



INDEPENDENT SCHOOLS INSPECTORATE

HURLINGHAM SCHOOL

STANDARD INSPECTION

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Hurlingham School

Full Name of School	Hurlingham School
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Email Address	office@hurlinghamschool.co.uk
Headmaster	Mr Jonathan Brough
Principal	Mrs Fiona Goulden
Chairman of the Board of Directors	Mr George Duncan
Age Range	4 to 11
Total Number of Pupils	321
Gender of Pupils	Mixed (127 boys; 194 girls)
Numbers by Age	3-5 (EYFS): 60 5-11: 261
Head of EYFS Setting	Mrs Sheri Patterson
EYFS Gender	Mixed
Inspection dates	08 Nov 2011 to 09 Nov 2011 05 Dec 2011 to 07 Dec 2011

PREFACE

This inspection report follows the STANDARD *ISI schedule*. The inspection consists of two parts: an INITIAL two-day inspection of regulatory requirements followed by a three-day FINAL (team) inspection of the school's broader educational provision. There has been no previous ISI inspection.

The Independent Schools Inspectorate (ISI) is the body approved by the Government for the purpose of inspecting schools belonging to the Independent Schools Council (ISC) Associations and reporting on compliance with the Education (Independent School Standards) (England) Regulations 2010*. The range of these Regulations is as follows.

- (a) Quality of education provided (curriculum)
- (b) Quality of education provided (teaching)
- (c) Spiritual, moral, social and cultural development of pupils
- (d) Welfare, health and safety of pupils
- (e) Suitability of staff, supply staff and proprietors
- (f) Premises and accommodation
- (g) Provision of information
- (h) Manner in which complaints are to be handled

*These Standards Regulations replace those first introduced on 1 September 2003.

Legislation additional to Part 3, Welfare, health and safety of pupils, is as follows.

- (i) The Special Educational Needs and Disability Act (SENDA).
- (ii) Race, gender and sexual discrimination legislation.
- (iii) Corporal punishment.

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

ISI is also approved to inspect the Early Years Foundation Stage (EYFS), which was introduced in September 2008 and applies to all children in England from birth to 31st August following their fifth birthday. This report evaluates the extent to which the setting fulfils the requirements of the Early Years Foundation Stage Statutory Framework published by the Department for Children, Schools and Families (DCSF) and follows the requirements of the Childcare Act 2006 as subsequently amended.

The inspection of the school is from an educational perspective and provides limited inspection of other aspects, though inspectors will comment on any significant hazards or problems they encounter which have an adverse impact on children. The inspection does not include:

- (i) an exhaustive health and safety audit
- (ii) an in-depth examination of the structural condition of the school, its services or other physical features
- (iii) an investigation of the financial viability of the school or its accounting procedures
- (iv) an in-depth investigation of the school's compliance with employment law.

