

# The Harrodian School

Independent School

Inspection Report

DCSF Registration Number	3186078
Unique Reference Number	102950
Inspection number	329561
Inspection dates	16 September 2008
Reporting inspector	Joan Hewitt

This inspection of the school was carried out under section 162A of the Education Act 2002 (as amended by schedule 8 of the Education Act 2005).

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## Purpose and scope of the inspection

This inspection was carried out by Ofsted under section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005, in order to advise the Secretary of State for Children, Schools and Families about the school's suitability for continued registration as an independent school.

This was a light touch inspection (LTI) which focussed principally on the quality of education provided by the school; its provision for the pupils' spiritual, moral, social and cultural development; the arrangements for safeguarding pupils and the improvements the school has made since its last inspection.

## Information about the school

The Harrodian School is situated on a large site on the south bank of the Thames in West London. It is an independent day school, which caters for boys and girls aged four to eighteen. Formerly the site of Harrod's sports club, the original premises has been extended and converted for educational purposes. The number on roll has increased significantly since the last inspection to 925. About 17% of pupils are benefiting from additional support for literacy and numeracy skills and there are 24 pupils for whom English is an additional language. There are no pupils with statements of special educational needs. The school also provides two Reception classes for 40 pupils aged four to five.

The school aims to promote high academic standards in an atmosphere of warmth and generosity where other cultures and traditions are valued. The school strives to promote individuality and to encourage international dimensions.

## Evaluation of the school

The Harrodian school offers a good quality of education overall and pupils' spiritual, moral, social and cultural development is outstanding. It provides good teaching by a team of subject specialists and this results in pupils' good attitudes to learning. The relationships between pupils and their teachers are warm and based on mutual respect. This creates a good learning environment. Pupils behave outstandingly well and this supports their good achievements in lessons. The school has developed well since the last inspection in 2004 and now ensures pupils have a good general knowledge of public institutions. The information available to parents also meets regulatory requirements. Reception classes also provide a good quality of education and meet all of the regulations. Pupils and their parents rightly express a high level of satisfaction with the school.

## Quality of education

The curriculum is good. It is broad and balanced across all the areas of learning and also includes the opportunity for pupils to take part in drama, sport and music. This results in a curriculum closely matched to the wide range of pupils' interests and aptitudes. A strong feature is the provision for pupils to study a modern foreign language throughout the school, including in Reception classes. There is also the option for older pupils to study two languages. The school provides an extensive range of extra-curricular activities, including ballet and karate. Pupils are appreciative of this and comment on how 'there is something for everyone'.

The school ensures the curriculum is appropriate for the wide age range within the school. The curriculum is largely based on the National Curriculum and it is enhanced by optional choices at various stages.

Children make good progress in Reception because the curriculum is balanced to ensure each of the six areas of learning is given appropriate weight. Teachers plan carefully and consequently they are able to respond to pupils' individual interests and abilities. As they move in to Key Stage 1 pupils continue to make good progress and this is supported by an emphasis on literacy and numeracy balanced with specialist teaching in french, music, information communication technology (ICT) and physical education.

The curriculum prepares pupils for the Common Entrance Examinations by the end of Year 8 and the demanding nature of this prepares pupils well for the rigours of GCSE examinations as they progress through the school. There are some good opportunities for pupils to develop independent learning and a good example is the philanthropy course in Year 9, which involves pupils in researching and planning charitable events. The school is developing ways of spreading this good practice.

Students entering the sixth form have a wide range of options. The high numbers who go on to study at the university of their choice is a clear demonstration of how well the curriculum meets their needs.

There are schemes of work available for all the subjects taught in the school and some are very well developed and include strategies to help teachers meet the full range of pupils' needs. Senior leaders have plans in place to develop this consistently across the school. The opportunities for pupils to use ICT to enhance their learning is limited. The school knows this and it is working hard to develop further opportunities.

