhanced by related extra-curricular activities. For instance, during the inspection, the younger pupils sang Christmas carols from the cultural traditions of several western countries. In the preparatory classes, pupils prepare to live in Britain's multicultural society by learning to respect differences and challenge stereotypes. They discuss how the media influences behaviour and they study the basics of democracy.

By the time they reach the sixth form, they can choose to study government and politics. Although the school currently provides elements of citizenship, there is no curriculum plan showing how the various units are taught through other subjects or during tutorial lessons. Furthermore, the current curriculum coverage does not enable pupils to develop a sufficient knowledge of British institutions and services. The school is aware of this and has planned an audit of the citizenship curriculum.

Does the school meet the requirements for registration?

The school meets all the requirements except one.

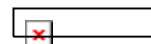
What does the school need to do to comply with the regulations?

In order to comply fully with the Independent Schools Standards Regulations 2003 the school

should:

- build on the work begun to provide pupils with a broad general knowledge of public institutions and services in England (paragraph 2(d)).

3. The welfare, health and safety of the pupils



The school makes good provision for the welfare, health and safety of its pupils. A full range of policies is in place to ensure that their well-being is safeguarded. Pupils' good behaviour is actively promoted, not only through the day-to-day operation of the school, but also through a policy which sets out the rights and responsibilities of pupils, parents and teachers. All this helps in creating an environment free from harassment and promotes the principle of mutual respect. Pupils report that they feel safe in the school and enjoy the company of their peers.

Good behaviour is also encouraged through various systems of rewards and sanctions. Pupils in the pre-preparatory classes are rewarded for good work and behaviour by being awarded certificates, which are presented at school assemblies, thereby giving them status. In the preparatory department, pupils gain merits which lead to the award of bronze, silver or gold certificates. Senior pupils are awarded letters of commendation which are sent to parents. A good system of sanctions enables teachers to record inappropriate behaviour or attitudes.

Pupils report little bullying and feel that they have someone to turn to if they need help and support. The school's anti-bullying policy clearly defines the nature of bullying, possible preventative measures, and the actions to be taken in the event of bullying. Further policies are in place to support pupils, such as that on child protection, which sets out aims and ideals, and ensures that all members of staff are appropriately checked.

The policy to secure the welfare of pupils on educational visits is comprehensive and refers to and complies with appropriate Department for Education and Skills (DfES) guidance. Risk assessments are undertaken in all appropriate cases. However, some parents complained about supervision on a visit made earlier this year; the school has consequently reviewed aspects of their practice to ensure better safety for pupils.

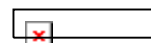
The school employs two part-time nurses to care for pupils and other staff are trained in First Aid procedures. Pupils' medical requirements are made clear to staff at appropriate times. Procedures for fire drills are clear, regular practices are made and appropriate records kept. There has not been a recent inspection from the local fire safety authorities but the school has requested one. The school kitchen has been subject to regular successful hygiene checks.

The attendance and admissions registers meet regulatory requirements, as does its duties under the Disability Discrimination Act 2002.

Does the school meet the requirements for registration?

Yes.

4. The suitability of the proprietor and staff



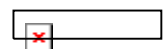
All the staff recruited in the last two years, including supply teachers and parent volunteers, have been checked with the Criminal Records Bureau (CRB) for their suitability to work with children. The staff who were employed prior to the setting up of the CRB have been checked with the appropriate authorities and records are updated when necessary.

The school has recently amended its recruitment procedure. Applicants' Identity and qualifications are verified, professional references are obtained in writing and their medical fitness is confirmed. All teachers are suitably qualified for the age range they teach.

Does the school meet the requirements for registration?

Yes.

5. The suitability of the premises and accommodation



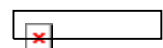
The school has excellent accommodation and premises. Since its foundation in 1993 there has been continual investment in buildings and facilities. This has been done with considerable style and taste, resulting in an attractive environment for both teaching and learning. To the original building has been added a separate pre-preparatory department and a senior school, with further teaching accommodation, mainly for science, grouped around an outdoor swimming pool. Changing rooms for sport have also been added. Teaching rooms are of sufficient size and well furnished: specialist facilities for science, music, and drama are very good. All the accommodation is clean, and well maintained and lit. Washing and toilet facilities are good.