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Hurlingham School is a co-educational day school for pupils aged from three to eleven. It was founded in 1947 in Fulham, though now occupies modern purpose-built accommodation in Putney and uses playing fields nearby. Since 2000 the school has been run as a private limited company, with a board of directors. The principal has overall responsibility for the running of the school. She is a member of the board of directors and shares the legal responsibilities of a proprietor. The school is supported by a board of advisors comprising retired headteachers who meet each term. The present headmaster, who has day-to-day responsibility for the running of the school, has been in post since September 2010. Recent additions to the school's facilities include a gym and ballet and drama studios, as well as a second information and communication technology (ICT) suite. There is separate accommodation for the Early Years Foundation Stage (EYFS), with direct access to the playground.
- 1.2 The school's aim is to provide a happy, secure atmosphere in which pupils can be the best that they can be. It places emphasis on the development of the whole person and of self-confidence, self-discipline, self-motivation, self-esteem, and a thirst and enjoyment for learning.
- 1.3 A total of 321 pupils attend the school: 60 in the EYFS and 261 in Years 1 to 6. There are 127 boys and 194 girls currently on roll. Almost all pupils remain at the school until the age of 11.
- 1.4 There is no entrance examination or interview for children joining the school in Reception but a conversational ability in the English language is deemed helpful. For older pupils a report from their current school is required and they are invited to visit the school for a morning assessment. The ability range of the pupils is wide, but overall the aptitude of pupils is above the national average. Pupils are drawn mainly from the surrounding area and the majority are from a white British or white Western European background.
- 1.5 The school has identified sixty-seven pupils as having special educational needs and/or disabilities (SEND), all of whom receive specialist support. Three pupils have a statement of special educational needs. Fifty-seven pupils have English as an additional language (EAL).
- 1.6 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 From the EYFS onwards the pupils are extremely well educated in accordance with the school's aims. Their achievement is outstanding, resulting in excellent academic, creative, sporting and social development. They benefit from an excellent curriculum that is organised effectively to meet the needs of all. The pupils have positive attitudes to learning in the classroom and participate enthusiastically in a wide range of clubs and activities. Pupils attain high standards in relation to their abilities and their progress is outstanding. Overall, teaching is of excellent quality. It promotes strong academic progress and attainment whilst engaging the pupils' curiosity and resourcefulness. Teaching makes good use of assessment information to structure planning, meeting the needs of all the pupils. Excellent resources are used productively in the classroom. Visiting speakers and visits outside school are assimilated into the curriculum very effectively. The pupils' exemplary behaviour contributes successfully to their learning. Responses to pupils' written work are regular, helpful and targeted, though not consistently linked to the marking policy.
- 2.2 The outstanding quality of the pupils' spiritual, moral, social and cultural awareness from the EYFS onwards reflects the strong sense of community in the school. Outstanding pastoral care and effective safeguarding, welfare, health and safety arrangements support the personal development of pupils. Relationships are excellent, and teachers know their pupils well and are committed to their care. The school radiates a friendly, family atmosphere. Pupils display self-confidence, honesty and consideration that reflect pride in and fondness for their community. They take seriously their duties when given the opportunity to take on responsibility.
- 2.3 The board of directors exercises meticulous oversight of the school. Its arrangements successfully oversee regulatory compliance and provide the management and staff with strong support and challenge. The board of advisors visits the school only occasionally. Development planning is thorough, and clear policies and procedures are in place to ensure pupils' excellent achievement. Leadership is dynamic and the daily management of the school is systematic and well ordered. The school encourages highly successful links with parents, who responded extremely positively to the pre-inspection questionnaire. In particular, they were satisfied with the pupils' positive attitudes and behaviour, and the quality and range of information provided by the school. A small number were not content with the amount of work required to be undertaken at home by pupils, and felt that this is excessive. This view was not supported by inspection evidence.

2.(b) Action points

(i) Compliance with regulatory requirements

(The range of the Independent School Standards Regulations is given in the Preface)

- 2.4 At the time of the initial visit, the school met all the requirements of the Independent School Standards Regulations 2010.

(ii) Recommendations for further improvement

- 2.5 The school is advised to make the following improvements.
1. Include greater reference to the EYFS within the whole-school strategic planning document.
 2. Ensure that all marking matches the standard of the best and refers specifically to the marking policy.
 3. Create more opportunities for the board of advisors to visit the school.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

3.(a) The quality of the pupils' achievements and their learning, attitudes and skills

- 3.1 The overall achievement of the pupils is excellent, and fully in line with the aims of the school to enable pupils to be the best that they can be. The pupils demonstrate a high level of knowledge and understanding. Their ability to interpret and think creatively is much in evidence throughout the school, notably in English and citizenship lessons, and they are capable of discussing their ideas with great enthusiasm. The pupils show an excellent independent approach to problem solving in science and enjoy trying to find their own solutions to open-ended problems, occasionally using ICT to good effect. Pupils of all ages apply their mathematical skills with great confidence. For example, older pupils discovered ways of constructing cubes from different nets. The pupils' presentation of their work is neat and careful, with well-developed handwriting. From the youngest age, the pupils are used to presenting and performing their ideas assuredly in public, as seen in assemblies and in lessons. Pupils with SEND or EAL demonstrate excellent improvement through the greater accuracy of their reading. A range of challenging mathematical and thinking activities for more able pupils cultivates their high levels of achievement.
- 3.2 Pupils are eager contributors to varied clubs and activities throughout the day. They are successful in music, ballet, karate and Latin examinations, many achieving high marks. Music and ballet groups perform successfully in local arts festivals and events; some pupils recently exhibited their paintings at the Natural History Museum. Musicians of all abilities have good opportunities to perform individually and in ensembles; the accomplished chamber choir performs regularly to an excellent standard. Sports teams participate in local tournaments and are successful against other schools, competing in an excellent range of games and activities where all pupils are encouraged to become involved.
- 3.3 The pupils' attainment cannot be measured in relation to average performance in national tests but on the evidence available, including standardised data, it is judged to be excellent in relation to national age-related expectations. Observations of lessons and scrutiny of samples of the pupils' work confirm that they make excellent progress during their time at the school in relation to the average for pupils of similar ability. Pupils gain places at their chosen senior schools, including a wide range of maintained and highly selective independent day schools, some gaining scholarships.
- 3.4 The pupils' attitudes to work are invariably positive, with a determination to succeed and a perseverance to strive for their personal best; pupils start lessons with enthusiasm and settle quickly. They thrive in pairs and in teams, demonstrating initiative and good leadership. They pose pertinent questions in lessons and have respect for each other's opinions, as well as showing high levels of concentration, all of which leads to excellent learning. In response to pre-inspection questionnaires, pupils were overwhelmingly of the view that they find their work interesting and that teachers support their learning.

