

**INDEPENDENT SCHOOLS COUNCIL
(ISC)**

INSPECTION OF

LEWES OLD GRAMMAR SCHOOL

By the

**INDEPENDENT SCHOOLS INSPECTORATE
(ISI)**

on

November 14th – 18th, 2005

MAIN REPORT

INDEPENDENT SCHOOLS INSPECTORATE

INSPECTION REPORT ON

Lewes Old Grammar School

Full Name of the School	Lewes Old Grammar School		
DfES Number	845 6032		
Address	140 High Street, Lewes, East Sussex BN7 1XS		
Telephone Number	01273 472634		
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E-mail Address	bursar@logs.uk.com		
Name of Headmaster	Mr Robert Blewitt		
Chairman of Governors	Mr Roger Johnston		
Age Range	3 to 18 years	Gender	Mixed
Number of Pupils	357	Number of Boarders	None
Inspection Dates	14th – 18th November 2005		

This inspection report follows the framework laid down by the Independent Schools Inspectorate (ISI). The inspection was carried out under the arrangements of the Independent Schools Council (ISC) Associations for the maintenance and improvement of the quality of their membership. It was also carried out under Section 163(1)(b) of the Education Act 2002, under the provisions of which the Secretary of State for Education and Skills has accredited ISI as the body approved for the purpose of inspecting schools belonging to ISC Associations and reporting on compliance with the Education (Independent School Standards) (England) Regulations 2003.

The inspection does not examine the financial viability of the school or investigate its accounting procedures. The inspectors check the school's health and safety procedures and comment on any significant hazards they encounter: they do not carry out an exhaustive health and safety examination. Their inspection of the premises is from an educational perspective and does not include in-depth examination of the structural condition of the school, its services or other physical features.

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1. MAIN FINDINGS

Overall Summary

- 1.1 Lewes Old Grammar School is a small town-centre school offering good teaching in academic subjects to boys and girls aged 3 to 18. The school benefits from the dynamic leadership of the head, who carries heavy responsibility. Staff teach well and offer good pastoral care, so that pupils achieve test and examination results that are good in relation to their abilities. Equipment and facilities for information and communication technology (ICT) are very good, but the senior library does not yet provide sufficient support for teaching and learning. The rooms in which much teaching takes place are small, and the restricted nature of the school's two sites limits opportunities for pupils to congregate and play.

What the School Does Well

- 1.2 The school benefits from strong leadership and the expertise of its staff.
- The head provides strong leadership, to which staff, pupils and parents respond positively
 - The quality of teaching by well-qualified and experienced staff is good.
 - The school has very good equipment and facilities for information and communication technology (ICT).
 - Staff give very good pastoral care, which contributes to a growing feeling of community and pride in both sections of the school.
 - The assessment and recording of pupils' academic performance is good in the Junior School and very good in the Senior School.
 - The school has many constructive links with the local community.

What the School Should Do Better

- 1.3 As the school has grown, responsibility for leadership and management in both the Junior and the Senior schools has not been widely and evenly distributed.
- The size and composition of the senior management team (SMT) inhibits its ability to support the head effectively.
 - The school does not pay sufficient attention to the appraisal, professional development and training of staff, especially to ensure that they make the most of the very good provision for ICT.
 - Staff in both sections of the school who teach the same subject do not have close links with each other.
 - Despite recent extensions, the premises and accommodation are only just sufficient to meet the needs of an expanding school.
 - The senior library does not provide sufficient support for teaching and learning, and pupils do not use it widely for reading and research.

Standards of Attainment and Progress in Subjects

- 1.4 Pupils' attainment and progress in the Junior School and in the Senior School are good. The attainment of a significant minority of pupils, in the Senior School especially, is very good,

and the progress of a similar proportion is rapid. Pupils in both sections of the school achieve results in national tests and examinations that are good in relation to their abilities. They have good standards of literacy and good numerical ability; their computer skills are very good.

The Quality of Pupils' Learning, Attitudes and their Behaviour

- 1.5 The quality of pupils' learning and behaviour is good. They are competent learners who are well motivated and respond positively in lessons. Many have a capacity for personal study. They have very good relationships with each other and with the staff. They show respect for the feelings, values and beliefs of others. Generally, they behave well, in class and around the school.

The Quality of Teaching

- 1.6 The quality of teaching is good overall. In almost all lessons, teaching meets the needs of almost all pupils, including those who receive learning support tuition. Staff maintain good discipline, they display secure subject knowledge, they have clear objectives, and they set a variety of tasks that challenge and maintain pupils' interest. They use time and resources well.

Other Aspects of the School

Attendance

- 1.7 The level of pupils' attendance is high, enabling them to take full advantage of the opportunities provided by the school. The level of unauthorised absence is negligible. Most pupils arrive at school on time, but those who have far to travel are sometimes delayed by transport problems. Office staff check unexplained pupil absence efficiently.

Assessment and Recording

- 1.8 The assessment and recording of pupils' attainment, progress and special needs are good in the Junior School and very good in the Senior School. Staff monitor pupils' progress thoroughly and use this information to set targets for pupils, collectively and individually. Teachers in both parts of the school mark well.

Curriculum

- 1.9 The school provides a sound curriculum for pupils of all ages and abilities. A full range of subjects is taught. Many pupils in Years 10 and 11, however, do not have a balanced science programme. Most subjects follow comprehensive schemes of work, although curricular planning varies considerably, especially in the Junior School. School activities and visits support the timetabled curriculum adequately.

Teaching and Non-teaching Staff

- 1.10 The overall quality of the teaching and non-teaching staff is good. Staff are sufficient in number, qualifications and experience. They make a strong contribution to the quality of education provided and the educational standards achieved. Staffing ratios are very good and most staff are well deployed. Policies and procedures for the induction, appraisal and professional development of the staff are in place, but have not yet been fully implemented.

Resources for Learning

- 1.11 In general, the quality, quantity and organisation of resources for learning in the school are good. In both sections of the school, ICT provision is very good, although staff have not been trained to take full advantage of this. Most classes and subjects have adequate supplies of books and other teaching materials.

Libraries

- 1.12 Library provision is sound overall. The Junior School library is good, but the Senior School library is unsatisfactory. The Senior School library has adequate stocks of fiction, but it has too few reference books to support the curriculum and to encourage private study. The library is often used as a classroom and senior pupils use it little for private study.

Premises and Accommodation

- 1.13 The buildings, accommodation and other facilities are sound and suitable overall for the numbers, abilities, ages and genders of the pupils. They make a positive contribution to pupils' personal development, behaviour and welfare. They are, nonetheless, inadequate in some important respects. Very little of the school's accommodation is purpose-built. The Junior School hall is small and dark, and in many areas of the Senior School space is at a premium. Within these constraints, the school does well to teach the curriculum and to provide an effective learning environment.

Links with Parents and the Community

- 1.14 Links with parents and the community are good overall. The school has a good partnership with parents, and it has very good links with the community, locally and further afield. The majority of parents support the school strongly, as they did in the questionnaire distributed in advance of the inspection. In turn, parents receive a good range of information from the school, which also sends detailed reports on pupils' progress. Many parents are involved in the life of the school, some through membership of the active parent-teacher association (PTA). The links with the community, which include strong support for local and national charities, greatly enrich pupils' personal development.

Pupils' Personal Development

- 1.15 The school provides good opportunities by which pupils develop a system of spiritual beliefs and a moral code, as well as developing appropriately personally, socially and culturally. Staff promote the importance and self-worth of each pupil. Pupils learn about other cultures and they develop good relationships, with each other and with adults.

Pastoral Care

- 1.16 Pastoral care and arrangements for pupils' welfare, health and safety are good overall. The quality of pastoral care, including the school's tutorial systems and careers guidance, is very good. Pupils report that bullying is rare. The school has good procedures for pupil welfare and child protection. It takes appropriate and satisfactory measures to guard against fire, and to meet health and safety requirements.

Governance and Management

- 1.17 The governance and management of the school are sound overall. Governance ensures the provision of adequate resources to enable staff to provide a good quality education for the pupils. The head gives a strong, dynamic lead. His senior management team, however, is

large and not ideal for providing the initiative and additional leadership the school needs. Middle management varies in quality. Not all subject co-ordinators and heads of department fully understand the role they need to play if the school is to develop its curriculum and its procedures for staff development.

Achievement and Quality in Activities

- 1.18 Achievement and quality in the activities provided are sound for the ages, aptitudes and abilities of the pupils concerned. The quality of provision results in the appropriate personal development of pupils participating. In addition to the activities that take place within the timetable and the programme of games organised by PE staff, a good number of pupils attend voluntary meetings in the lunch break and a few remain for activities after school.

Progress Made by the School since its Last Inspection

- 1.19 The school last had a full inspection in November 1998, when a previous head applied for accreditation to the Independent Schools Association (ISA). Inspectors reported that teaching and learning were sound, pastoral care was effective, and relationships were excellent. Nonetheless, they made 11 recommendations. In particular, the school should take steps to: maintain its buildings better, improve the match between teaching and staff qualifications, extend appraisal and in-service training (INSET), enhance the role of subject heads, and provide training for the senior management team, who were encouraged to adopt a "more interventionist approach". The head's application for accreditation was deferred. A follow-up inspection in January 2000 reported that in the previous 14 months the school had made a determined effort to meet many of these recommendations. In 2001, the same headmaster successfully applied for membership of ISA.
- 1.20 In the five years since then, the school has made sound progress towards meeting several, but not all, of these recommendations. The present head has done well, despite obvious constraints, to improve the premises and accommodation, although these remain only just adequate for expanding numbers in both sections of the school. He and his predecessor have been able to strengthen the staff and to extend INSET. The SMT, however, remains as large as it was, and in some respects does not intervene to take responsibility in support of the head, who continues to carry a heavy burden. Staff appraisal has yet to be implemented.

Compliance with the Regulations for Registration

DfES Standard		Does the school meet the regulatory requirements?
1. Quality of education:	1.(2) Curriculum	Yes
	1.(3)-(5) Teaching	Yes
2. Spiritual, moral, social and cultural development of pupils		Yes
3. Welfare, health and safety of pupils		Yes
4. Suitability of proprietors and staff		Yes
5. Premises and accommodation		Yes
6. Provision of information		Yes
7. Manner in which complaints are to be handled		Yes

Actions Required for Compliance with the Regulatory Requirements

- 1.21 No action is required, but the school is asked to address any issues highlighted in *What the School Should Do Better*. These are set out as recommendations for the school in Section 2 of the report.

2. MAIN RECOMMENDATIONS

2.1 The main recommendations are listed below. The numbers in brackets refer to paragraphs in the main section of the report.

- R1 The school should review the size and composition of the senior management team, and give consideration, in particular, to:
- appointing a senior deputy head, to be first in line to support the head in his leadership and management of the school. (Paragraphs 7.1, 7.3, 7.4)
 - introducing a programme for the appraisal and professional development of staff, including training them to teach using ICT. (Paragraphs 5.27, 5.30, 5.33, 8.73)
- R2 The school should encourage staff in both sections of the school who teach the same subject to develop closer links, including common and complementary approaches to teaching. (Paragraphs 8.17, 8.23, 8.40, 8.73, 8.79, 8.86, 8.92)
- R3 The school should, as opportunity arises, seek to expand its premises and accommodation, so that they better meet the needs of staff and pupils. (Paragraphs 5.43, 5.44, 5.45, 5.46, 5.48, 5.49, 5.50, 5.51, 5.53, 8.18, 8.56, 8.73, 8.80, 8.104, 8.128, 8.136)
- R4 The school should review the funding, staffing and use of the Senior School library. (Paragraphs 5.35, 5.39, 5.40, 5.41)

3. INTRODUCTION

Characteristics of the School

- 3.1 Situated in the centre of the historic county town of East Sussex, with which it continues to have close links, Lewes Old Grammar School traces its origins to the early sixteenth century. Its motto is *Floreat Lewys 1512*. The Senior School now occupies three former town houses in the High Street. The Junior School is located in a large house in a quiet residential area a mile away. The school was proprietary for 30 years until 1989, when it became an educational trust. The present head took up his post in April 2003. Numbers, which fell substantially in the late 1990s, have risen steadily in the last three years.
- 3.2 The school admits pupils from the age of 3 to the age of 18. The number on roll is 357 (220 boys and 137 girls). Of these, 26 (15 boys, 11 girls) are Foundation Stage children in the Junior School. Another 76 (46 boys, 30 girls) are Junior School pupils aged five to eleven. Numbers are 255 (159 boys, 96 girls) in the Senior School, aged 11 to 18, of whom 40 (19 boys, 21 girls) are in the sixth form.
- 3.3 The school admits pupils principally at the ages of three, five, eleven and thirteen, but will offer places at all other ages, subject to space. The majority, but by no means all, of those leaving the Junior School at age 11 transfer, following an entrance test, to the Senior School. Very few pupils are from an ethnic minority background. Only three do not have English as their first language. Approximately half the 16-year old pupils leave after taking GCSE examinations, most to go to maintained sector sixth-form colleges and a few to other independent schools. The majority of sixth-form students go on to take up places at university.
- 3.4 Pupils' ability ranges very widely, from far below average to far above average. Scores in the cognitive ability (CAT) tests that they take at various ages indicate that the mean intelligence quotient (IQ) of both Junior and Senior School pupils is approximately 109. In general, therefore, pupils' ability is above the national average and, if pupils are performing in line with their ability, they will achieve results that are above national averages. It is not easy to compare the attainment of those who stay for, and the few who enter, the sixth form with results achieved nationally, since their numbers are small and they often differ widely in ability from those who sit GCSEs in Year 11. No pupil in the school has a statement of special educational needs (SEN), but the school gives learning support tuition to 16 (13 boys, three girls) in the Junior School and 16 (15 boys and one girl) in the Senior School.
- 3.5 Parents are mostly in professional jobs, locally or at a distance, often commuting to London. A significant minority of pupils come from one-parent homes. Many parents have previously placed their children in maintained schools, but now value the smaller class sizes the school offers. Many pupils travel long distances to and from school. Their parents appreciate the school's short working day, often because it enables their sons and daughters to take part in organisations outside school.
- 3.6 The school outlines very clearly its aims and ethos. It believes that its small size, in which class sizes are usually much less than the maximum of 20, has great advantages, enabling staff to be alert to the potential and needs of boys and girls of all ages. It emphasises very good relationships between staff and pupils, its traditional values, and the excellence of the teaching staff. Through its pastoral system, centred on the tutor allocated to each pupil, it aims to offer a good balance of support, recognising that the self-esteem of pupils is of the utmost importance, while at the same time encouraging them to take responsibility for

themselves. Non-denominational, it welcomes pupils of all faiths, and expects them to develop a strong set of personal values.

