

## THE CONTRIBUTION OF CURRICULAR AND EXTRA-CURRICULAR PROVISION

- EXCELLENT



The inspectors were impressed with the "extensive activities programme" offered every day to all pupils after school and rated the contribution of curricular and extra-curricular provision as "excellent".

They praised the school for successfully meeting its aim to "provide a wide range of opportunities that enable pupils to develop their interests and experiences."

"The school's guiding principles of creativity, independent thinking and global responsibility are embedded throughout the curriculum, contributing strongly to pupils' excellent achievement."



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## THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

- EXCELLENT

The quality of governance, leadership and management was judged to be "excellent."

The inspectors commended the school for having developed a "clear vision and strategic plan, underpinned by the school's values and aims". They noted that the Governance demonstrates "a determination to support the leadership of the school in providing excellence in all aspects of school life."

Inspectors praised the Governors for providing "both support and challenge", and for being a "significant and integral part of the school's organisation". They stated that Governors are "highly committed to continuous improvement, excellence and the school's long-term future."



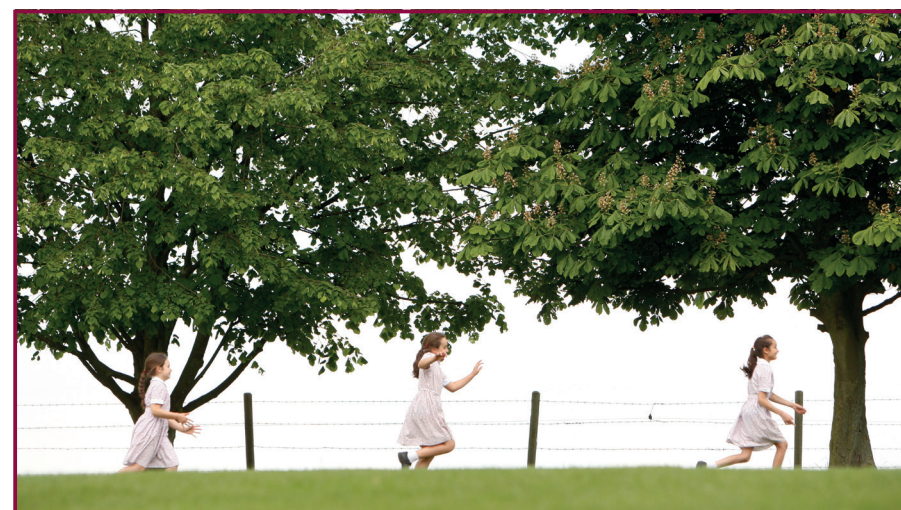
## PARENTAL LINKS

- EXCELLENT

Links with parents are considered to be "excellent" throughout the school. The inspectors noted that "parents expressed strong satisfaction with the education and

care their children receive, greatly appreciating the school's family atmosphere and 'open-door' policy."

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# EDGE GROVE

A leading independent day/boarding preparatory school for boys and girls aged 3 -13, set in 28 acres of beautiful Hertfordshire countryside.

## RATED 'EXCELLENT' IN ALL AREAS

Independent Schools Inspectorate, September 2015



“The school is highly successful in meeting its ambitious aims”

“At all stages of the school, the quality of pupils' academic and other achievements is excellent. Key factors supporting high achievement are the extensive and innovative curriculum, pupils' understanding attitudes towards their learning and excellent teaching.”

ISI, September 2015



## ACHIEVEMENT AND LEARNING – EXCELLENT

At Edge Grove we aim for a total curriculum; for excellence in all areas, allowing each child to reach his or her true potential.



During the inspection, the ISI inspectors observed that the “quality of the pupils’ achievements and learning is excellent.”

They commended the school for effectively fulfilling its aims to “promote high standards of academic and personal achievement. Key factors supporting high achievement are the extensive and innovative curriculum and the pupils’ excellent personal development.”

They noted that pupils at Edge Grove are “articulate, and highly effective listeners. They think critically and logically, responding thoughtfully to their teachers and to one another.”

They observed that pupils are “caring, polite and exceptionally well behaved. They are diligent in their approach to lessons and their behaviour is exemplary.”

They praised pupils for demonstrating throughout the school that they are “confident and clear in class discussion, and are able to work constructively, conscientiously, independently and as members of a group.”



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## TEACHING – EXCELLENT

The ISI inspectors concluded that the “contribution of teaching is excellent. The quality of teaching... is a key factor contributing to the pupils’ excellent progress and achievement.”

They remarked about the positive relationships between staff and pupils and noted that these “positive relationships support the aims of the school to understand and meet all individual needs, and to provide positive, reflective teaching.”

They went on to comment that “throughout the school teaching creates a climate of mutual respect and tolerance... Lessons

are well planned and excellent use is made of the high quality facilities.”

The ISI inspectors commended the school’s coherent system for the monitoring of teaching and learning and the sharing of best practice that is implemented across the school. “The school has a clear, structured and well-developed assessment system. As a result, the tracking of pupils’ progress and attainment throughout the school is excellent.”



## ACHIEVEMENT IN THE EYFS (EARLY YEARS FOUNDATION STAGE) – EXCELLENT

Inspectors praised the achievement of children in the EYFS as “excellent” and noted that children make “strong progress in relation to their starting points.”

They commended Nursery children for being “confident and articulate”.

They also praised the EYFS staff for being “a strong leadership team” and for providing a “caring and purposeful environment where positive relationships and respect are paramount.” They recognised



the EYFS staff’s high quality teaching which “guides children to become inquisitive thinkers.” They noted that all staff share an in-depth understanding and knowledge in the EYFS “and have high expectations of children.”



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## PERSONAL DEVELOPMENT – EXCELLENT

The inspectors rated the spiritual, moral, social and cultural development of the pupils as “excellent.”

Pupils demonstrated throughout the school that they “feel valued, known and respected.” They develop “excellent moral awareness and have a strong sense of right and wrong. They are polite and proud of their school, abiding by its code of conduct and guiding principles.”

Inspectors noted that pupils demonstrate “respect and care for others, celebrating individual and team success, and greeting each other, staff and visitors politely.”

They praised the quality of pupils’ personal development as “excellent” and commented that their “confidence, self-esteem, respectfulness and intellectual curiosity clearly demonstrate that they are very well prepared for the next stage in their education.”



## PASTORAL CARE – EXCELLENT

Inspectors observed that the school “fulfills its aim to provide a secure and happy environment in which pupils feel safe, nurtured and valued.”

They praised the positive relationships between staff and pupils amongst the pupils themselves as being “supportive and based upon mutual respect.”



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## BOARDING – EXCELLENT



Inspectors rated the quality of boarding provision and care as “excellent”.

They noted that boarders “develop confidence and flourish in a secure and healthy environment where the staff know pupils well and where their individual welfare and well-being needs are identified and fully met.”

They commented that boarders are “confident, polite and articulate” and speak of their school and boarding with “pride and enthusiasm.”

They noted that boarders are encouraged to be “fit, healthy, considerate and kind” and that their behaviour is excellent and they “thrive in the nurturing atmosphere of the boarding house.”

They praised the effectiveness of the leadership and management of boarding provision as “excellent” and recognised that it is “underpinned by strong relationships between the house staff, senior leaders and governors.”