3.(b) The contribution of curricular and extra-curricular provision (including community links of benefit to pupils)

- 3.5 The curriculum and provision for extra-curricular activities are excellent. The curriculum provides excellent breadth and variety, and is suitable for the ages, abilities and needs of the pupils. It incorporates National Curriculum subjects, as well as personal, social and health education (PSHE), combined with religion, philosophy and ethics (RPE) and French from Reception. The introduction of Latin from Year 4 onwards is an excellent addition to the curriculum and further enhances the opportunities offered to pupils. Literacy and numeracy skills are nurtured imaginatively across all subjects. The facilities for ICT are excellent and are beginning to be used effectively for independent research in the two computer suites. This area of the pupils' learning is enhanced by excellent access to well-stocked fiction and non-fiction libraries. The pupils' interest is sustained through the imaginative and high quality displays of their work seen in classrooms and around the school.
- 3.6 An excellent range of stimulating activities enriches and enlivens classroom learning and extends the pupils' knowledge and understanding of their work. Older pupils dressed up as evacuees and were visited by two sets of grandparents who talked about their recollections of the Second World War. Regular trips out of school are planned carefully to support the curriculum. Residential visits for older pupils, where they can engage in outward-bound activities, provide an increased level of challenge. The school ensures that pupils with SEND or EAL receive high quality and regular support during lessons. More able pupils are extremely well catered for in special group sessions. Individual education plans are well understood by all staff and assiduously applied during lessons.
- 3.7 The extra-curricular programme provides an excellent range of opportunities for pupils to develop confidence and independence. These are all well attended and run. The school is continually working to expand the range and number of clubs available to pupils. Within sports and games clubs, such as those for karate, table tennis, chess and times tables, pupils evidently enjoy the challenge and opportunities available. Participation in musical activities and performances is popular and spoken of highly by older pupils. The good relationships that exist between the school and the local community promote the pupils' personal development well. Younger pupils spoke enthusiastically about fund-raising activities for the Mary's Meals charity, which encourages education for children from communities affected by poverty and hunger by providing meals in school.

3.(c) The contribution of teaching

- 3.8 The quality of teaching throughout the school is outstanding. This enables all pupils, including those with SEND or EAL, and those who are more able, to make excellent progress. The high quality of teaching makes a central and significant contribution to the pupils' attainment and to the school's fulfilment of its academic aims. Teaching is characterised by high expectations of the pupils' performance and by friendly but firm encouragement for all pupils to do their best. Responses to the pre-inspection questionnaire demonstrate that pupils find their teachers caring and appreciate their willingness to help them with work undertaken outside scheduled lessons. Praise and encouragement are frequently given, which motivates and inspires pupils to work hard and persevere. As a consequence, excellent behaviour in lessons is the norm, enabling highly effective learning.
- 3.9 Teachers are well qualified and the level of their knowledge and expertise is high. Resources are used effectively and are well maintained; all classrooms are equipped with interactive whiteboards. These are used innovatively to stimulate the pupils' interest and add diversity to lessons. Significant developments have been made recently in the application of ICT as a resource for teaching, and possibilities for the addition of suitable software are frequently reviewed.
- 3.10 At every stage teaching is imaginatively conceived, is taken at a brisk pace and includes varied approaches. The introduction and presentation of lessons are clear, self-assured and enthusiastic, and central to much teaching is the communication of a genuine passion for the subject matter. Themes and topics are chosen with the clear purpose of exciting the pupils' imagination. Throughout the school teaching is carefully planned, though teachers are confident to follow their instincts and move away from the plan when the situation demands flexibility and originality. Teachers ask open questions in lessons which encourage pupils to learn independently and think creatively.
- 3.11 An excellent and helpful range of assessment data about individual pupils' ability and performance is collated and linked to their progress. The information is used productively to aid effective planning; an aspect that has improved significantly over the past year. The marking of books is thorough, regular and explicitly targeted, and the best includes many beneficial and encouraging comments. However, in some subjects the marking policy is not adhered to sufficiently, resulting in a lack of consistency.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