- 3.7 The vast majority of those who leave at the age of 18 or 19 go on, often after a 'gap' year, to universities. A few enrol on courses for which high A-level grades are a condition of entry. A small number of talented students have entered music colleges recently.
- 3.8 National Curriculum nomenclature is used throughout this report to refer to year groups in the school. The year group nomenclature used by the school and its National Curriculum (NC) equivalence are shown in the following table:

School	NC	School	NC
Nursery	Nursery	Year 7	Year 7
Reception	Reception	Year 8	Year 8
Year 1	Year 1	Year 9	Year 9
Year 2	Year 2	Year 10	Year 10
Year 3	Year 3	Year 11	Year 11
Year 4	Year 4	Lower Sixth	Year 12
Year 5	Year 5	Upper Sixth	Year 13
Year 6	Year 6		

Key Indicators

- 3.9 Externally audited National Curriculum Assessments at age 7 (Key Stage 1)

Subject		Most recent year		Average for the last three years	
		Level 2 or higher (%)	Level 3 or higher (%)	Level 2 or higher (%)	Level 3 or higher (%)
Reading	Boys	100%	75%	100%	60%
	Girls	100%	50%	100%	60%
	All	100%	63%	100%	60%
Writing	Boys	100%	0%	93%	13%
	Girls	100%	25%	100%	9%
	All	100%	13%	96%	11%
Mathematics	Boys	100%	50%	100%	60%
	Girls	100%	50%	100%	42%
	All	100%	50%	100%	52%

3.10 Externally marked National Curriculum Assessments at age 11 (Key Stage 2)

Subject		Most recent year		Average for the last three years	
		Level 4 or higher (%)	Level 5 or higher (%)	Level 4 or higher (%)	Level 5 or higher (%)
English	Boys	100%	22%	96%	18%
	Girls	100%	60%	100%	44%
	All	100%	36%	98%	28%
Mathematics	Boys	78%	44%	89%	32%
	Girls	80%	40%	89%	33%
	All	79%	43%	89%	33%
Science	Boys	100%	67%	100%	46%
	Girls	80%	80%	94%	56%
	All	93%	71%	98%	50%

3.11 Externally marked National Curriculum Assessments at age 14 (Key Stage 3)

Subject		Most recent year		Average for the last three years	
		Level 5 or higher (%)	Level 6 or higher (%)	Level 5 or higher (%)	Level 6 or higher (%)
English	Boys	n/a	n/a	100%	95%
	Girls	n/a	n/a	100%	100%
	All	n/a	n/a	100%	97%
Mathematics	Boys	100%	92%	100%	88%
	Girls	95%	75%	97%	76%
	All	98%	85%	99%	84%
Science	Boys	100%	81%	99%	78%
	Girls	100%	75%	100%	82%
	All	100%	78%	99%	79%

3.12 GCSE

	Most recently completed Year 11			Average for the last three years		
	Boys	Girls	All	Boys	Girls	All
Entered for 5+ subjects (%)	100%	100%	100%	100%	100%	100%
Achieved 5+ @ A* - C (%)	90%	100%	93%	96%	100%	98%
Achieved 5+ @ A* - G (%)	100%	100%	100%	100%	100%	100%
Average score per candidate*	55.6	62.1	57.4	54.0	55.0	54.3
Average score per entry*	5.8	6.2	5.9	5.8	6.0	5.8

* Scoring is 8 for GCSE grade A*, 7, 6, 5, 4, 3, 2, 1 for grades A – G.

3.13 A Level and AS Level

	Most recent Year 13			Average for the last three years		
	Boys	Girls	All	Boys	Girls	All
Average score per candidate	20.6	25.2	21.4	22.8	18.5	21.2
Average score per subject entry	7.0	7.3	7.1	7.1	6.0	6.7

Scoring is 10, 8, 6, 4, 2 for A-level grades A – E, and 5, 4, 3, 2, 1 for AS-level grades A to E.

3.14 Attendance for First Half of Autumn Term 2005

	Authorised	Unauthorised
Percentage absence	3.9	0

3.15 Exclusions Over the Previous 12 Months

Temporary exclusions	Permanent exclusions
3	1

4. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and Progress

- 4.1 Pupils' attainment and progress in the Junior School and in the Senior School are good. The attainment of a significant minority of pupils, in the Senior School especially, is very good, and the progress of a similar proportion is rapid. Pupils in both sections of the school achieve results in national tests and examinations that are good in relation to their abilities. They have good standards of literacy and good numerical ability; their computer skills are very good.
- 4.2 Children in the Nursery and Reception classes make good progress. By the time they move from Reception to Year 1, almost all have achieved each of the early learning goals. Reception children made very good progress, as they learned to balance while travelling across a range of equipment, in a lesson to extend their physical development.
- 4.3 In lessons observed, the overall attainment and progress of pupils in the later years of the Junior School is good. Year 1 and 2 pupils attain good standards and make good progress. The attainment and progress of those in the Year 2 class is often very good. In an English lesson, for example, pupils made very good progress in a role-play exercise on a character in Paul Geraghty's *The Hunter*, their class reader.
- 4.4 During the three years, 2002 to 2004, the results of Year 2 pupils, in national tests taken by seven-year olds, in reading, writing and mathematics, were well above those achieved in maintained primary schools. The results of the boys, in particular, were very good in relation to their abilities.
- 4.5 Pupils in Years 3 to 6 attain good standards. Those in Years 3, 4 and 5 make good progress, while the progress of those in Year 6 is sound.
- 4.6 Results in national tests in English and mathematics, taken by 11-year olds, in the years 2002 to 2004, were well above those of pupils in maintained primary schools, and in science they were above those of pupils in these schools. A much higher proportion of the school's pupils achieve Level 4 in these tests than do so nationally, although the proportion achieving Level 5 is closer to, but still above, the national average.
- 4.7 The attainment and progress of pupils in the Senior School is good. In Years 7, 8 and 9, a significant minority of pupils attain very good standards and make rapid progress. Year 9 pupils, studying the characters in *Animal Farm*, astutely recognised the characteristics of George Orwell's emotive writing, and wrote speeches in which they incorporated these into the context of the school.
- 4.8 Results in national tests taken at the age of 14 are good in relation to pupils' abilities. Results in the three years, 2002 to 2004 were well above those achieved in all maintained schools. In particular, the results of the boys in mathematics were far above those of boys in maintained schools nationally.
- 4.9 Pupils in Years 10 and 11 attain good standards and make good progress. They reach high standards in mathematics. Year 10 pupils, for example, made rapid progress in their understanding of Pythagoras' theorem in three dimensions.
- 4.10 Pupils' attainment at GCSE is good in relation to their abilities. In the three years, 2002 to 2004, pupils achieved results that were well above those of pupils in maintained schools

nationally. In these years, results were far above the national average in German, and well above national averages in mathematics, English literature, French, and geography. If single subject and combined award results are aggregated, they are also well above national averages for science. The boys' average points scores are well above, and the girls above, those of their counterparts in maintained schools. The proportion achieving five good grades in the range A* to C was also well above that of maintained schools nationally. Comparisons for 2005 are not yet available.

- 4.11 In lessons observed, sixth form students in Years 12 and 13 attained good standards. Those in Year 12 made sound, and those in Year 13 made good, progress. Year 13 physics students, studying wave particle duality, made notably rapid progress.
- 4.12 Numbers of Year 12 and 13 students taking AS and A-level examinations are small, making comparisons with national results of limited significance. Nonetheless, their results are satisfactory in terms of their abilities, and often they are good. In the three years, 2002 to 2004, results were well above the national averages in physics and biology, and above them in chemistry, ICT, music and PE.
- 4.13 Throughout the school, pupils have, for their age, good literacy and numerical skills. They have very well advanced computer skills. Foundation Stage pupils are confident and competent using computers, while many pupils in Years 5 and 6 develop their skills well through the fortnightly computer club that they attend. In the senior section, most pupils gain an ICT qualification, either the European Computer Driving Licence (ECDL) or a full- or half-course GCSE.
- 4.14 In both sections of the school, pupils of all abilities make good progress, and the progress of the few much abler pupils is generally good, in science in particular. Pupils who receive learning support tuition, as well as the very few for whom English is an additional language (EAL), make good progress in all years.

Quality of Pupils' Learning, Attitudes and Behaviour

- 4.15 The quality of pupils' learning and behaviour is good. They are competent learners who are well motivated and respond positively in lessons. Many have a capacity for personal study. They have very good relationships with each other and with the staff. They show respect for the feelings, values and beliefs of others. Generally, they behave well, in class and around the school.
- 4.16 Pupils are interested in their work and most concentrate on it well. They cooperate effectively with their teachers. They make good use of their ICT skills and almost all communicate well orally. Their notebooks and files are neatly kept and well presented.
- 4.17 Pupils can work collaboratively or independently as required. They are prepared to take responsibility for their own work, as they do in Year 10 and Year 11 ICT lessons. Many learn independently: Year 12 and 13 students studying French and German displayed a mature approach to their studies, while a Year 7 mathematics pupil had developed his own method of mentally dividing by five. However, although a few pupils show initiative when given the opportunity, most do not seek to learn actively, but prefer to absorb information from their teachers. When prompted, they respond well.
- 4.18 Pupils relate well with their teachers and with each other. For example, two boys in a Year 7 German class made sure that another, who had specific learning difficulties, was included in their group, even though this would slow their progress. Positive attitudes and respect for the feelings of others were also evident in a Year 10 geography class, in which pupils explained

Ordnance Survey symbols. Excellent interaction between teacher and pupils took place in a Year 9 chemistry lesson on the properties of alkali metals.

- 4.19 Around the school, standards of behaviour are sound. If they were not, efficient movement between lessons would be more difficult. Although the majority interact together, as well as with adults and visitors, in an open and polite way, a few lack composure on occasions. In the street and on school visits, behaviour is good. The school received an award for the good behaviour of its pupils on a recent visit to the Tower of London. Pupils support their school loyally and with growing pride.

Attendance

- 4.20 The level of pupils' attendance is high, enabling them to take full advantage of the opportunities provided by the school. The level of unauthorised absence is negligible. Most pupils arrive at school on time, but those who have far to travel are sometimes delayed by transport problems. Office staff check unexplained pupil absence efficiently.
- 4.21 During the school day and despite, in the Senior School, having to go between classrooms via the high street, pupils arrive punctually at lessons and other activities. When they are late, staff usually enquire the reasons, before integrating them quickly into the lesson.
- 4.22 The school's admissions and attendance registers are well maintained and comply with statutory requirements.

