



Focused Compliance and Educational Quality Inspection Report

Reigate Grammar School

February 2023

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School's Details

School	Reigate Grammar School			
DfE number	936/6531			
Registered charity number	1081898			
Address	Reigate Grammar School Reigate Road Reigate Surrey RH2 0QS			
Telephone number	01737 222231			
Email address	info@reigategrammar.org			
Headmaster	Mr Shaun Fenton			
Chair of governors	Mr Mark Elsey			
Age range	11 to 18			
Number of pupils on roll	1087			
	Seniors	796	Sixth Form	291
Inspection dates	07 to 09 February 2023			

1. Background Information

About the school

- 1.1 Founded in 1675, Reigate Grammar School is an independent co-educational day school. It is a charitable trust administered by a board of governors.
- 1.2 Since the previous inspection, a wellbeing facility incorporating a pastoral care centre has been established and further teaching rooms have been added. The present chair of governors took up his post in September 2022.

What the school seeks to do

- 1.3 The school aims to support every individual pupil, nurture their talents and abilities, and prepare them for a happy and successful adult life. It strives to enable academic outcomes and extra-curricular experiences so that pupils have the confidence to recognise and grasp opportunities successfully. It aims to ensure that a strong moral purpose helps pupils to contribute to wider society, aware of their advantages and a sense of their responsibility.

About the pupils

- 1.4 The pupils come predominantly from local families, with professional and business backgrounds, living within a 15-mile radius of the school. Standardised test data provided by the school indicate the overall ability profile of the pupils is well above average in relation to the average for those taking similar tests nationally. The school has identified 49 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia, dyspraxia, attention deficit hyperactivity disorder and autistic spectrum condition, all of whom receive additional specialist help. No pupil has an education, health and care (EHC) plan. English is an additional language (EAL) for four pupils, whose needs are supported by additional language lessons. The school modifies the curriculum for those with particular talents, particularly in sport, music and drama.

2. Regulatory Compliance Inspection

Preface

The Independent Schools Inspectorate (ISI) is approved by the Secretary of State to inspect schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and report on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Additionally, inspections report on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. Inspections also comment on the progress made to meet any compliance action points set out in the school's most recent statutory inspection.

ISI inspections are also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

This is a FOCUSED COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY. The FOCUSED COMPLIANCE inspection reports only on the school's compliance with the

the

Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014 and associated requirements, and no further action is required as a result of this inspection.

PART 1 – Quality of education provided

- 2.2 The school's own framework for assessment confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 The school's GCSE and A-level results in the years 2019 to 2022 confirm that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.4 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.5 Pupils receive relationships and sex education, except in so far as they are lawfully excused. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.6 The standards relating to the quality of education [paragraphs 1–4] are met.

PART 2 – Spiritual, moral, social and cultural development of pupils

- 2.7 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens.
- 2.8 The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.

PART 3 – Welfare, health and safety of pupils

- 2.9 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.10 The standards relating to welfare, health and safety [paragraphs 6–10] are met.

PART 5 – Premises of and Site

4. Educational Quality Inspection

Preface

The EDUCATIONAL QUALITY inspection reports on the quality of the school's work. It focuses on the two key outcomes:

- The achievement of the pupils, including their academic development, and
- The personal development of the pupils.

The headline judgements apply one of the ISI descriptors 'excellent',

Recommendation

4.3 The school is advised to make the following improvement.

Enable pupils to deepen their understanding of others' faiths, beliefs, cultures, traditions and gender identity.

The quality of the pupils' academic and other achievements

4.4 The quality of the pupils' academic and other achievements is excellent.

4.5 Pupils attain excellent examination results and achieve at an extremely high level in all subjects. In 2022, over three-quarters of results at A level or equivalent were at the top grades. This high level of attainment mirrors the centre- and teacher-assessed grades in 2020 and 2021. Results in GCSE are equally strong. In 2022 the vast majority of results were at the highest two grades, mirroring and improving on the centre- and teacher -assessed grades of 2020 and 2021. On entry, most pupils have an ability well above others taking similar ability tests nationally. Data show that even from this high starting point, at both GCSE and A level the majority of pupils achieve higher examination grades than expected. Pupils maintain strong progress throughout the school having excellent attitudes to learning, and strong motivation supported by exceptional study skills. Pupils with SEND and EAL successfully manage and adapt their learning so that their performance is comparable to their peers. Almost all parents who responded to the pre-inspection questionnaire agreed that their child's individual needs are met effectively. Pupils appreciate that all learning is valuable, whether or not it leads to an examination qualification. Their achievements are extensive, and pupils speak with pride about what they have accomplished and how the school facilitates this. Most pupils gain places against strong competition for the next stage of their education or employment. The governors are ambitious to recruit the best staff and resource facilities to enhance the learning opportunities for the pupils. They scrutinise results and challenge the school to make changes leading to improvement.