A strength of the curriculum is the variety of external visits and visiting speakers to enhance and support pupils' learning. For example, pupils have had the opportunity to make cultural visits to Italy, France, Spain and China.

The quality of teaching and assessment is good and as a result pupils make good progress. Teachers plan lessons thoroughly and consistently share the aims of the lessons with pupils. This helps them to understand how they can achieve success.

In the best lessons, pupils have the opportunity to give extended answers and solve problems. For example, in a good mathematics lesson, pupils had the opportunity to explore patterns in algebra and explain how they had solved a problem. In less effective lessons, teachers tend to dominate the dialogue and the level of challenge is not always appropriate because tasks are not closely matched to individual pupils' needs.

Teachers engage pupils' interest because of their very good subject knowledge; however, the opportunity to use a variety of activities is sometimes missed. Teachers mark work regularly and often make helpful comments to advise pupils of how they can improve their work. Senior staff are working hard to ensure that this good practice is used more consistently. The trusting relationships pupils have with their teachers results in their good attitudes to learning and pupils are keen to gain new knowledge and skills.

The school assesses pupils' learning in a variety of ways and there are some examples of excellent practice. A promising new system of tracking pupils' progress has been in place for one year. This is showing early signs of supporting coherent and consistent practice so that teachers can build effectively on pupils' prior learning. The standards reached by pupils at the end of Year 11 and 13 are well above average.

## Spiritual, moral, social and cultural development of the pupils

The spiritual, moral, social and cultural development of pupils is outstanding. The social and moral aspects are particularly strong. Pupils speak positively about the school and enjoy the community life at Harrodian. An exemplary feature of pupils' development is their excellent behaviour, this results in a caring and harmonious atmosphere. Behaviour in lessons is equally outstanding, pupils are polite and motivated and this enables them to gain vital skills to support them when they join the world of work.

Their outstanding social skills mean that older pupils have a caring and considerate attitude to younger pupils, often helping out by hearing them read. Break and lunchtimes are relaxed social occasions and a high level of staff presence contributes to the family- like community. Beginning in Reception, pupils throughout the school respect each other and forge strong friendships that contribute strongly to their enjoyment of school. Attendance is good.

The school is committed to promoting pupils' responsibility as local and global citizens. An example of this is their fundraising efforts to support a hostel for the homeless in Cape Town. Pupils are appreciative of the work of the school council and express the desire to take on more responsibility and increase the opportunities to voice their views on all aspects of school life.

Opportunities for cultural activities range from visits to other countries, such as a recent visit to Russia, to taking part in music and drama productions. Pupils also

enjoy opportunities for spiritual reflection within the arts curriculum and through extra curricular activities.

At key points in their school career, staff provide careful guidance to ensure that pupils make well informed decisions. For example, in Year 11, pupils have individual counselling to prepare them for the examination period and to aid them in taking the next steps to employment, education or training. Consequently pupils are well prepared to take their role as responsible and confident citizens.

## Safeguarding pupils' welfare, health and safety

The provision to ensure the welfare, health and safety of pupils is good in the main school and satisfactory in Reception. Teachers supervise pupils very well around the school and procedures for outside visits include appropriate risk assessments. Child protection procedures are robust and the staff deal firmly with rare incidents of misbehaviour. Arrangements for health and safety, fire safety, risk assessments and first aid meet requirements. These arrangements are reviewed regularly and systematically. Pupils report that bullying is rare and that any incidents that do occur are dealt with swiftly. This contributes to pupils' high levels of confidence and their trusting relationships with all adults in the school. Every opportunity is taken by the school to help pupils adopt considerate behaviour.

There are robust procedures for the safe recruitment of staff. Training for staff in safeguarding children is thorough and regularly updated. Opportunities to participate in sport and close attention to food menus and daily routines effectively contribute to pupils' healthy lifestyles. The school has a good awareness of disability and fulfils its obligation under the Disability Discrimination Act 2002

## Effectiveness of the Early Years Foundation Stage

Children settle quickly into school life because staff form good relationships with them. Children achieve well in the Reception classes. Children make good progress because staff have high expectations of them and deepen their understanding successfully.