5. QUALITY OF EDUCATION PROVIDED

Teaching

- 5.1 The quality of teaching is good overall. In almost all lessons, it meets the needs of all pupils, including those who receive learning support tuition. Staff maintain good discipline, they display secure subject knowledge, they have clear objectives, and they set a variety of tasks that challenge and maintain pupils' interest. They use time and resources well.
- 5.2 Teaching in the Foundation Stage is very good. All staff regularly attend the courses of the Early Years Development Group, and these enable them to teach young children very successfully.
- 5.3 Teaching to older Junior School pupils is good. It is good in Year 1; in Year 2 it is very good and, on occasion, excellent. Teaching is good in Years 3 to 5, and in Year 6 it is sound. Specialist learning support teaching meets well the needs of SEN pupils. A classroom assistant gave very good in-class help to a Year 2 pupil, while other SEN pupils are taken out of class for individual tuition. The Junior School has, however, no programme to enrich the education of gifted and talented pupils.
- 5.4 Teaching in the Senior School is good, and often it is very good. It is good in Years 7, 8 and 9, and in Years 8 and 9 it is often very good, occasionally excellent. In Years 10 and 11, it is good, frequently very good and occasionally excellent. Much good teaching is given to sixth form students in Years 12 and 13. Students respond positively to staff, many of whom know them well, to the small size of the sets, and to the way in which staff treat them as young adults.
- 5.5 Throughout both sections of the school, teachers maintain good discipline without being overly restrictive. Humour, often self-deprecating, helps them to maintain good relationships with their pupils. For example, lessons in French, German and Spanish, mostly conducted in the foreign language, give rise to humorous episodes. Teachers have secure subject knowledge, and most answer pupils' questions well. Several staff teach successfully outside their first subject speciality, although a very few, not trained to teach juniors, do not adopt approaches appropriate to the needs of younger pupils.
- 5.6 In most classes, teaching proceeds at a brisk but realistic pace. Most staff employ a variety of tasks and strategies: Year 11 history lessons, for instance, include keyword 'bingo' tests on the Russian Revolution. A few staff, including several in the Junior School, set tasks or initiate discussions that notably enrich pupils' experience or widen their horizons. Other lessons are brought to life by the teacher's enthusiasm or specialist knowledge. For example, teaching to a Year 11 ICT group, working towards their ECDL, engaged pupils very successfully. Teaching makes, however, comparatively little use of the school's good audio-visual, and very little use of its very good ICT, provision.
- 5.7 Many staff emphasise appropriately the importance and the advantages of good presentation. Pupils acknowledge that, if they find their work difficult, staff are always ready to assist them. In the minority of lessons in which teaching is unsatisfactory or poor, objectives are unclear, exposition is too lengthy, expectations are low, and the tasks set do not retain pupils' interest.
- 5.8 Teachers set appropriate homework. In mathematics, homework is explained to pupils in good time, but in a few other subjects it is announced hurriedly, as pupils are leaving to go to their next lesson. Most pupils interviewed said they thought that homework demands were reasonable. They find their homework diaries helpful.

- 5.9 In the Junior School, much very good teaching was seen in the Reception and Nursery classes, as well as in science, French, and ICT to pupils in Years 1 to 6. In the Senior School, the teaching of science, history, religious education, and ICT, as well as teaching to sixth form students in economics and in psychology, was often very good. In both sections of the school, the teaching of PSE was also frequently very good.

Does the school meet the regulatory requirements for teaching?

- 5.10 Yes.

Assessment and Recording

- 5.11 The assessment and recording of pupils' attainment, progress and special needs are good in the Junior School and very good in the Senior School. Staff monitor pupils' progress thoroughly and use this information to set targets for pupils, collectively and individually. Teachers in both parts of the school mark well.
- 5.12 Systems of assessment and recording in the Foundation Stage are efficient and appropriate. Staff compile an ability profile on each child. They maintain observation sheets for individual, group and specific situations. They annotate children's work during focus activities, and they take photographs to illustrate their progress in all six areas of learning.
- 5.13 Junior School staff use well a range of assessments, including national Key Stage tests at the ages of seven and eleven, to measure the attainment and progress of pupils in Years 1 to 6. Pupils' reading, speaking and listening scores are recorded in their own record of achievement (RoA). Staff administer cognitive ability (CAT) tests from Year 4 onwards. They monitor pupils' progress using these and other assessments, while noting any pupils who might have specific learning difficulties.
- 5.14 Junior School teachers mark frequently and accurately. Their comments, written and oral, help pupils to make progress.
- 5.15 The methods that Senior School staff use to assess and record pupils' attainment and progress are very thorough and effective. This assessment, which is frequent and accurate, is understood by pupils. In many subjects, pupils have the assessment criteria pasted into their exercise books; when questioned, they demonstrated that they knew what they needed to achieve particular grades. Staff relate grades, as far as possible, to levels in National Curriculum tests and to GCSE and A-level grades. They monitor pupils' attainment formally each half term, giving them grades and setting them targets in each subject. They carefully record pupils' entrance test, national test results, CAT, internal examination, and predicted GCSE results. Many staff use this data well, to monitor pupils' progress, to determine curricular provision and to identify those pupils who need learning support.
- 5.16 Marking in the Senior School is generally regular and constructive. Teachers mark in line with the school policy, and they do so well and consistently. They make constructive comments which help pupils to improve. In particular, history pupils greatly appreciate the stickers that tell them how they can do better in the subject.

Curriculum

- 5.17 The school provides a generally sound curriculum, for pupils of all ages and abilities. A full range of subjects is taught. Many pupils in Years 10 and 11, however, do not have a balanced science programme. Most subjects follow comprehensive schemes of work, but in

several subjects, especially in the Junior School, planning for teaching is unsatisfactory. School activities and visits support the timetabled curriculum adequately.

- 5.18 The daily timetable is sound, but it is unsatisfactory in some respects. Pupils in Years 3 to 6 and in Years 10 and 11 spend a little less time in the classroom than those of the same age in maintained schools. The school day, in both sections of the school, starts slowly. Fifteen minutes is devoted to registration and tutor time. Although a small number of pupils arrive late because of transport delays, this time is not used effectively.
- 5.19 The Foundation Stage curriculum permits a good range of educational activities. These provide breadth and balance in all six early learning areas. Activities are relevant to pupils of all abilities. They are enhanced by the very good staff-to-pupil ratio, and by talks from visitors to the school.
- 5.20 The Junior School curriculum is sound, in general, but the emphasis on literacy and numeracy limits the time given to subjects such as science, music, art, design and technology (DT) and physical education (PE). Although sound overall, curricular planning varies widely in quality. It is good in mathematics, history and geography. Subject co-ordination of science, art, music, PE and religious education, is not yet satisfactory, especially as formal schemes of work have not been prepared. All pupils have equal access to the curriculum. SEN pupils have good opportunities to learn and make progress through the individual support they receive, and because many staff set tasks specifically for them. The curriculum is soundly enriched by additional field and theatre trips and, for Year 6 pupils, participation in a national mathematics challenge.
- 5.21 In the Senior School, curricular provision is sound overall. Pupils in Years 7 to 9 study a wide range of subjects, detailed in comprehensive schemes of work that are regularly reviewed. All pupils have timetabled lessons in personal and social education (PSE). In Year 7, pupils take three foreign languages, French, Spanish and German. In subsequent years, many pupils take two of these and, except for a very small number receiving learning support tuition, all study one. Curricular arrangements for these and other SEN pupils are good. The special educational needs coordinator (SENCO) ensures that each has an individual education plan (IEP), covering all subjects. In the main, the time allocated to each subject is appropriate, although it is insufficient in science. Most Year 10 and 11 pupils do not have a balanced science programme, since they do not study all three disciplines; a few follow only one. The timetabled curriculum is satisfactorily augmented by activities, such as fieldwork, visits to theatres, concert halls and art galleries, as well as talks by visiting speakers, mathematical challenges, and overseas visits to support language teaching.

Does the school meet the regulatory requirements for the curriculum?

- 5.22 Yes.

Teaching and Non-teaching Staff

- 5.23 The overall quality of the teaching and non-teaching staff is good. Staff are sufficient in number, qualifications and experience. They make a strong contribution to the quality of education provided and the educational standards achieved. Staffing ratios are very good and most staff are well deployed. Policies and procedures for the induction, appraisal and professional development of the staff are in place, but have not yet been fully implemented.
- 5.24 Almost all staff have degrees and most have teaching qualifications. They display commitment, enthusiasm and expertise. Many of the staff are very experienced, although a recent intake of younger staff has provided new ideas and skills. The pupil-teacher ratios are

very generous: 2:1 in the Foundation Stage, 9:1 in the Junior School, and 8:1 in the Senior School. The good average class sizes, 13.1 in the Junior School and 12.5 in the Senior School, enhance effective teaching. Very few staff teach subjects or age groups for which they are not qualified or experienced.

- 5.25 The efforts of the teaching staff are much reinforced by the support which they receive from a small, but dedicated and hard-working, group of support staff. Teaching assistants, a well qualified laboratory technician, and the administrative and domestic staff all contribute well to the education provided by the school. The junior section, however, has too few teaching assistants.
- 5.26 The school makes good arrangements for the induction of each newly qualified teacher (NQT). Its mentoring programme meets the requirements of the Independent Schools Teacher Induction Panel. Procedures for the induction of newly appointed staff are effective. The head appraises them formally during their first term.
- 5.27 Systems for the professional development of staff are un-coordinated. The budget for staff training is adequate. The school provides INSET for staff on issues such as child protection and first aid, and many teachers attend courses applicable to their own subject. Nonetheless, the programme of performance management for all staff has only just begun, and the training needs of staff have not yet been identified, individually and collectively.
- 5.28 The school carries out all necessary procedures for the appointment of new staff, before their appointment is confirmed. The school has carried out checks with the Criminal Records Bureau (CRB) on all staff appointed since 2002. On those appointed before this date, it has made *List 99* criminal background checks. In the case of a few staff, these enquiries have only been completed very recently.

Does the school meet the regulatory requirements for the suitability of proprietors and staff?

- 5.29 Yes.

Resources for Learning

- 5.30 In general, the quality, quantity and organisation of resources for learning in the school are good. In both Junior and Senior Schools, ICT provision is very good, although staff have not been trained to take advantage of this. Supplies of books and other materials in most subjects are sound.
- 5.31 The Foundation Stage is well resourced, especially in its ICT provision. Both classrooms are equipped with a computer and printer. Teaching takes place regularly in the computer room, where pupils use appropriate software and worksheets. Children have good quality small indoor play equipment, while the apparatus in the outside area is adequate.
- 5.32 In the Junior School, ICT hardware and software support pupils' learning well. The ICT room has enough computers for each pupil in a whole-class group. Staff use these resources well in mathematics, science, geography and history, successfully helping pupils make progress in their learning. An electronic white board in the Year 2 classroom is also frequently and effectively used to teach literacy. Books, photo-copied sheets and equipment are available for class use in most subjects and are used well. A wide range of musical instruments, as well as cassettes, CDs and texts supports music teaching effectively. Equipment for ball skills training is adequate, but the gymnastics equipment in the hall is unsatisfactory for class groups.

- 5.33 The Senior School has very good ICT resources. These are not, however, always well used. Staff and pupils have access to approximately 100 desktop and laptop computers linked to six different file servers. They also use high-quality image projectors, digital cameras and printers. Most departments have at least one computer. Many subjects, however, lack printers and the data loggers in the science department cannot be used because they are not compatible with the computer network. Several, but by no means all, staff regularly take class groups to one of the three ICT rooms, but many staff have not been trained to use ICT hardware and software. Although a few teachers understand how to conduct whole-class lessons, most simply allow individual pupils to use the time in their own way, without ensuring that all make satisfactory progress. Most subjects have good non-ICT resources. Departmental budgets are sufficient for enough textbooks, photocopying and other necessary equipment, although budgets for a few, PSE for instance, are modest. Most subjects have adequate textbooks. However, the modern languages department, although it has very good audio-visual equipment, uses textbooks that are dated; its staff have, out of necessity, to copy worksheets to compensate. Resources for English, geography, history, religious studies, and PE, in particular, are good. The science department has good equipment and ample supplies of consumables for practical work.
- 5.34 Throughout both sections of the school, the quantity and quality of classroom furniture, including display boards for pupils' work, is good. Both sections use the school's three minibuses to take pupils to PE activities and on outside visits.

Libraries

- 5.35 Library provision is sound overall. The Junior School library is good, but the Senior School library is unsatisfactory. The Senior School library has adequate stocks of fiction, but it has too few reference books to support the curriculum and to encourage private study. The library is often used as a classroom and senior pupils use it little for private study.
- 5.36 The junior section library is small, but it is well situated on the ground floor, it is colourful and it is welcoming. It contains a sufficient range of fiction and non-fiction books. Together with the well-stocked classroom libraries in the Foundation Stage and other junior classrooms, it supports well the learning of pupils of all abilities. The library has five computers, which pupils use for research, as well as a television and a video recorder, used by staff for teaching.
- 5.37 Junior pupils have good access to their library, which is open throughout the day. Each class from Reception to Year 6 has a lesson once a week, in which they learn library skills. Pupils may borrow books during this lesson, while older junior pupils can visit and borrow books during their lunch breaks. Examples of their work are well displayed.
- 5.38 The Junior School library is well managed by the Key Stage coordinators, who have combined to write a good library policy document. They ensure that books stocks are well maintained and they decide how the funds provided by the PTA should be spent. They arrange an annual book fair, and they invite staff and pupils to suggest new books for purchase. They arrange competitions, they mark events such as National Book Day and National Poetry Day, and they liaise with the Schools' Library Service.
- 5.39 The Senior School library, well situated in a light and pleasant room, is presently unsatisfactory. It is attractively furnished and has great potential. Out-of-date books have recently been discarded, so that the remaining stock is attractive and in good condition. The remaining 1300 books, however, are too few to attract and support the learning of older pupils. Stocks of fiction are just adequate, but the library has very little non-fiction and reference material. It has good computers, which a few older pupils use well for research.