4.(a) The spiritual, moral, social and cultural development of the pupils

- 4.1 The quality of the pupils' personal development is outstanding throughout the school, including in the EYFS. It successfully fulfils the school's aim of developing the whole person. The pupils' spiritual awareness is excellent. It is carefully nurtured both in assemblies and RPE lessons, and through the praise and encouragement regularly given to pupils by all the staff. The outstanding support offered by the school inculcates strong feelings of self-worth, self-confidence and self-esteem, as well as the development of awareness of others and their needs. Pupils gain an excellent insight into world religions through RPE lessons and assemblies, where the School Creed plays an important part in developing awareness of self and others; Year 5 pupils compared it with saying a prayer. Pupils are encouraged to be open about their feelings in PSHE lessons. They develop an excellent understanding of friendship and loyalty, as well as a genuine concern and care for others.
- 4.2 Pupils develop an excellent moral awareness and understand the difference between right and wrong from an early age. They appreciate and respect the school's 'golden rules', which are displayed around the school and in the pupils' desks. Exemplary behaviour, where courtesy and good humour are customary, is a conspicuous feature of school life. Wall displays encourage pupils to consider their rights and responsibilities.
- 4.3 Pupils demonstrate outstanding social awareness and move around the school with care and consideration. They are encouraged to think of others as well as themselves and their opinions are sought and valued both informally and formally by the staff. The school council, 'eco' committee, charity committee and food committee provide excellent opportunities for pupils to develop a shared sense of responsibility. Year 6 pupils have a range of duties to undertake as librarians, committee and school council members, and house and sports captains. This develops a strong sense of personal worth whilst encouraging the younger pupils to aspire to positions of responsibility. Pupils have a well-developed knowledge and understanding of public institutions and services, appropriate to their age.
- 4.4 Pupils have excellent cultural awareness. In assemblies and lessons they consider their own culture and those of others, which helps them to develop empathy and acceptance to a high degree. Pupils display a willingness to participate in and respond to artistic and musical activities, thus extending their cultural awareness. They show an exceptional appreciation of the diversity of their harmonious school community and understand how this fits into the larger community in which they live.