4.6 Pupils of all ages and abilities display an excellent level of knowledge, skills and understanding. Pupils use subject specific vocabulary with ease and accuracy, and they regularly work to levels beyond those normally expected for pupils of the same age. Year 7 pupils showed advanced scientific understanding when explaining the effect of antibacterial soap on fingerprints on a petri dish. Pupils apply their learning to real world situations, such as when Year 8 pupils linked the effect of acid on calcium carbonate to the acid damage to coral reefs. Pupils demonstrate excellent linguistic skills and express themselves with great fluency. They show great creative flare, as seen through the high-quality artwork around the school and also in their high level of musical performances. Many pupils demonstrate deep knowledge of subjects they are passionate about, being encouraged to follow their individual paths based on their interests

of

pupils spoke of their love of creative writing. They

Nations group has won awards as an outstanding delegation at several recent events. A large proportion of pupils complete The Duke of Edinburgh's Award scheme, with many gold awards attained each year. The Combined Cadet Force and Corps of Drums are also well supported, with pupils becoming First Sea Lord Senior Cadet or Lord Lieutenant's cadet.

- 4.12 Pupils display excellent attitudes to all aspects of their learning both in the academic curriculum and other experiences. They are highly motivated, diligent and keen to learn so they

- 4.16 Pupils' spiritual understanding is good although some have difficulty explaining it. Whilst Year 13 pupils spoke of the relevance of studying theology and philosophy, and of the benefits this can bring, some struggled to explain its meaning for them in their own lives. Pupils did, however, show great awareness of how playing music, participating in sport, drama or art, or spending time outdoors in the natural world, enriches their lives and enables them to develop a wider appreciation of the non-material aspects of life. The abundance of artwork around the school testifies to pupils' creativity and how their inspiration is drawn from many sources including the spiritual. Some attest to the need to spend time in quiet reflection or prayer and appreciate the provision of quiet spaces to allow this. Pupils who attend the Christian Union have a very well-developed appreciation of faith related aspects of life.
- 4.17 Pupil behaviour is excellent, and they display extremely high levels of moral understanding. They have an acute sense of right, wrong, fairness and justice. They show great tolerance and respect for one another. They understand the importance of rules and demonstrate awareness of the need to respect laws within wider society. They accept responsibility for their own behaviour, show integrity and guide their peers and younger pupils when appropriate. There is an expectation of kindness and purpose throughout the school community. In questionnaire responses almost all parents and pupils agreed that the school promotes good behaviour. Pupils react maturely when learning about moral issues within academic lessons. For example, Year 11 pupils considering the impact and control measures for football hooliganism, arrived at a balanced and well-reasoned conclusion. A culture of listening astutely and sensitively to one another supports pupils' mutual moral understanding and good decision making. Year 10 pupils demonstrated a deep understanding of the rights and wrongs of the laws within past and present society. They debated with maturity the religious and moral arguments of dissecting bodies in aid of scientific research in Victorian

natural empathy and excellent behaviour create a harmonious school. In questionnaire responses, almost all parents agreed that the school promotes respect and tolerance for other people. Pupils are acutely aware that everyone is an individual and consequently all are different. They value the diversity of race, religion and culture within the school and treat all with respect. Pupils speak of the space for people of different religions to take time for prayer. Pupils appreciate that the wide ethnic mix enriches their lives. Pupils said that they feel comfortable in school to be themselves. They also explained say that although theme days, PSHE and assemblies provide different perspectives, they would like to develop a deeper understanding of other's faiths, beliefs, cultures, traditions and gender identity.

- 4.21 Pupils know how to stay safe and understand how to be both mentally and physically healthy. Pupils manage risk online and know how to get help if they feel unsafe. In questionnaire responses a few pupils disagree that the school encourages them to be healthy. However, most pupils engage with the wide range of physical activities available to them. They understand the importance of exercise, sleep and a healthy diet, even if they don't always make the healthiest choices in the tuckshop. Year 7 pupils discussed how good hygiene reduces bacteria which spread infections. Contributors to the pupil magazine suggested healthy substitute ingredients for favourite recipes. In PSHE, pupils discussed and clearly understood the adverse health impact of vaping. Pupils know they need to manage stress and appreciate the provision of quiet spaces and support in the wellbeing hub, and the opportunity to speak with staff about worries or problems they might have. Governors and senior leaders have prioritised the establishment of the wellbeing centre and the snug, as well as the selection of its dedicated staff.

5. Inspection Evidence

- 5.1 The inspectors observed lessons, had discussions with pupils and examined samples of pupils' work. They held discussions with members of staff and with a group of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings and assemblies. Inspectors visited the learning support and educational resource areas. Inspectors considered the responses of parents, staff and pupils to pre-inspection questionnaires. The inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mrs Linda Smallwood	Reporting inspector
Ms Adrienne Richmond	Accompanying reporting inspector
Mr Caron Evans-Evans	Compliance team inspector (Deputy head, HMC school)
Mr Jonathan Andrews	Team inspector (Academic director, HMC school)
Mr Jeremy Hallows	Team inspector (Deputy head, HMC school)
Mr Stephen Holroyd	Team inspector (Deputy head, HMC school)
Mr William Ings	Team inspector (Head of department, HMC school)
Mr Michael Punt	Team inspector (Head, HMC school)