- 5.40 Senior pupils have very limited access to the library. For much of the day, it is used for class teaching. When it is not in use, it is not staffed. Although it is open at lunchtime and after school, pupils are not accustomed to working there and do not have the library skills to use it effectively.
- 5.41 The library is as well organised as it can be, given that the efficient and enthusiastic librarian also teaches a full timetable. New shelving and new furniture has recently been provided. An introductory course for pupils has been introduced, a library handbook has been written, and new management software, to catalogue the books and to monitor borrowing, has been introduced. The library budget, however, is very low. .
- 5.42 The very few subject departmental libraries in the Senior School do not significantly compensate for shortages in the main library.

Premises and Accommodation

- 5.43 The buildings, accommodation and other facilities are sound and suitable overall for the numbers, abilities, ages and genders of the pupils. They make a positive contribution to pupils' personal development, behaviour and welfare. They are, nonetheless, inadequate in some important respects. Very little of the school's accommodation is purpose-built. The Junior School hall is small and dark, and in many areas of the Senior School space is at a premium. Within these constraints, staff still manage to teach effectively.
- 5.44 Accommodation for the Foundation Stage is adequate for current numbers, but it is fragmented and outdoor play space is very limited. Both classrooms have very attractive displays.
- 5.45 The Junior School building, an Edwardian house set in a quiet residential area, is just adequate for the numbers and ages of its pupils. The classrooms are small and do not allow easy movement by teachers and pupils. Their size also curtails their use for teaching strategies such as role-play. Many other lessons take place in classrooms that are not equipped for teaching a full range of subjects. For example, practical work in art and science is restricted in those classrooms that have no sink. The hall, equipped as a gymnasium, but used for assemblies and dining as well as PE, is dark and unattractive. Its size does not permit a full range of PE to take place.
- 5.46 The nature of the Senior School houses, their location on the High Street, and their listed status, restricts future development. The school has made great strides towards making the premises and accommodation more appropriate for the varied requirements of school buildings. The constraints and unsatisfactory features, however, mean that they are barely adequate for their purpose. Despite recent additions, space remains at a premium. Although many classrooms are light and well furnished, others are small, often preventing teaching techniques such as group work and role-play. Many departments are dispersed, mathematics for example, which makes it difficult for staff to collaborate and to share resources. A converted squash court works well as a DT teaching area, although it needs redecoration.
- 5.47 Despite planning difficulties, several extensions and improvements have recently been completed. Two new classrooms, an extension to the art room, as well as improvements to the sixth form area, have been completed in the Senior School. The outside play area for pupils in the Junior School has been refurbished, with the addition of decking and outside storage. A programme to replace windows and improve heating systems continues. Two laboratories, the dining room and the kitchen in the Senior School have been refurbished. A new sick room and toilet facilities for the disabled are all but finished. The school expects very soon to have the use of a nearby building for music.

- 5.48 The school has very limited indoor and outdoor space for recreation and games. A paddock, a short walk from the senior houses, is used for small field games in PE and as a break-time play area. Most games activities have to take place off site. Although pupils walk to the local branch of the YMCA, which has changing facilities and space for some indoor games, many inevitably spend much time travelling by minibus, for example to the artificial pitch at a neighbouring university.
- 5.49 The cramped nature of many school buildings, in both junior and senior sections, makes the movement of pupils between lessons, and at the beginning and end of the day, difficult. In one building, a one-way system has been introduced to alleviate congestion.
- 5.50 Toilets and cloakrooms are just adequate in number, but they vary in quality, from good to poor. Separate male and female toilets are not provided for Junior School staff.
- 5.51 Standards of maintenance and cleaning are sound. Most classrooms and communal areas are well presented, although others are in clear need of redecoration. The accommodation for administrative staff varies in location, size and convenience, but is generally adequate. Satisfactory space for storage is available in many areas, but it is very limited in others. The Senior School has no car parking space for staff or visitors, while that at the Junior School is very limited.

Does the school meet the regulatory requirements for premises and accommodation?

- 5.52 Yes.

Links with Parents and the Community

- 5.53 Links with parents and the community are good overall. The school has a good partnership with parents, and it has very good links with the community, locally and further afield. The majority of parents support the school strongly, as they did in the questionnaire distributed in advance of the inspection. In turn, parents receive a good range of information from the school, which also sends detailed reports on pupils' progress. Many parents are closely involved with the school, especially through membership of the active PTA. The links with the community, which include strong support for local and national charities, greatly enrich pupils' personal development.
- 5.54 Analysis of the responses to the pre-inspection survey of parents' views showed that the vast majority are particularly pleased with the attainment and progress of their children, the teaching, the school's pastoral care and its promotion of worthwhile attitudes and values. A small minority are concerned about the provision of extra-curricular activities. Inspectors judged that, although much of the extra-curricular programme is of good quality, opportunities for after-school activities are limited by the nature of the premises and the timings of the school day.
- 5.55 The school has good systems for communicating with parents and gives them good information. It keeps parents of Foundation Stage children very well informed. Information for older pupils includes the attractive prospectus, a detailed parent's handbook for Years 7 to 9, and regular newsletters. The school's website is helpful and user-friendly. Additionally, parents of senior section pupils receive revision guides and information on GCSE and sixth-form options. The homework diary, for pupils in all years, is an effective additional means of communication between home and school.
- 5.56 Reporting procedures are good overall. Foundation Stage parents are well informed of their children's progress; they often meet with staff informally at the beginning and end of the

school day. The parents of pupils in the Junior and Senior Schools receive regular reports, and they attend parent induction and information evenings. For pupils in most year groups, parents' evenings take place twice a year. Reports are comprehensive, and are mostly of high quality.

- 5.57 The school is committed to an 'open door' policy for its parents. Most parental complaints are speedily resolved. The published formal complaints procedure complies with regulatory requirements, but has not been invoked in the last three years.
- 5.58 Parents have good opportunities to assist in events at the school. Many provide distinctive and invaluable help through, for example, helping on school trips or making costumes for the annual drama production. Parents support events such as class assemblies, school matches, concerts, productions and special celebrations at the school. The PTA raises funds for equipment. Many parents join the school's sponsored walks, while a few help to organise events such as the Christmas fair and, in the summer, balls and discotheques.
- 5.59 The school enjoys very good links with the community, locally and beyond. Talks by visitors make an important contribution to the development of younger pupils. These pupils bring gifts to the school harvest festival, which are then distributed to the elderly. Senior pupils sing in the school choir which performs at the ceremony for the swearing in of new judges, as well as singing carols at local residential homes and a nearby special school. Staff, parents and pupils assist in the town's celebrated annual bonfire night festivities. Local dramatic and musical societies use the school's facilities. The PE department has forged its own links with the local community, and organises, for example, a revision day every year for pupils in local schools. Additionally, pupils make a wide range of visits to museums, environmental centres, local universities, law courts and other places of interest. Pupils give generously to a large number of charities. They support a school in Uganda, and they finance and, as part of a geography exchange programme, they host visitors from Morocco. Year 10 pupils take part in work experience locally. These extensive and varied contacts contribute very positively to pupils' personal development.

Does the school meet the regulatory requirements for the provision of information?

- 5.60 Yes.

Does the school meet the regulatory requirements for the manner in which complaints are to be handled?

- 5.61 Yes.

6. PUPILS' PERSONAL DEVELOPMENT AND PASTORAL CARE

Pupils' Personal Development

- 6.1 The school provides good opportunities by which pupils develop a system of spiritual beliefs and a moral code, as well as developing appropriately personally, socially and culturally. Staff promote the importance and self-worth of each pupil. Pupils learn about other cultures and they develop good relationships, with each other and with adults.
- 6.2 Staff promote spiritual development well. They emphasise the uniqueness and value of every member of the school community. Each week a different spiritual and ethical theme is introduced at the assemblies that take place twice a week in the Junior School and once a week in the Senior School. Staff do not, however, make the most of opportunities to raise pupils' awareness of each theme. Nonetheless, other events promote spiritual awareness well. A Christian Union, led by a visiting youth worker from a local church, meets each week. The annual carol service is followed by a family supper prepared by pupils. Teaching in subjects such as English, history, drama and, in particular, religious studies, develops pupils' insights into values and beliefs, while creative activities in music making and art especially help pupils to discover their sense of self. Their spiritual development is also fostered by visits to Canterbury and Chichester cathedrals and a yearly visit to the Somme battlefields.
- 6.3 The school's code of conduct encourages pupils well to develop a strong moral code. By addressing issues such as the sustainability of the planet, gender discrimination and the use of the Internet to promote world peace, they foster pupils' ability to make responsible moral and ethical judgements.
- 6.4 The school provides sound opportunities for pupils to learn about their own, as well as the diversity and richness of other, cultural traditions. They appreciate music and art from across the world, they study the impact of different cultures on the food eaten in contemporary Britain, and they take part in an annual sixth-form culture week.
- 6.5 Pupils have good opportunities to develop courtesy and consideration for others. They learn from the example of the staff, who speak to them in a fair, open and sensitive manner. Very young children learn to take turns fairly. In the Junior School, Year 6 pupils take responsibility for those who are younger. In form time, a Year 9 group completed a questionnaire on the elements that constitute a harmonious form group in which pupils help each other. Senior pupils often work well together: in first-stage auditions for the forthcoming school play, John Wyndham's *The Chrysalids*, 60 or so pupils embarked on a shared enterprise. Year 13 students serve as prefects, although they have little contact with their fellow pupils below the sixth form.

Does the school meet the regulatory requirements for the spiritual, moral, social and cultural development of pupils?

- 6.6 Yes.

Pastoral Care, including Welfare and Health & Safety

- 6.7 Pastoral care and arrangements for pupils' welfare, health and safety are good overall. The quality of pastoral care, including the school's tutorial systems and careers guidance, is very good. Pupils report that bullying is rare. The school has good procedures for pupil welfare and child protection. It takes appropriate and satisfactory measures to guard against fire and to meet health and safety requirements.

- 6.8 The various pastoral and guidance systems make a positive and very effective contribution to the educational standards achieved by, and the personal growth of, the pupils. Tutorial staff, who are caring and hard-working, have very good relationships with the pupils. They give them effective support, formally and informally, and they monitor their academic progress well. Pupils of all ages say they have no problem in finding staff who will advise them. The school counsellor, who attends regularly, also offers confidential support.
- 6.9 Provision for careers education and guidance is generally good and effective. The school prepares pupils well for higher education and future employment. It uses the tests of the Independent Schools Careers Organisation to analyse pupils' abilities, aptitudes and interests. In addition, staff from the county careers provider visit regularly. Year 10 pupils enjoy taking part in work experience, and sixth-form students receive good advice on their higher education options. The careers department has, however, neither a dedicated room nor a set budget.
- 6.10 Measures to promote good discipline and behaviour, including procedures to guard against harassment and bullying, are very effective. The school deals constructively and firmly with unacceptable behaviour, on the rare occasions when it occurs. Pupils think the rules and sanctions as fair. They regard the system of rewards as a clear encouragement to good behaviour. They do not consider bullying to be an issue.
- 6.11 Measures to safeguard and promote pupils' health and well-being are successful. Five members of staff are fully trained first-aiders, and a further 12 have received training in *First Aid in the Workplace*. School meals are adequate in choice and are nutritious. Catering staff are normally able to meet the special dietary needs of individual pupils.
- 6.12 Child protection procedures are effective. The child protection officer has been trained, and all staff have undertaken INSET. Procedures to adopt in the event of suspected abuse are clearly detailed in the staff handbook.
- 6.13 The school takes appropriate measures to reduce the risk from fire and other hazards. Fire drills take place, and alarm systems are tested, regularly. An outside agency is contracted to check fire extinguishers. Good written records are kept. The local fire officer visits annually.
- 6.14 The school has a comprehensive health and safety policy. Teachers of science, DT, home economics, and PE routinely include risk assessments in their lesson plans. Risk assessments for trips and expeditions have also been prepared. No committee, however, meets to evaluate and promote collective responsibility for health and safety.

Does the school meet the regulatory requirements for the welfare, health and safety of pupils?