4.(b) The contribution of arrangements for welfare, health and safety

- 4.5 Overall, the quality of the school's arrangements for welfare, health and safety is excellent. Support and guidance for pupils are outstanding, fulfilling the school's aim to provide happy and secure surroundings for them all. Throughout the school, the caring and friendly staff create an atmosphere in which respect for others prevails and where pupils flourish and develop, becoming poised and self-assured, ready to move to the next part of the school or stage of their education. Pupils are well known to all staff, who provide sympathetic assistance, both academically and pastorally. The procedures for promoting good behaviour and guarding against harassment and bullying are highly effective. Pupils interviewed felt that there are no incidents of bullying and that if a pupil is unkind, staff deal with the situation very quickly and effectively. A 'worry box' exists for those who wish to inform teachers of concerns but pupils felt that this is rarely necessary. Relationships between staff and pupils and amongst the pupils themselves are excellent at all stages.
- 4.6 Safeguarding arrangements are thorough. All staff have received the appropriate level of child protection training and the robust policy is well understood and effectively realised. All essential measures, including fire drills and staff training, have been taken to minimise the risk of fire and other hazards. An appropriate range of well-formulated generic and specific risk assessments covers all facets of school life, and health and safety procedures are comprehensive. The school has excellent provisions for unwell pupils and an appropriate number of staff have the required levels of first-aid training. Any injuries and the administration of medicine are correctly recorded. The school is mindful of the need to include disabled access both to and within its buildings, and has an appropriate accessibility plan. Pupils understand the importance of a healthy diet, and ample physical exercise is enjoyed by all. Admission and attendance registers are accurately completed and stored.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of the governance of the school is excellent. The three members of the board of directors exercise effective oversight and help promote and secure the school's aims. They meticulously discharge their duties regarding educational standards, investment in staff, financial security, accommodation and resources.
- 5.2 The board of advisors gives good support to the directors, using the collective experience it possesses as a group of retired headteachers to excellent effect. It is strongly involved in strategic and educational planning so that resources, both human and material, are used to best effect in order to meet the needs of the pupils. It has clear aims which include ensuring accountability, discussing educational trends and acting as a sounding board for the effective promotion of clear objectives. At present it has limited direct contact with the pupils and staff, which restricts its insight into the effectiveness of the routine organisation of the school. The principal is based on site and oversees the management of the school as a whole. She has a very positive working relationship with all members of staff, including senior managers, which gives her a valuable insight into the day-to-day running of the school. This allows excellent communication between the directors and the school, ensuring that all operational and policy decisions are practicable and well informed. The headmaster is a member of both boards and is able to make sure that all parties are fully apprised of current school issues.
- 5.3 The school's development plan is realistic and perceptive. The directors assiduously monitor its execution, making every effort to ensure the best use of the school's site and resources. They employ external consultants, where appropriate, and they are kept up-to-date with regulatory requirements. Policy documents are subject to a programme of annual review. The directors place high importance on the welfare, health and safety of pupils and discharge their responsibilities in these areas to excellent effect. The directors receive and review regular reports on health and safety, child protection and safeguarding matters.

5.(b) The quality of leadership and management

- 5.4 Leadership and management are outstanding and fully in accordance with the school's aims. During the past year and a half there have been many significant developments and changes, including the appointment of senior managers and several members of staff to key positions of responsibility. Throughout this period, the school has maintained its sense of purpose and distinctiveness extremely well. This has enabled pupils to learn and achieve high standards, as well as develop a positive approach to their learning within the context of the school's supportive and secure environment. An appreciation of how assessment affects planning and enables teachers and pupils to identify next steps for learning is now well understood and applied by all staff. The pupils' excellent personal development is supported by a dedicated team of staff, who are led with care and consideration.
- 5.5 Excellent teamwork and a resolve to improve management systems further through a detailed process of self-evaluation have strengthened the move towards greater accountability amongst staff, in conjunction with regular monitoring and support. The roles and responsibilities of senior managers are clearly set out in job descriptions. The comprehensive over-arching school development plan outlines

underlying principles and well-defined targets for improvement, though there is little mention of issues affecting the EYFS. Departmental action plans from Year 1 indicate clearly how each subject is to be developed during the year ahead.

- 5.6 High quality policies and procedures are reviewed regularly and any pupil causing concern is quickly identified and appropriate action taken. The school has a strong commitment to the training and development of staff, which is linked to a well-defined biennial personal development review undertaken by the senior leadership team. The school has recruited high quality staff and has robust procedures for their appointment which are scrupulously followed, and all those working with pupils are suitably checked. The central register of appointments is completed accurately and fully. Teaching staff and highly effective teaching assistants are deployed effectively and trained appropriately in health and safety, as well as in safeguarding.