The teaching accommodation is set in 25 acres of land, giving very good facilities for sport and recreation. The most recent development is a pleasant garden area for pupils. In totality, this means that the school is located in a very pleasant green environment in what is an urban setting, enhancing pupils' learning opportunities even further.

Does the school meet the requirements for registration?

Yes.

6. The quality of information for parents and other partners



The quality of information for parents and other partners does not meet all the detail of the requirements. However, the school is in the process of updating its admissions literature. It currently provides a wide range of information to parents and staff. A detailed prospectus includes most of the required information on the policies and procedures of the school. Curriculum booklets give comprehensive information about the education and welfare of pupils in each year group. Several booklets inform parents of pupils in the sixth form of such issues as the university application process and gap year opportunities. Attractive termly newsletters celebrate the school's achievements in a broad spectrum of educational activities.

The school also provides a comprehensive handbook for staff outlining their roles and responsibilities as teachers and pastoral staff, as well as information and procedures relating to

education, training and welfare.

Communication between home and school is good. The school operates an open door policy and parents are welcome to make an appointment with staff at any time convenient to them. Most parents have daily contact with the school and feel free to discuss issues informally. Parents are also made aware of various aspects of school life through standard letters and well-designed school planners serve as an effective channel of communication on a range of policy and day-to-day matters. They receive two annual reports detailing their children's personal and academic development. They also have the opportunity to hold formal meetings with teachers once a year.

Under 20 per cent of the current parent population returned the pre-inspection questionnaires. The vast majority of these parents feel well informed of their children's progress and feel comfortable about approaching the school with questions, suggestions or a problem.

Does the school meet the requirements for registration?

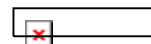
No.

What does the school need to do to comply with the regulations?

In order to comply with the Independent Schools Standards Regulations 2003 the school should provide for parents and others:

- the full name, address and telephone number of the proprietor (paragraph 6(2)(b));
- particulars of the school's policy on and arrangements for admissions, discipline and exclusions (paragraph 6(2)(e)); and
- particulars of the educational and welfare provision for pupils with statements and for pupils for whom English is an additional language (paragraph 6(2)(f)).
- addition the school should also make it clear to parents and others that the following documents are available on request:
 - particulars of policies relating to bullying, child protection, health and safety, the promotion of good behaviour, and sanctions adopted in the event of pupils misbehaving (paragraph 6(2)(h));
 - particulars of academic performance during the preceding school year, including the results of any public examinations (paragraph 6(2)(i)); and
 - details of the complaints procedure adopted by the school, together with details of the number of complaints registered under the formal procedure during the preceding school year (paragraph 6(2)(j)).

7. The effectiveness of the school's procedures for handling complaints

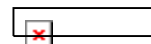


The school has a comprehensive policy for the handling of complaints. However, this is a recent initiative and therefore was not in use when some parents complained about a school visit in April of this year. The school took this complaint seriously, gathered much evidence from parents, pupils and staff, and has learned lessons for future trips. The existence of this policy needs to be known to parents so that they may view it on request.

Does the school meet the requirements for registration?

Yes.

School details



Name of school:	Harrodian School		
DfES ref number:	318/6078		
Type of school:	Day		
Status:	Independent		
Age range of pupils:	4-18 years		
Gender of pupils:	Mixed		
Number on roll (full-time pupils):	Boys 424,	Girls 343,	Total 767
Number on roll (part-time pupils):	Boys 1,	Girls 0,	Total 1
Annual fees (day pupils):	Pre-prep (4-7 years) £8,344		
	Preparatory (8-12 years) £9,357		
	Seniors (13+) £10,716		
	6 th Form £11,736		
Address of school:	Lonsdale Road		
	London		
	SW13 9QN		
E-mail address:	admin@harrodian.com		
Telephone number:	0208 748 6117		
Fax number:	0208 563 7327		
Headteacher:	Mr James Hooke		
Proprietor:	Sir Alford Houston-Boswall		
Lead Inspector:	Mr T Kilbride		
Dates of inspection:	6 - 9 December 2004		

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