- 6.15 Yes.

7. THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Governance and Management

- 7.1 The governance and management of the school are sound overall. Governance ensures the provision of adequate resources to enable staff to provide a good quality education for the pupils. The head gives a strong, dynamic lead. His senior management team, however, is large and not best suited to providing the initiative and additional leadership the school needs. Middle management varies in quality. Not all subject coordinators and heads of department fully understand the role they need to play if the school is to develop its curriculum and its procedures for staff development.
- 7.2 The governing body monitors soundly the achievement of the school and the effectiveness of senior management. Its eight members bring valuable experience and expertise to their deliberations. Many have close connections with the school. They include three former teachers at the school, one of them the former proprietor head, while three others have school experience. Selected members serve on the finance committee, and other smaller committees are established from time to time. One of the governors has particular responsibility for health and safety, while others oversee different aspects of the school, such as the curriculum. The governors have approved the detailed and good development plan drawn up by the headmaster. The school has not, however, drawn up a contingency plan in the event of an unforeseen emergency.
- 7.3 Senior management has both strengths and weaknesses, but it is sound overall. The head leads very well by example and is highly regarded by parents, pupils and staff. He has a clear and realistic vision for the school. In the last three years, it has grown, consolidated its market position locally and begun to adopt much good management practice. The senior management team of seven is, however, large for a school of this size. The two deputy heads of the Senior School both have their respective spheres of responsibility and work well together, but neither is the clearly acknowledged deputy in the event of the head's absence. The head of the Junior School has great experience in managing his staff and pupils. In practice, however, he, the two Senior School deputy heads and the other members of the senior management team exercise less authority than those with similar responsibilities in many other schools. As a result, the head carries a heavy burden, for leadership, management, documentation, teaching, staff development, and marketing. He does not have an appropriate management structure, to undertake the routine administration and the other initiatives that he is presently shouldering.
- 7.4 Middle management varies in quality, but is sound overall. In the Junior School, the key stage heads and the heads of year carry out their duties, for the most part, conscientiously and well. Subject co-ordinators have only recently been appointed, and in many subjects have yet to develop their role. In the Senior School, heads of department vary in their effectiveness. Several are vigorous champions of their subject, aware of their management role for monitoring, record keeping, assessment, appraisal, INSET, and the induction of new staff. Others, however, have yet to embrace a management role. In some subjects, lines of communication are not clear. For example, two staff responsible for ICT attend heads of department meetings, and the relationship between art and technology is not clearly formalised.
- 7.5 Non-teaching management is sound. The bursar is responsible through the head for the financial management of the school. He is also responsible for employment matters and is the health and safety officer. The office staff are efficient and helpful. The school has few classroom assistants, technicians and other non-teaching staff. Systems for communication

work well and routine administration is sound. The head holds a weekly briefing for staff at the Senior School, and senior management and heads of department meetings take place regularly. A newly established Junior School strategy committee also meets.

- 7.6 The school's paperwork is of good quality. All staff have job descriptions and most understand clearly the part the school expects them to play, in and out of the classroom. The prospectus is a very informative publication that outlines very clearly the school's aims and ethos.
- 7.7 Since the last inspection, the school has grown steadily, it makes the most of its two very restricted sites, and it has acquired a growing reputation, endorsed by the parents, for academic achievement and pastoral care.

8. ACHIEVEMENT AND QUALITY IN SUBJECTS AND ACTIVITIES

Achievement and Quality in Subjects: Junior School

The Foundation Stage

- 8.1 The quality of the provision for children under five in the Foundation Stage is very good and has a positive impact on their learning. Standards of attainment and progress are consistently good, and sometimes high. Most achieve the early learning goals in all six areas by the time they are five years of age. Children learn and behave well. Those who show early signs of needing learning support tuition are usually identified in good time and they are well supported.

Personal, Social and Emotional Development

- 8.2 The personal development of the children is good. They are happy and confident, well motivated and enthusiastic. They learn to care for their own hygiene needs and they are able to undress and dress themselves. They listen carefully, following simple instructions, and they work well together. They express their own thoughts and they learn to make simple choices. Children show respect for each other and their surroundings, while developing an awareness of right and wrong. By undertaking straightforward tasks, acting as register monitor for example, they develop a sense of responsibility. Many teaching activities foster their spiritual, moral, social and cultural development.

Communication, Language and Literacy

- 8.3 Provision for the development of communication, language and literacy is very good. Children develop the basic skills of reading and writing. Nursery children recognise letters and develop emergent writing. The reading skills of the Reception children are such that they develop a love of books and enjoy their visits to the library. They enjoy using their cosy book corners. Children develop good listening skills and express themselves with increasing fluency and a steadily extending vocabulary. They enjoy rhyming songs and stories, and they take a full part in discussions. Staff use phonics to add fun to children's learning and to develop their literacy skills.

Mathematical Development

- 8.4 The children's mathematical development is very good. They have many opportunities to develop basic skills through well-planned and varied activities. They can count well beyond ten and they carry out simple tasks of addition and subtraction. Their understanding is consolidated throughout the school day, for example when they are dividing and sharing fruit at snack times. Staff steadily introduce simple problem solving, leading children smoothly from two- to three-dimensional shapes and repeating patterns. For example, following discussion on the festival of Eid, children interpreted shapes and patterns to create and print designs. They learn appropriate mathematical language, developing their understanding of volume, weight and distance through vocabulary such as "heavier" and "lighter". They enjoy singing action and number songs.

Knowledge and Understanding of the World

- 8.5 Children achieve good levels of attainment and progress through well-planned sessions, in which they develop a broad view of the world around them. Their natural curiosity is well nurtured. For example, they are encouraged to explore and to notice changes around them

and to understand how their own bodies work. Well-presented displays and photographs encourage children to recall past events. Nursery children like simple work on a computer, developing mouse skills for instance, while Reception children enjoy their visits to the computer suite.

Physical Development

- 8.6 Despite the limitations of the facilities, indoors and outdoors, for physical activities, children make very good progress. Nursery and Reception children very much enjoyed a session of physical activity in the hall, in which they explored different ways of travelling across pieces of apparatus, managing their own bodies and developing balancing skills. They develop skills and confidence through activities that range from learning to handle cutlery and scissors in the Nursery, to using the computer mouse to create designs in Reception.

Creative Development

- 8.7 All children achieve good standards and they progress well. Very enthusiastic about creative work, they enjoy exploring various media and techniques, as well as using different tools and equipment. For example, Nursery children enjoyed the results of rolling marbles in two paint colours to create different colours and patterns. Structured and free activities encourage children both to co-operate and to express their own individuality. A regular music and movement class in the hall allows them to explore sound and space, as they did in a rehearsal for a forthcoming play production. Staff value equally the work of all children.

Other Aspects of the Foundation Stage

- 8.8 Teaching throughout the Foundation Stage is good, and frequently it is very good. Staff are appropriately qualified and experienced. They attend training courses to keep up to date. They work closely together in planning, teaching and supporting the children. They expect high standards and they provide appropriate challenge. In turn, the children are very well motivated within a happy and purposeful atmosphere.
- 8.9 The Foundation Stage coordinator leads the department enthusiastically and very effectively. Staff, who meet regularly, work well as a team. They are fully conversant with the six areas of learning, and they give appropriate emphasis to each. They plan practical activities, indoor and outdoor, carefully to reinforce learning in all areas of the curriculum. Planning for the future takes account of the strengths of the staff and it meets the needs of all children. Staff monitor children's progress and development carefully; they maintain detailed but manageable records. They have regular contact, informal and formal, with parents, and they reinforce this in written reports on children's progress.
- 8.10 Resources are good. Staff have good computer and audio-visual equipment to support all areas of the curriculum. They use a well-balanced range of other commercial and in-house teaching materials. Children have their own attractive and welcoming library.
- 8.11 The recent OfSTEd early years inspection identified no significant weaknesses. The school has met in full those aspects marked for consideration.

English

- 8.12 Pupils' attainment is good. Results in national tests, in reading and writing at the age of seven, and in English at eleven, have been well above the national averages for maintained primary schools in the three years to 2004. They are good in relation to pupils' abilities. Pupils are articulate, and read well for their age. In all years, they read aloud fluently and with expression. Many enjoy reading for pleasure, making good use of both the school and

the classroom libraries. Their spelling, punctuation and grammar are generally accurate. Year 5 pupils displayed good understanding of adjectives and, during a creative writing assignment, used dictionaries well. Their handwriting and presentation are good; by Year 6, they are often very good.

- 8.13 Pupils of all abilities in Years 1 to 6 make good progress. Less able Year 6 pupils, taught as a small group by a learning support teacher, made good progress in their study of *Romeo and Juliet*. More able pupils also progress well, although the school has no plan to ensure that the few who are capable of making rapid progress do so.
- 8.14 The quality of pupils' learning and behaviour is good. They behave well, and they are good listeners, responsive and eager to learn. They work well individually and in groups. Year 2 pupils cooperated well in pairs during a role-play exercise on Paul Geraghty's *The Hunter*. Year 4 pupils worked quietly and well on their own in an exercise to reinforce their knowledge of adverbs.
- 8.15 The quality of teaching is good. Teachers have high expectations and secure subject knowledge. They enjoy their teaching and they organise lessons well. They mark exercise books carefully, offering positive comments to help pupils progress. They employ very effectively the reading schemes they use for Year 1 and 2 pupils. They maintain well the emphasis on synthetic phonics, begun in the Foundation Stage, to improve reading standards. At times, however, the girls play less of a part than the boys, because staff do not always involve them in discussion. The subject has strong cross-curricular links. Year 5 pupils produced very good creative writing on a space theme that linked with their work in science, and Year 6 pupils compiled an interesting display of poetry after visiting Portsmouth's historic naval dockyard.
- 8.16 Teaching generally takes account of the needs of those pupils who receive learning support, enabling them to make good progress. The SENCO reviews and circulates an IEP for each pupil receiving learning support.
- 8.17 The Key Stage 1 and Key Stage 2 coordinators lead and manage the subject soundly. They hold a planning meeting each half term with the other teachers of the subject. They have a comprehensive action plan, which includes revised procedures for assessment. It also lists a banding scheme for the reading books. They do not, however, have time to conduct classroom observation. They liaise well with staff in the Foundation Stage, and have sound links with the Senior School, but have yet to formalise procedures for transferring information on pupils' attainment.
- 8.18 Provision for the subject is good. All pupils have a weekly lesson in the junior library. The classroom libraries have a good range of fiction. Resources are good, and pupils frequently use ICT. A Year 5 pupil with specific learning difficulties used a computer well during a creative writing assignment. The classrooms, however, are cramped, restricting teaching methods and the range of activities that can be offered. Classroom displays are very good.

Mathematics

- 8.19 Pupils' attainment is good. Results in national tests at the ages of seven and eleven during the last three years have been well above the average for all maintained primary schools, and are good in relation to pupils' abilities. A strong emphasis on numerical skills ensures that pupils perform mathematical operations with increasing confidence and accuracy. In Years 1 and 2, pupils count accurately, use number bonds up to 20, and they understand and can use simple number facts and multiplication tables. In Years 3 to 6, pupils know their multiplication tables well, they know the names and properties of two-dimensional shapes,

and they use co-ordinates to display or extract information. By Year 6, pupils' knowledge of mathematical vocabulary is good, and they answer challenging questions in ways that confirm their full understanding of skills previously learned.

- 8.20 Pupils make good progress. When they use practical resources, they often make very good progress. For instance, Year 1 pupils learned to tell the time in making and using analogue clocks. In Years 3 to 6, pupils make very good progress in lessons in which teachers maintain a fast pace and have clear objectives. Year 3 pupils made very good progress in mastering the names and properties of two-dimensional shapes through the teacher's skilful prompting and a range of well-structured activities.
- 8.21 The quality of pupils' learning and behaviour is good. They are interested and enthusiastic. They listen carefully and work with purpose. Invariably attentive, they are keen to answer questions and to communicate their findings with each other. They can usually sustain concentration for good periods of time, although occasionally in Years 3 to 6 pupils' concentration slips when too little emphasis is placed on practical activities or when teaching is too directed. Pupils work well on individual tasks and form good relationships with their teachers and their peers.
- 8.22 Teaching is good. It is never less than sound and occasionally it is very good. Work is well matched to the pupils' abilities and ensures that all make good progress. Planning is thorough, lessons proceed at a suitable pace, and learning objectives are clear, but teaching takes place flexibly to secure learning too, for pupils encountering difficulties. Staff introduce topics and give instructions clearly. The usually bring each lesson together in a final summary; the best of these consist of a very effective review of what is taught. Classroom assistants provide good support for younger pupils. Staff have generally high expectations, although they do not often require the abler pupils to undertake their own investigations.
- 8.23 The subject is well led and managed. The two, recently appointed, Key Stage coordinators have a clear vision and have drawn up a new policy and action plan. Subject links with the Senior School, however, are not strong.