5.(c) The quality of links with parents, carers and guardians

- 5.7 The quality of links with parents, carers and guardians is excellent. The school has continued to build on existing high quality links. Responses to the pre-inspection questionnaire indicate that parents are extremely supportive of the school, though a few feel that too much homework is set occasionally. This view could not be substantiated by inspection evidence. Parents have excellent access to staff; on entering the school each morning, parents and pupils are warmly greeted. The parents are very appreciative of the school's friendliness and positive values. The Parent Teacher Association meets regularly throughout the year to organise social and fund-raising events for the school, such as quiz evenings and auctions, and parents occasionally accompany pupils on school trips.
- 5.8 The high quality information which parents of current and prospective pupils receive offers them a comprehensive view of school life. Excellent information is accessible through the website regarding admissions, the calendar, newsletters, staff lists and contact details. The school's required policies are available for parents to view, and a separate area for pupils and parents provides information on extra-curricular activities and the school timetable.
- 5.9 The school prospectus and information booklet are clearly and helpfully set out. An excellent termly newsletter for each year group outlines recent curriculum, sporting and fund-raising activities and achievements. At the beginning of each year, an information evening informs parents of school routines. In addition, regular workshops relating to specific curriculum aspects keep parents up-to-date with new school initiatives and current educational trends. Parents' evenings are held formally twice a year to discuss the pupils' progress and attainment, though parents are welcome to meet with staff to discuss pertinent issues at other times. The twice-yearly reports are helpfully set out, informative and comprehensive, and clearly indicated targets for improvement are given. The school has clear procedures for dealing with parental complaints and it handles any concerns with care, in line with its policy.

What the school should do to improve is given at the beginning of the report in section 2.

6. THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION STAGE

6.(a) The overall effectiveness of the early years provision – how well the school meets the needs of children in the Early Years Foundation Stage

6.1 The overall effectiveness of the EYFS is outstanding. The setting successfully achieves its aims in providing an environment that promotes excellence of educational provision and the personal development of all children. The caring environment ensures a warm, family atmosphere, where all children have a secure start to learning. Well-qualified and caring staff recognise the uniqueness of each child and support individual needs very well. Processes of self-evaluation identify areas for improvement, and since the previous Ofsted inspection, the use of worksheets has been reduced, whilst observational assessments and the provision of a greater range of child-initiated activities have been significantly improved.

6.(b) The effectiveness of the leadership and management of the Early Years Foundation Stage

6.2 Leadership and management are outstanding. The robust implementation of effective policies and procedures, including vetting processes for all staff, ensures that children are safeguarded extremely well. There is a strong commitment to equality and diversity. Excellent relationships exist with parents and carers, who are very supportive towards the setting. Parents are involved in their children's learning through the 'home link' books and receive a written summary statement on their children's profile attainment, although this lacks detail. Strong links have been established with the local authority for training support and monitoring. Provision is monitored very well and identifies targets for continuous improvement. These do not consistently feed through into the school's development plan, which results in a lack of cohesion. Resources both indoors and out are plentiful and used effectively to promote the children's learning. All learning areas and equipment are regularly checked for safety.

6.(c) The quality of the provision in the Early Years Foundation Stage

6.3 The quality of provision in the EYFS is outstanding. Staff are extremely dedicated to the care and education of the children and have a thorough understanding of the EYFS framework. Curriculum planning provides a stimulating range of learning opportunities through an excellent balance of child-initiated and adult-led activities. The provision is further enhanced by specialist teaching of music, games and French. Highly effective systems of observational assessments assist staff in the identification of next steps in learning for the children. High expectations of children promote their personal development exceptionally well; they are encouraged to care for one another and are taught the importance of healthy eating and of keeping safe. Good provision is made for children who are ill and for those who have special dietary needs.

6.(d) Outcomes for children in the Early Years Foundation Stage

- 6.4 The outcomes for children are outstanding. All EYFS children make significant progress in their learning and attain consistently good and often excellent levels of achievement. Children are highly motivated, independent learners, who respond to school life with great enthusiasm and enjoyment. They have excellent communication skills and thrive on opportunities to be involved in whole-school life. In literacy children form letters correctly, using phonetic knowledge to build words, and in numeracy they are able to solve number problems. The children's behaviour is exemplary and relationships at all levels are excellent. Children feel safe and well supported by adults. Healthy meals and snacks are enjoyed, and children show a growing understanding of the importance of good hygiene practices and the benefits of physical activity.

Section 2 includes what the Early Years Foundation Stage should do to improve its provision.

INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with senior members of staff, with the chairman of the board of directors and other directors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited the facilities for sick or injured pupils. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

Inspectors

Mr David Horn

Reporting Inspector

Mr Roger McDuff

Head, IAPS school

Mrs Barbara Mandley

Head of Lower School, GSA school

Mrs Sue Bennett

Early Years Co-ordinating Inspector