

Focused Compliance and Educational Quality Inspection Report

Merchant Taylors' School

May 2022

Contents

School's Details	3
1. Background Information	4
About the school	4
What the school seeks to do	4
About the pupils	4
2. Regulatory Compliance Inspection	5
Preface	5
Key findings	6
PART 1 – Quality of education provided	6
PART 2 – Spiritual, moral, social and cultural development of pupils	6
PART 3 – Welfare, health and safety of pupils	6
PART 4 – Suitability of staff, supply staff, and proprietors	6
PART 5 – Premises of and accommodation at schools	7
PART 6 – Provision of information	7
PART 7 – Manner in which complaints are handled	7
PART 8 – Quality of leadership in and management of schools	7
3. Educational Quality Inspection	8
Preface	8
Key findings	8
Recommendation	8
The quality of the pupils' academic and other achievements	8
The quality of the pupils' personal development	10
4. Inspection Evidence	13

School's Details

School	Merchant Taylors' School			
DfE number	919/6036			
Registered charity number	1063740			
Address	Merchant Taylors' School Sandy Lodge Northwood Hertfordshire HA6 2HT			
Telephone number	01923 820644			
Email address	info@mtsn.org.uk			
Head Master	Mr Simon Everson			
Chair of governors	Mr Duncan Eggar			
Age range	11 to 18			
Number of pupils on roll	929			
	Seniors	634	Sixth Form	295
Inspection dates	10 to 13 May 2022			

Background

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

Key findings

2.1 The school meets the

PART 5 – Premises of and accommodation at schools

- 2.13 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play.
- 2.14 The standards relating to the premises and accommodation [paragraphs 22–31] are met.

PART 6 – Provision of information

- 2.15 A range of information is published, provided or made available to parents, inspectors and the Department for Education. This includes details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any with education, health and care plans or English as an additional language. It also includes particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress.

3. Educational Quality Inspection

Preface

The EDUCATIONAL QUALITY inspection reports on the quality of the school's work.

average for pupils in maintained schools, with just under 90% of grades at the highest level (the equivalent of grades 7, 8 or 9). Data for 2020 and 2021 cannot be compared to national norms but centre-assessed and teacher-assessed grades are in line with grades achieved in previous years. In the sixth form, pupils' attainment at A level in 2018 and 2019 was well above the national average with around three-quarters awarded at grade A or A*. Teacher-assessed and centre-assessed grades in 2020 and 2021 show A-level results to be consistent with those in previous years. Highly-effective plans are in place to support pupils' individual needs. Pupils spoke of the positive impact the feedback from teachers has on their learning, and of not being afraid to ask for help due to the open culture that

3.10 Pupils' study skills are excellent. They show an ability to analyse, hypothesise and synthesise with confidence and this was observed across a range of subjects. Pupils learn to evaluate

on to win the regional final. Strong relationships between staff and pupils are an important contributory factor to this excellence, as evidenced in the pupil and parent questionnaires. The openness between staff and pupils and the mature nature of the professional and respectful relationships provides a supportive and safe environment for pupils to grow in confidence.

3.16 Pupils demonstrate a good level of understanding that decisions that they make when choosing subjects to study can be instrumental in determining their own future success. They are supported well by the school in developing knowledge and understanding of their options, for example through sixth form extension lessons and taster GCSE lessons. Pupils are aware of their agency in decision making regarding relationships and this has been supported by a recent joint one-day conference with a local independent girls' school which focused on relationships and consent.

3.17 Pupils' spiritual understanding is excellent. They reflect through activities such as yoga and musical and artistic activities. Pupils recognise the benefits of being outside and choose to do so as much as possible taking up the wide range of recreational and sporting activities available to them. The school offers grounds which are well used beyond the classroom as an environment that helps pupils to be calm and create opportunities to stop and think. Pupils enthusiastically participate in a number of faith groups, recognising they enhance the spiritual lives of the whole community. Their spiritual development is deepened through fortnightly sessions looking at current affairs through a moral lens, led by the school chaplaincy. Pupils are confident that they can take a question however big or small to an attentive and interested staff body. Pupils gain a great deal from their participation in reflective activities such as philosophy lessons and religious studies, during which a Year 7 group thoughtfully and maturely contemplated life after death. Pupils develop their spiritual understanding by coming together to create music for each other in the wide variety of orchestras and bands.

- 3.21 Pupils consistently show excellent understanding of the importance of respect and clearly place a very high value on the diversity within their community. They are culturally aware and go well beyond demonstrating tolerance to those from different backgrounds, showing real pride in the differences that are represented throughout the school. Pupils note that the school roll is very diverse, and that they benefit socially from mixing with others from a wide variety of backgrounds. Pupils report that they enjoy celebrating a large range of the festivals and special days of various religions throughout the year, and gain a strong understanding of the importance of diversity through assemblies, tutorials and societies, several of which are pupil led.
- 3.22 Pupils understand the importance of exercise and of looking after their own mental and physical well-being. They re.80t0

4. Inspection Evidence

- 4.1 The inspectors observed lessons, had discussions with pupils and examined samples of pupils' work. They held discussions with members of staff and with the chair 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

Mr David Holland	Reporting inspector
Mr Julius Sidwell	Compliance team inspector (Vice principal, HMC school)
Mrs Fiona Angel	Reporting inspector (Senior) (Senior Reporti/FAA021s5 ()1