Science

- 8.24 Pupils' attainment is good overall. Attainment in national tests at the age of 11 is good in relation to their abilities. In the three years, 2002 to 2004, results were well above those in maintained primary schools. In lessons observed, pupils achieve good standards. Teaching in Years 1 and 2 concentrates on observational and investigative work. By Year 2, pupils understand how science affects their everyday lives. By Year 6, they show a good understanding of scientific ideas and produce evidence to support these. Lower ability pupils, who receive good support, achieve levels commensurate with their abilities. More able pupils, however, do not always reach the higher levels of which they are capable. The investigative skills of pupils in Years 3 to 6 are not well developed.
- 8.25 Pupils make good progress. In Years 1 and 2, they develop their understanding effectively by building on previous knowledge and through practical activities. For instance, pupils in Year 2 furthered their understanding of how air causes an object to move when they constructed a simple pneumatic device. In subsequent years, pupils' approach to the subject becomes increasingly mature and they acquire a growing scientific vocabulary. After a visit to a local supermarket, Year 3 pupils categorized different foods, and Year 6 pupils confidently discussed the importance of keeping healthy, relating this to the main organs of the body. Pupils make more rapid progress when they undertake investigative work to

acquire knowledge and understanding. They make slower progress when the emphasis of the lesson is on writing and on recording information.

- 8.26 The quality of pupils' learning is good. Year 1 and 2 pupils keenly enjoy the subject. They listen attentively, respond positively to teachers' questions and share their own ideas. Pupils channelled their interest and enthusiasm to good effect in a Year 1 lesson on sound. Pupils in Years 3 to 6 work sensibly and collaboratively; they also concentrate well on individual tasks. Given the opportunity, they show initiative and independence. For instance, Year 4 pupils worked well together to identify minibeasts, by using their knowledge of classification. Their behaviour is good at all times, and they work safely and sensibly, with consideration for others.
- 8.27 Teaching is good. Teachers are knowledgeable on the topics they teach. They lead discussions and, through careful questioning, establish what pupils know and understand. Teachers plan carefully and they mark consistently, making constructive and positive comments to help pupils understand how they can improve. They give good support to individual pupils. They do not, however, always match practical tasks to pupils' needs and in Years 3 to 6 devote too little time to scientific enquiry. Occasionally, teaching is over-directed and pupils have too few opportunities to discover for themselves.
- 8.28 The subject is soundly led and managed. The newly appointed and enthusiastic coordinator is reviewing the curriculum, which follows National Curriculum guidelines, and is drawing up a curriculum that will run throughout the Junior School. Resources are appropriate, centrally located and well used. Pupils in Year 6 benefit from specialist teaching and resources in the Senior School laboratory, but inevitably lose time walking to and from these lessons.

Short Subject Reports

Short subject reports contain concise evaluation of the quality of teaching and learning and of provision in the school.

Art

- 8.29 Two lessons were observed, displays of art and design work throughout the school were scrutinised and discussions were held with members of staff.
- 8.30 Teaching, which introduced pupils to a broad range of techniques, was good. Teachers gave close individual guidance. This was very effective in Year 4, when pupils linked their work meaningfully to the work of Henri Matisse. Year 5 and 6 pupils, using watercolours, were skilfully taught to consider light and shading.
- 8.31 Pupils' learning was good. They were enthusiastic, and Year 2 pupils in particular contributed keenly to a discussion on the design of their African animal, which they were going to make from a variety of materials.
- 8.32 Resources are adequate, although two classrooms have no sinks. Displays of pupils' work are bright and well arranged. Although no scheme of work has been prepared and the subject is not coordinated, it features strongly, alongside DT, in much topic work. For instance, Year 3 pupils made and decorated clay pots in history and, after bonfire night, Year 1 pupils made Roman candles in various materials.

French

- 8.33 Two lessons were observed and a selection of pupils' work was scrutinised. Policy documents were examined, and discussions were held with members of staff.
- 8.34 The quality of teaching by specialist teachers was good. They had a secure knowledge of the language. They planned lessons carefully and effectively, and took pupils' abilities into account well. Lessons, conducted at a brisk pace, included a good element of fun, entirely appropriate to the ages of the pupils. In a Year 6 lesson, wise use of 'props' stimulated all to name items of clothing. Teaching concentrated on oral work, enjoyed by pupils and staff, supported by a small element of writing.
- 8.35 The quality of learning was very good. Pupils enjoyed their lessons, they were totally involved and they were eager to learn. They responded enthusiastically to question-and-answer sessions, and they were willing to attempt to expand their vocabulary. They co-operated well with staff and with each other.
- 8.36 Teaching of the subject begins in Year 3. The subject has adequate resources and clear, helpful policy documents.

Geography, History, and Religious Education

- 8.37 Two lessons of geography, two lessons of history and one lesson of religious education were observed, together with scrutiny of pupils' work and displays in the classrooms. Discussions were held with members of staff.
- 8.38 Overall, teaching in the lessons observed was good. Teachers displayed good knowledge and understanding of the skills in each subject. They were enthusiastic, had clear objectives and motivated pupils of all abilities to learn and make progress. Teaching included practical activities to extend pupils' learning. After visiting Fishbourne, for example, Year 4 pupils recreated Roman coins and a mosaic oil lamp.
- 8.39 The pupils' approach to learning was sound. They were keen to answer questions and to contribute their own ideas. For example, Year 5 pupils considered thoughtfully how the rocks from Mount Etna that they were handling had been formed. Year 6 pupils, who had visited the local church on Remembrance Day, looked with interest at important church symbols and rituals. Pupils related well to each other and to each other's views. Occasionally, however, a few pupils lost concentration and so did not learn.
- 8.40 Books and resources for these subjects are sufficient, and they are used effectively. The subject co-ordinators, who have recently been appointed, have yet to develop programmes of study that link with the whole-school curriculum.

Information and Communication Technology

- 8.41 Two lessons were observed and the meeting of a lunch-time computer club attended. Subject planning and pupils' work, in folders and on display, were scrutinised.
- 8.42 The quality of teaching was good. Staff displayed secure subject knowledge, they planned well to meet the needs of all pupils, and they encouraged them to enjoy the subject, as well as to develop their practical skills. With their encouragement, the pupils grew in confidence.
- 8.43 The pupils were enthusiastic and learned well. They responded to the teaching and to each other. Year 1 pupils, using a painting programme to design their own house, were well

motivated. Likewise, a Year 4 group used graphics keenly to develop repeat patterns suitable for clothing fabrics.

- 8.44 The computer suite has good networked computers. The subject contributes, especially through its graphics software, to teaching in many other subjects.

Music

- 8.45 Two class music lessons and a rehearsal for a forthcoming musical production were observed. Discussions were held with members of staff.
- 8.46 Teaching varied widely, but was good overall. The most successful teaching had variety, and gave pupils opportunities to develop their performing, composing or appraising skills. It enabled Year 4 pupils to listen to *Peter and the Wolf*, before practising and then playing their own compositions to the rest of the class.
- 8.47 Learning was good. Pupils enjoyed making music and most worked with interest and enthusiasm. They responded well to high expectations, constant encouragement and appropriate recognition of achievement. This was particularly evident when pupils practised hard in readiness for the Christmas production. At times, however, tasks were too demanding for a few pupils who became distracted and so made little or no progress.
- 8.48 Music covers a range of wellstructured activities for which resources are good. However, provision for this is uneven, and many pupils do not experience musical opportunities that are appropriate to their age and ability.

Personal and Social Educaton (PSE)

- 8.49 Two lessons were observed and two 'circle time' sessions attended. Policy documents were examined and discussions with staff took place.
- 8.50 The subject was well taught. Various strategies were used, including a 'teddy' and a game using ear muffers. Teaching encouraged pupils to think positively and to express their ideas. Teachers showed great empathy with their pupils, ensuring that all took part, in an unthreatened way, in discussion sessions.
- 8.51 The quality of pupils' learning was good. Pupils were interested, they were well motivated and they reacted positively to each other and to the teacher. They worked enthusiastically, both independently and with each other. They felt secure and confident in the calm atmosphere created.
- 8.52 Class teachers of pupils in Years 1 to 6 teach the subject each week as a discrete subject. The subject coordinator monitors. Teachers also deal with related and personal matters, as they arise.

Physical Education (PE)

- 8.53 Three lessons, all on basketball, were observed.
- 8.54 Teaching was sound. Tasks were well explained and instruction clearly given to individuals, to small groups and to the whole class, in the passing, movement and marking skills of basketball. Teaching did not, however, involve all the girls.
- 8.55 Learning and behaviour were sound. Pupils were enthusiastic and worked effectively in pairs and groups. In game situations, pupils enthusiastically put into practice the skills they had learned. At times, however, several pupils bounced a ball without listening to instructions.

- 8.56 Provision for the subject is unsatisfactory. No departmental scheme of work or policy document has been prepared. The programme was not balanced to meet the needs of both boys and girls. Teaching concentrates on ball skills, for which resources are available, but the hall is not suitable for indoor physical activities and its gymnastics apparatus is in a poor state of repair. The time allocated for PE and games is short, and much time is spent travelling off site for lessons. The school has, however, a list of suitable fixtures against other schools, and it makes good use of local swimming pools and the pitches of a local hockey club.

Special Educational Needs (SEN)

- 8.57 Two lessons were observed. One was an individual learning support lesson, and the other was tuition by a learning support assistant to a small group of pupils completing a separate task at the end of an English lesson. Discussions were held with the SENCO and other staff.
- 8.58 Teaching was good. Staff use continuous assessment to monitor pupils' progress and to revise targets for them.
- 8.59 The pupils learned well. In the individual learning support lesson, the pupil keenly used first a number line and then a computer programme to develop his ability to rank numbers.
- 8.60 Provision for teaching is sound overall. Staff do not, however, have their own specialist teaching accommodation, and many individual lessons take place in the library. They test pupils thoroughly for learning difficulties. Foundation Stage staff assess children using the Foundation Stage Profile, and those teaching pupils in Years 1 to 6 use standardised scores to screen pupils for specific learning difficulties.

Achievement and Quality in Subjects: Senior School

English

- 8.61 Pupils' attainment is good overall. In relation to their abilities, the results they achieve in national tests and examinations are good. In the three years to 2004, they achieved levels in national tests at the age of 14 that were well above those of pupils in all maintained schools. At GCSE, their results in English language were above, and in English literature well above, those of candidates in maintained schools. Very few students have sat English literature at A level in the last few years, and this precludes meaningful comparison with national results.
- 8.62 Pupils' attainment in lessons is good. The standard of writing by pupils in Years 7 to 9 is satisfactory, and often it is good. Pupils' spelling and punctuation are good, and their writing is coherent. Oral skills are good, as demonstrated in a Year 9 court hearing of the case against Stanley Yelmat, the hero of *Holes*. The best GCSE coursework on Shakespeare is good. The oral ability of Year 11 pupils is stronger than their written expression. Year 12 and 13 coursework is good. However, pupils do not regularly write about the texts they are studying or write on unprepared poetry and prose. The quality of their oral response varies. They commented perceptively on the differences between Offred's version of the Lord's Prayer and the prayer itself, while other students recognised echoes of the Russian revolution in *The Handmaid's Tale*.
- 8.63 Pupils make good progress overall. The range of work broadens in Years 7 to 9, while pupils in Years 10 and 11 respond well to advice on examination techniques. Year 9 pupils made good progress in understanding figurative language and in the conventions of cross-examination. Year 11 pupils improved their ability to select relevant detail when scrutinising specimen examination answers. Their personal and creative writing, however, does not

wholly fulfil the promise they display in Years 7 to 9. Those in a small Year 12 set, writing their first essay on *Much Ado About Nothing*, developed well their understanding of literary terms.

- 8.64 Pupils' learning and behaviour is good. Well motivated, they contribute eagerly to discussions. They concentrate well, provided the work is appropriate to their abilities. Pupils collaborate well with one another and enjoy good relationships with their teachers. The best Year 10 coursework and Year 13 research into *The Handmaid's Tale* showed they are capable of independent study.
- 8.65 The quality of teaching is good. It contributes effectively to the attainment of pupils of all abilities. Teachers plan well, as they did in a Year 9 lesson on figurative language. They pace lessons well and employ a good range of activities. They manage lessons confidently, drawing upon humour and their good knowledge of individual pupils. Staff mark pupils' work frequently and set them targets. Pupils understand the marking criteria.
- 8.66 The subject is well led and managed. The head of department leads an enthusiastic team and has developed the strengths of his less experienced colleagues in an exemplary way. Staff track pupils' attainment carefully, and use this data in their curricular planning. The department's resources support the curriculum well.
- 8.67 The department enriches pupils' experience through frequent theatre visits as well as trips to Canterbury and the Somme battlefields. It undertakes successive drama productions.