Standards are above average by the start of Year 1 in all areas of learning except in writing for boys where standards are broadly average. Children learn to read effectively but some do not always develop their writing skills successfully. This is because the school does not use a highly structured approach to teaching children letter sounds and their use.

Children have rich opportunities to learn in the inside areas in a wide variety of ways. They enjoy learning mathematics because activities are planned thoughtfully which really interest them. For example, two more able children thoroughly enjoyed counting to over a hundred because cubes and dice were used so imaginatively.

Children can not move freely from the classroom to the outside learning areas. This means that children's knowledge and understanding of the world is not always well developed.

Children's personal development is good because staff care and guide them very effectively. Children happily share equipment when they learn about different materials due to the thoughtful way that staff manage them. At least one member of staff has up to date first aid training but none have a qualification particularly focused on handling the needs of young children. The leadership of this stage of education is effective. A good plan of action has been created which identifies areas for improvement successfully and will develop the provision in the future.

## Compliance with regulatory requirements

The school meets all of the Education (Independent School Standards) (England) Regulations 2003 as amended January 2005.

## What the school could do to improve further

While not required by the regulations, the school might wish to consider the following points for development.

- Ensure a systematic programme to teach young children letter sounds and their uses.
- Ensure the new system for tracking pupil progress is used consistently and effectively throughout the school.
- Ensure there are consistent opportunities for pupils to take responsibility for their own learning through active learning strategies and appropriate access to ICT.

## Inspection Judgement Recording Form

outstanding	good	satisfactory	inadequate
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### The quality of education

Overall quality of education		✓		
How well the curriculum and other activities meet the range of needs and interests of pupils		✓		
How effective teaching and assessment are in meeting the full range of pupils' needs		✓		
How well pupils make progress in their learning		✓		

### Pupils' spiritual, moral, social and cultural development

Quality of provision for pupils' spiritual, moral, social and cultural development	✓			
The behaviour of pupils	✓			

### Welfare, health and safety of pupils

The overall welfare, health and safety of pupils		✓		
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### The quality of the Early Years Foundation Stage provision

How effectively are children in the Early Years Foundation Stage helped to learn and develop?		✓		
How well do children achieve in the Early Years Foundation Stage relative to their starting points and capabilities?		✓		
How good are the personal development and well-being of children in the Early Years Foundation Stage?		✓		
What is the quality of welfare, health and safety of children in the Early Years Foundation Stage?			✓	
How effectively is the provision in the Early Years Foundation Stage led and managed?		✓		
What is the overall effectiveness of the Early Years Foundation Stage including, where relevant, the quality of childcare?		✓		



## School details

Name of school	The Harrodian School		
DCSF number	3186078		
Unique reference number	102950		
Type of school	Day school		
Status	Independent		
Date school opened	September 1993		
Age range of pupils	4-18		
Gender of pupils	Mixed		
Number on roll (full-time pupils)	Boys: 476	Girls: 449	Total: 925
Number on roll (part-time pupils)	Boys: 0	Girls: 0	Total: 0
Number of pupils aged 0-3 in registered childcare provision	Boys:0	Girls:0	Total:0
Number of pupils with a statement of special educational need	Boys: 0	Girls: 00	Total: 0
Number of pupils who are looked after	Boys: 0	Girls: 0	Total: 0
Annual fees (day pupils)	£13500		
Address of school	Lonsdale Road London SW13 9QN		
Telephone number	0208748 6117		
Fax number	0208563 7327		
Email address	admin@harrodian.com		
Headteacher	Mr James Hooke		
Proprietor	Sir Alford Houstoun-Boswall		
Reporting inspector	Joan Hewitt		
Dates of inspection	16 September 2008		