Mathematics

- 8.68 Pupils achieve good standards. Results in national tests by pupils at the age of 14 have been well above those in all maintained schools. The boys have done better than the girls. At GCSE, candidates achieved good grades in relation to their abilities; the results of the girls have been broadly equivalent to those of the boys. Results in the three years, 2002 to 2004, were well above the national average for all maintained schools. Numbers of AS- and A-level candidates are too small for meaningful comparisons: recent results have been in line with those in all maintained schools.
- 8.69 In lessons observed, pupils' attainment is inconsistent, but good overall. In Years 7 to 9, it is satisfactory. Pupils' arithmetic is competent and they use simple geometric instruments correctly. In Years 10 and 11, attainment is high and often excellent. Pupils calculate quickly and accurately. They understand coordinate geometry and use trigonometry very well. In the sixth form, their attainment is satisfactory. Pupils are articulate, they take notes well, and they have a sound knowledge of mathematical terminology.
- 8.70 In general, pupils make good progress. In Years 7 to 9 most make steady progress; boys and girls progress at a similar pace. In Years 10 and 11, the progress of pupils of all abilities is good; boys and girls generally make equivalent progress. Sixth form students make sound progress during teacher-led question-and-answer sessions and in problem solving.
- 8.71 The quality of learning and behaviour is good. Occasionally pupils are unresponsive, as in Years 7 to 9, when some pupils do not bring equipment to lessons, but mostly actively seek information, think independently and test ideas. An upper-ability Year 10 class studying Pythagoras was a good example. Pupils are motivated and concentrate well. Sixth-form students have good capacity for private study. Few pupils, however, make use ICT. Behaviour is good in almost all classes.
- 8.72 The quality of teaching is consistently good. Most teaching is very much directed by staff, who have clear objectives that they often explain to the pupils. A few lessons lack variety

but, in others, investigative work encourages individual thought, as it did in a Year 9 assignment on 'growing squares'. Teachers know their pupils well, give individual attention, and they adapt questions where necessary. Their knowledge is secure and they answer questions well. In almost all classes, their management of the pupils is good. Occasionally, a teacher's enthusiasm illuminates a lesson, as it did for a Year 11 class completing a GCSE practice paper. Expectations and challenges vary. In Years 7 to 9, they are limited in some classes; in Years 10 and 11, teaching offers considerable challenge; in the sixth form, it demands a good degree of independent thought. Lessons proceed at a good pace, but teaching does not include the use of ICT.

- 8.73 The department is, in the main, well led and efficiently managed. Its documentation provides a clear sense of purpose. Teaching and learning are monitored informally. Development planning, however, lacks rigour. Although the department has very good links with senior management, liaison with staff at the Junior School is limited. The well-qualified and experienced staff are effectively deployed. Staff appraisal, however, is embryonic and in-service training limited. Procedures for assessment and recording are very good and are well employed. The subject is adequately but disparately accommodated. Resources are sound, although provision for the subject in the library provision is unsatisfactory. Pupils participate in a variety of extra-curricular mathematical activities; they are often successful in the United Kingdom Mathematics Challenge.

Science

- 8.74 Pupils' attainment is good. In the three years to 2004, results in national tests at age 14 were well above those in maintained schools and good in relation to pupils' abilities. The majority of the school's candidates sat GCSE examinations in separate science subjects. Results in physics were above those achieved nationally, those in chemistry were in line, and those in biology were below those of single subject science candidates nationally. When, however, their grades are compared with those of all science candidates nationally, most of whom take combined science examinations; the results of the school's candidates were well above those of their maintained school counterparts. At A level, in which numbers are very small, physics results have been well above, biology results above, and chemistry results in line with the averages for all schools.
- 8.75 In lessons observed, the attainment of pupils is good. Pupils in Years 7 to 11 demonstrate a sound knowledge of scientific principles and good practical skills. In a mixed-ability Year 7 class, pupils successfully designed their own experiment on the movement of a ball down a ramp; they understood the need to consider variables and such as the frictional forces. Years 12 and 13 students also attain good levels of understanding. They ask probing questions, and they apply what they learn to new situations.
- 8.76 In all years, boys and girls of all abilities make good progress. Pupils grasp new ideas readily and apply their scientific knowledge to predict outcomes. Year 9 physics pupils, testing the speed of a car and its stopping distance in relation to the height of a ramp, made good progress as they learned to evaluate and improve the reliability of the results.
- 8.77 The quality of learning is good. Mostly, pupils are enthusiastic and motivated. They enjoy discussion, seek help when in doubt, and are keen to learn new skills, as in a Year 7 physics lesson on the density of liquids. The relationships between staff and pupils are good, as demonstrated by Year 11 pupils when cooperating to improve the accuracy of their ray diagrams. Boys do not always maintain concentration during class discussions in biology. Sixth-form students are courteous and respond well to the demands made on them.

- 8.78 Teaching is good. It follows well the schemes of work, and employs different approaches to meet the needs of pupils of differing abilities. The best lessons demonstrate secure subject knowledge, a steady pace to maintain pupil interest, a range of activities and careful questioning to ensure sound understanding. In a lesson on the chemical reactions that take place when alkali metals are placed in water, teaching very effectively challenged Year 9 pupils, who in turn responded positively. Teachers set appropriate, and occasionally imaginative, homework. For example, Year 9 chemistry pupils were set to learn a song to help them remember the structural components of an atom. Teachers mark pupils' work carefully, offering them constructive comments.
- 8.79 Leadership and management are sound. Heads of the three disciplines meet informally with their staff, and the head of science chairs a meeting twice a term. An excellent laboratory technician supports this experienced and well -qualified team, but they do not operate as a single faculty. The department has begun to liaise more closely with the Junior School.
- 8.80 Resources for all three sciences vary, but in general they are sound. The four well-equipped laboratories have good audio-visual equipment and computers, and the department has a visi-cam viewer with a microscope. Its data-loggers, however, are not compatible with the current ICT network. A large number of lessons take place in non-specialist rooms. The schemes of work for pupils in Year 7 to 9 are balanced. In Years 10 and 11, however, insufficient time is allocated to the subject, and most pupils do not study all three scientific disciplines. The department organises many external visits, such as those for Year 8 biologists and field trips for sixth-formers.

Geography

- 8.81 Pupils' attainment is good. They do well at GCSE in relation to their abilities. Results in 2002, 2003 and 2004 were well above the national average for all maintained schools. The results of the very small number of A-level candidates in these three years were in line with the national average.
- 8.82 Attainment in lessons is good. Pupils are very competent orally and in writing. Year 7 pupils very capably recognised Ordnance Survey mapping symbols. They also use evidence effectively: Year 10 pupils expressed good reasons for choosing or rejecting items for survival after a volcanic eruption, and explained well the meaning of both 'unilateral' and 'multilateral' aid.
- 8.83 Pupils of all ages and abilities make good progress in discussion and in their ability to reach judgements. A Year 10 class, discussing the effects of volcanic eruptions, reinforced their earlier knowledge and built well upon it. In preparation for a decision-making examination exercise, Year 11 pupils made good progress as they considered the sometimes conflicting needs of human activity and the environment. An SEN pupil gave a detailed oral explanation of erosion in general, while abler pupils capably discussed problems associated with coastal erosion.
- 8.84 The quality of learning is good overall. Pupils in all years display good learning skills when collecting and interpreting fieldwork data. Most pupils listen carefully to each other and have very constructive relationships with their teachers. A few, however, take advantage of this and drift off task, while the teacher is helping individual pupils. Year 10 pupils displayed good humour in rejecting certain items, "grandma's medicine", in their evacuation response. Year 13 students worked very effectively in a relaxed atmosphere: they challenged each others' statements, as well as the teacher's, as they discussed peri-glacial landforms.

- 8.85 Teaching is good. In all years, it enables pupils to learn effectively and to make progress. It is well planned and has clear lesson objectives. Lessons move with pace. Teaching makes good links to earlier topics: in a Year 10 lesson, it linked the movement of plates to a volcanic eruption on Montserrat. Teachers have very secure subject knowledge, relate well to the pupils and display enthusiasm for their subject. They have high expectations of their pupils, who in turn respond with interest and know what is required of them.
- 8.86 The department is well led and well managed. It arranges several fieldwork exercises each year. The curriculum is broad and balanced, and departmental documentation is sound. Links with the Junior School, however, are not strong, and the department makes limited use of ICT.

History

- 8.87 Pupils achieve good standards. Their attainment at GCSE is satisfactory in relation to their abilities. Results for the three years, 2002 to 2004, were above the average for all maintained schools. The number of A-level candidates in these years has been small and, although results have been below the national average, comparisons are not meaningful.
- 8.88 In lessons observed, the attainment of pupils in Years 7 to 11 is high. Pupils express themselves well in response to individual questions and, as in Year 8 when analysing historical portraits, display very good knowledge of historical terms. Pupils have good listening skills, and able to interpret information quickly, as they did in a Year 9 lesson on the social and economic factors behind the development of the railways in the nineteenth century.
- 8.89 Pupils in all years make good progress. Those in Year 7 studying the Norman Conquest argued with increasing persuasion for and against specific bullet points to be included in their notes regarding the battle of Stamford Bridge. Year 10 pupils showed that they had made good progress from the beginning of their GCSE course, as they linked pro-Hitler posters to the election results of 1928 and 1932 and explained the growing attraction of the Nazi party.
- 8.90 The quality of pupils' learning is very good. Pupils co-operate with each other and with staff. Year 8 pupils, investigating a portrait of Hitler, willingly shared ideas on pose, the size of the individual and background features, as they learned how the artist was able to 'persuade' observers to think in a certain fashion. Pupils displayed courteous behaviour and respect for each other's views. A Year 10 class investigating a painting of Lenin not only made good deductions, but did so by building upon each other's observations.
- 8.91 The quality of teaching is very good. Staff begin lessons promptly, state their lesson objectives clearly and, through good planning, have appropriate resources to hand. Teaching demonstrates secure subject knowledge allied to great enthusiasm and an ability to communicate both effectively. Homework tasks reinforce and enhance class work. Teachers have high expectations and, when appropriate, offer praise to pupils of all abilities. A Year 11 class, revising for a GCSE examination and analyzing Russian Revolutionary sources were well prompted to display their subject knowledge; they benefited further from the teacher's tip on what to include in order to score high marks.
- 8.92 Leadership and management are good. They emphasize the importance of pupils' enjoyment of the subject: pupils like the topics in the scheme of work. The department has good techniques for recording and assessment. It looks to the future well in its detailed three-year development plan. Staff have, however, few links with those teaching the subject in the Junior School.

Modern Foreign Languages

- 8.93 Pupils attain good standards in all three modern languages. Results in GCSE examinations in the three years, 2002 to 2004, were far above the national average for maintained schools in German, and well above the average in French. Very few candidates have taken these two languages at A level, so comparison with national results is of limited value. Those taking German, however, achieved results that are in line with national averages, while the results of those taking French were below those of students nationally. The school has only just begun to teach Spanish, and no pupil has yet sat an examination in the subject.
- 8.94 Pupils' attainment is sound. Frequently it is good, and occasionally it is very good. Many pupils speak these foreign languages confidently, and most are willing to participate orally. Year 13 French students achieved a high level of accuracy and fluency when speaking about French political parties, for example. Year 9 pupils drew on their experience in French to help their understanding while successfully learning the past tense in German.
- 8.95 In all three languages, most pupils make sound, and a few make rapid, progress. In all years, they make at least sound progress in grammar. Year 8 pupils learning Spanish successfully started to express their own likes and dislikes in simple sentences, the more able venturing away from the basic *me gusta*, using instead *me encanta* or *me gusta bastante*. Students in a Year 12 German set, discussing ideal holiday destinations, learned new vocabulary quickly.
- 8.96 In all years, the quality of learning and behaviour is good. Pupils enjoy the many opportunities they have for working in pairs or in small groups. Starting with the basic verb *ich habe*, a Year 11 German class worked well together as they took it in turns to extend the phrase to *ich habe hunger*, *ich habe oft hunger*, *ich finde ich habe oft hunger*, and so on. Pupils are very supportive of each other in class. Boys in a Year 7 German class carefully ensured that another boy, who had learning difficulties, took his place in leading the task like everyone else, when it was his turn. Pupils in all age groups ask their teachers politely for clarification when necessary, but they seldom do so in the foreign language being studied.
- 8.97 Teaching is good. Three of the staff are native speakers, and all are well-qualified linguists with secure subject knowledge. For the most part, they conduct lessons in the appropriate foreign language, while offering pupils frequent support in English. They state the objectives of their well-planned lessons at the outset. These incorporate various, logically sequenced tasks. In a minority of lessons, teaching is pedestrian and does not engage all pupils. Staff give good support to pupils individually. They mark work frequently and accurately, following the departmental mark scheme which pupils understand.
- 8.98 Separate heads of the three languages lead well. They work together closely and hold regular formal meetings, of which minutes are kept. The visits they arrange to France and Germany greatly enhance the pupils' linguistic and cultural experience. They are setting up a regular video link with a school in France. They arrange a culture week in which sixth form students take part in activities beyond the examination syllabus.
- 8.99 Overall management, for which the head of modern languages has too little time, is sound. She has formulated departmental policies in a comprehensive handbook, although many have yet to be implemented.
- 8.100 Resources are sound. Each classroom has its own computer, overhead projector and audio player. The department has satellite television and subscribes to a number of language magazines, but the modern languages section in the library contains only dictionaries. The textbooks used by pupils studying French and German in Years 7, 8 and 9 are dated, so that staff often produce their own resources that are more relevant to the needs of these pupils.

Short Subject Reports

Short subject reports contain concise evaluation of the quality of teaching and learning and of provision in the school.

Art

- 8.101 Three lessons were observed. Discussions were held with staff. A quantity of pupils' work was scrutinised.
- 8.102 The quality of teaching in the department was generally sound. Founded on secure subject knowledge, teaching took the form of enthusiastic coaching conversations, in which pupils were advised how to improve their work either by technical modification or by emulating aspects of the work of artists associated with the task in hand. Whole-class direction was also given: this was constructive, but repetitive.
- 8.103 Pupils' learning was sound. They listened attentively, although at times they resented the frequent intrusions on their work. They worked independently, but their commitment and willingness to take their teachers' advice varied.
- 8.104 The subject is part of the practical arts department. Space is confined and pupils are, therefore, obliged to work in close proximity to one another. A newly built extension is used for teaching graphic design, under the auspices of DT. Space for art itself remains limited.

Design and Technology (DT)

- 8.105 Four lessons were observed. A discussion was held with the head of department and a sample of pupils' work was scrutinised.
- 8.106 The quality of teaching was sound overall. Teaching involved older pupils in independent research on materials suitable for their product design tasks. Teaching to a sixth-form set demonstrated excellent specialist knowledge.
- 8.107 The quality of pupils' learning was sound. Younger pupils worked enthusiastically on their construction of puppets and bath bridges, but their concentration was often poor and, despite demands for greater focus on their work, they did not learn well. Sixth form students applied themselves well.
- 8.108 Provision for the subject is sound. Lessons take place in a large, well-equipped room, which has interesting displays of current pupil work to inspire learning, and in the new graphic design studio, which has good facilities for computer-aided design. In addition, the department often uses the ICT room.

Drama

- 8.109 Four lessons were observed. A discussion was held with the head of department, and a small sample of pupils' work was reviewed.
- 8.110 Teaching was generally good. In the three practical sessions observed, it was enthusiastic and expert. Pupils were encouraged to reflect on their response to stimulus material, when considering, for example, the themes of Potter's *Blue Remembered Hills*, and their performances were lifted by astute suggestions for improvement. Teaching had recourse to a wide repertoire of dramatic techniques.

- 8.111 The quality of pupils' learning was good. Year 11 pupils related their viewing of *Lost* to the task of devising monologues. Pupils concentrated well in the practical sessions and were focused and accomplished in performance. Year 13 students resolved differences in priorities and understanding, and so produced a well-choreographed and arresting opening to a major practical piece.
- 8.112 The department's main resource is the hall, which has adequate facilities. Auditions for a school play with a cast of between 40 and 50 attracted much interest.

Economics

- 8.113 Three lessons, all in the sixth form, and examples of students' work were seen.
- 8.114 Teaching was good overall, and much was very good. Most was realistically paced. Staff asked good questions, ensuring that students clearly understood the work. Much good advice on timing and technique was given to Year 13 students who, in preparation for their next A-level module, had made examination answer presentations.
- 8.115 The quality of learning was good. Students responded well to a seminar approach. They were attentive and motivated, and most took good notes. Year 12 students studying the UK's balance of payments worked very well together in pairs.
- 8.116 The subject is taught to A level, and has also recently been introduced at GCSE.

Home Economics

- 8.117 Two lessons were observed, and a range of pupils' work was seen.
- 8.118 Teaching was good. It began with careful questioning to remind pupils of previous work, and it included prompt and sensitive encouragement as pupils undertook practical tasks.
- 8.119 Pupils worked briskly and were keen to produce their best. Year 7 pupils, preparing scone dough, discussed responsibly the need for healthy eating to reduce the fat and sugar content in foods, and they willingly learned a new method for combining ingredients. Most pupils worked enthusiastically, but a few, who had difficulty following the recipes, distracted others.
- 8.120 The classroom is adequate in size and is well equipped with a demonstration hob, cookers, microwave ovens and a range of kitchen equipment. Recent work by pupils was on display. Pupils often use the ICT room for research.

Information and Communication Technology

- 8.121 Four lessons were observed, the work folders of pupils in Years 7 to 13 were reviewed, and meetings were held with the head of department and with the director of ICT.
- 8.122 Teaching was good overall. It made good use of resources and included work appropriate to the abilities of the pupils. In almost all classes, teachers' knowledge was secure. Most lessons had variety and pace, and the best teaching provided challenge and interest.
- 8.123 The quality of pupils' learning ranged from excellent to sound, but was good overall. Generally, pupils were enthusiastic, interested and well motivated. Many sought information independently. They worked hard in most classes. They were always prepared to help each other.

8.124 Provision for the subject is excellent, and pupils make good use of these resources. The department plays a major part in the school, but teaching quality is not consistent and it does not follow a coherent programme leading to examination courses that are well established in the school.

Music

8.125 Three lessons were observed, a discussion with the head of department took place, and a sample of pupils' work was scrutinised.

8.126 The quality of teaching was sound. It was enthusiastic, knowledgeable and well planned. Appropriate exercises followed cogent exposition of music theory, of note values, time signatures or musical texture. However, questioning strategies were unsystematic. Classroom management, difficult because of the shape of the room, was unsatisfactory.

8.127 The standard of pupils' learning was sound. In general, pupils maintained concentration well, eagerly contributing orally and applying themselves to written tasks. However, a few shouted out answers and became distracted. .

8.128 An enjoyable concert rehearsal was conducted efficiently. The lunchtime concert itself was testimony to the enthusiasm of the department and the promise of its pupils. The existing music room is unsuitable, because it is not possible for a teacher playing the piano to see all members of the class.

Personal and Social Education (PSE)

8.129 Four lessons were observed, and a discussion with the subject co-ordinator took place.

8.130 Teaching was, on balance, very good. Teaching objectives in a Year 8 lesson on emotional well-being were very well explained and, through the use of a variety of skilfully paced tasks, were well met. Staff managing a discussion on sexually transmitted infections with a large Year 11 group did so commandingly and with total lack of embarrassment. Well informed, they responded well to questions about the age of consent and a recent case of a man apparently cured of HIV.

8.131 Pupils were interested and learned well. A Year 9 group were responsibly interested in the dangers of knife crime among teenagers, while another Year 9 approached their GCSE option choices thoughtfully. All worked well together in pairs or small groups.

8.132 The subject is taught in Years 7 to 11, but is not part of the sixth-form curriculum.

Physical Education (PE)

8.133 Three lessons were observed. A discussion was held with the head of department and samples of written work were scrutinised.

8.134 The quality of teaching was good, and much was very good. Knowledgeable, skilled and committed staff encouraged pupils to play a full part whatever their ability. They taught from detailed schemes of work and set out clear objectives for their lessons.

8.135 The pupils' attitudes to learning and behaviour were very good. Those in an A-level group, discussing the psychology of motivation in sport, applied theories successfully to their own experience. Pupils displayed good levels of co-operation and teamwork, as they did in a Year 8 basketball lesson.

- 8.136 Staff are very adaptable and make excellent use of a dedicated classroom and wide range of sporting facilities locally. The programme of competitive fixtures for boys is well established, and the list of fixtures for girls is being developed.

Psychology

- 8.137 Two lessons were observed and a quantity of students' work was scrutinised.
- 8.138 Teaching was good. Founded on very good relationships with the students, it proceeded at a suitable pace and was well informed.
- 8.139 The quality of learning was good. Year 12 students contributed confidently in pairs and when preparing questions to put to imaginary subjects interviewed in the course of a study of dreams. A Year 13 set were very interested in the first case of psychological offender profiling in the UK.
- 8.140 Outside visits and speakers supplement well the timetabled teaching of the subject to sixth form students.

Religious Education

- 8.141 Four lessons were observed, examples of pupils' work were scrutinised and discussions were held with pupils and with the head of department.
- 8.142 The teaching was very good. Its objectives were well defined, leading to clear instructions to pupils at the start of lessons. The teacher's very secure subject knowledge encouraged pupils in a Year 9 class to discuss the main features of a Gurdwara, and then to consider ways of presenting these in a visitors' leaflet. Teaching gave much praise and encouragement to pupils, whatever their ability.
- 8.143 Learning and behaviour were also very good. Well-motivated and well-behaved pupils showed respect for each other and readily accepted the different viewpoints from which other religions approached issues. Year 12 students collaborated very well in sharing their knowledge of the religious background of Lewes.
- 8.144 The subject has good resources, uses ICT regularly, and supports pupils' spiritual and moral development well. A three-year development plan has recently been prepared.

Achievement and Quality in Activities

- 8.145 Achievement and quality in the activities provided are sound for the ages, aptitudes and abilities of the pupils concerned. The quality of provision results in the appropriate personal development of pupils participating. In addition to the activities that take place within the timetable and the programme of games organised by PE staff, a good number of pupils attend voluntary meetings in the lunch break and a few remain for activities after school.
- 8.146 The school timetables an afternoon of activities, every week in the Junior School and every fortnight in the Senior School. All pupils take part in an activity, and this is a valuable addition to their academic curriculum. Activities for senior pupils include kayaking, dry-skiing and rock-climbing.
- 8.147 Sporting activities necessarily take place away from school. The programme of games fixtures for boys is established and for the girls it is expanding. The school arranges an annual ski trip, and several subjects arrange curriculum-based field visits.

- 8.148 Other voluntary extra-curricular activities take place in the lunch break and after school. The school's premises and facilities limit the range that can be offered. Given these constraints, their range and quality are sound. Levels of achievement are broadly commensurate with pupils' ages and aptitudes. Pupils took part convincingly and enthusiastically in well-run drama auditions and in a concert, which included staff as well as a wide-ranging group of pupil instrumentalists and singers. Pupils also attend service and charitable group meetings, which include a weekly session of the school's Amnesty International group
- 8.149 Overall, numbers of pupils taking part at lunchtime and after school are limited. If enough pupils wish to pursue a particular activity, the school usually arranges for this to take place. Those who do take part cooperate well and clearly enjoy what they are doing. Many, but by no means all, staff lead a club or activity. A small number of sixth form and non-teaching staff also help with activities. For instance, a youth worker from a nearby church visits to assist with the Christian Union.
- 8.150 Pupils achieve a sound level of success in local and national awards and competitions. Those in the mixed equestrian team regularly qualify for a national competition. Mathematicians also achieve well in different national challenges and other competitions.
- 8.151 Parents learn of pupils' involvement in activities through their written reports, in the school magazine and on the website. The school celebrates pupils' successes in assemblies. It has, however, no system for recording and reporting pupils' participation and achievement centrally. No member of staff coordinates activities taking place in the lunch break or after school.

9. SUMMARY OF INSPECTION EVIDENCE

- 9.1 The inspection was carried out from 14th to 18th November 2005. Almost all subjects of the curriculum were inspected, and all members of the teaching staff were observed teaching. However, the size of the team did not permit all subjects to be reported on in full. The following subjects do not have full reports in Section 8: in the Junior School, art, French, humanities, information and communication technology, music, personal and social education, physical education, and special educational needs; in the Senior School, art, design and technology, drama, economics, home economics, information and communication technology, music, personal and social education, physical education, psychology, and religious education. The inspectors visited 140 lessons or parts of lessons, examined extensive samples of work by pupils of different abilities in each year and held formal discussions with these pupils as well as informal discussions with other pupils. They attended an assembly and 12 registration sessions. They observed 10 extra-curricular activities. They held discussions with 30 teaching and non-teaching staff at various levels in the school. They analysed the responses of 191 parents to a questionnaire distributed in advance of the inspection. They examined a wide range of documentation made available by the school.

List of Inspectors

Mr David Beeby	Former head, SHMIS school, Reporting Inspector
Mr Andrew Cowell	Head, IAPS school
Mrs Jane Corlett	Deputy head, HMC school
Mrs Lizbeth Green	Head, ISA school
Mrs Glenys Henry	Former head, ISA school
Mr Peter Larkman	Former head, HMC and ISA schools
Mrs Gail Purt	Former head, GSA school, Assistant Reporting Inspector
Mr Philip Skelker	Head, SHMIS school
Mr Geoffrey Snowden	Deputy head, ISA school