

INDEPENDENT SCHOOLS INSPECTORATE

INSPECTION REPORT ON

Mayville High School

Full Name of the School	Mayville High School
DCSF Number	851/6002
Registered Charity Number	286347
Address	35 to 37 St Simon's Road, Southsea, Hampshire PO5 2PE.
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Head	Mrs Linda Owens
Chairman of Trustees	Mr Michael Babcock
Age Range	6 months to 16 years
Gender	Mixed
Inspection Dates	28th April to 1st May 2008

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 162A(1)(b) of the Education Act 2002 as amended by the Education Act 2005, under the provisions of which the Secretary of State for Education and Skills 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 as amended with effect from January 2005 and May 2007.

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. INTRODUCTION

Characteristics of the School

- 1.1 Mayville High School is a co-educational day school for pupils aged from six months to sixteen years. It is located in Southsea on the outskirts of Portsmouth. The school was founded in 1897 and then became a girls' boarding school in 1910 and a girls' day school in the mid 1930s. In 1979 it became an educational trust and subsequently transformed into a co-educational school teaching boys and girls in separate parallel classes. Since the previous inspection the school has grown considerably in size.
- 1.2 The school aims to ensure that each pupil is happy and working to his or her potential. It seeks to develop pupils' self-confidence and self-esteem. Each pupil is seen as a valued member of the school community. Through flexible teaching, varied resources, support and extension the school aims to meet the needs of each pupil.
- 1.3 There are 488 pupils on the school's roll. The Nursery is providing for 36 boys and 51 girls aged from 6 months to 4 years. The Pre-prep Department is attended by 34 boys and 42 girls aged 4 to 7, while the Junior School is attended by 65 boys and 64 girls aged 7 to 11. The Senior School has 100 boys and 96 girls aged 11 to 16.
- 1.4 In the Junior School, pupils' average ability is above that of the national average. If the pupils are performing in line with their abilities their results in national tests will be above the average for all maintained primary schools. In the Senior School, the Year 11 ability profile was above the national average in 2005 and 2006; in 2007, the first co-educational year, it was well above average. If the pupils were performing in line with their abilities, GCSE results would be expected to be above the average for all maintained secondary schools in 2005 and 2006 and well above the corresponding average in 2007. Ninety-four pupils have been identified as having learning difficulties and/or disabilities (LDD), of whom seventy-three receive additional learning support. Three pupils have statements of special educational needs (SEN).
- 1.5 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 tables.

Nursery, Pre-prep Department and Junior School

School	NC name
The Nest	Nursery (six months to two years)
Cygnets	Nursery (two to three years)
Swans	Nursery (three to four years)
Transition	Nursery (four years; joining Pre-prep Department)
Lower I	Reception
Upper I	Year 1
Lower II	Year 2
Upper II	Year 3
Lower III	Year 4
Middle III	Year 5
Upper III	Year 6

Senior School

School	NC name
Remove	Year 7
Lower IV	Year 8
Upper IV	Year 9
Lower V	Year 10
Upper V	Year 11

2. THE QUALITY OF EDUCATION

The Educational Experience Provided

- 2.1 The educational experience provided is of a high quality. As in the previous inspection the curriculum contributes effectively to pupils' intellectual, physical and personal attainment and development. The school achieves its aims; the curriculum meets the needs of each pupil.
- 2.2 The Nursery successfully introduces the youngest children to learning. At the age of three the curriculum is extended to encompass all six areas of learning for children of this age and French is also introduced. The emphasis is on learning through play with a focus on sharing and caring for each other.
- 2.3 The Foundation Stage provides a good balance of activities to support pupils' intellectual and physical development. The main emphasis is on the acquisition of basic literacy and numeracy skills and basic socialisation. French is continued. From Reception, boys and girls are taught separately. The curriculum for both groups is based on the National Curriculum. In Years 5 and 6, specialist tuition is provided in music, French, physical education (PE), and design and technology, and in Year 6 for art. All pupils learn a musical instrument from Year 4.
- 2.4 The curriculum for pupils in Years 7 to 9 contains a suitable range of subjects, with beneficial enrichment lessons such as first aid, and study and thinking skills. Lessons are suitably scheduled, and setting and grouping arrangements are effective. In Years 10 and 11 a substantial core of subjects is supplemented with a range of appropriate options which includes the possibility of studying two modern languages, separate sciences and a choice of two information and communication technology (ICT) based courses.
- 2.5 Across the school, schemes of work are of variable quality but are generally effective. Most are appropriately based on national and published schemes and, where relevant, meet the requirements of examination board syllabuses.
- 2.6 The provision for pupils with LDD and with statements of SEN is outstanding. The dyslexia centre provides reading and numeracy support for those that need it. Processes for the identification, support and review of learning difficulties are very thorough. The planning and support strategies are of a high quality and well-organised in-class support is provided if necessary. The requirements of the three statements of SEN are fully met, all are fully documented and annual reviews are properly carried out. The school has identified some pupils as either gifted or talented. In Years 1 to 6 enrichment lessons are provided for pupils who are gifted in English or mathematics, and teachers provide additional challenge for pupils who are gifted or talented in other subjects.
- 2.7 Throughout the school, personal, social, health and economic education (PSHEE) provides comprehensive coverage of relevant topics. In Reception and Years 1 and 2, PSHEE is an integral part of the curriculum. In Years 3 to 6 it is taught through circle time and includes citizenship and economic awareness. In Years 7 to 11, PSHEE lessons include careers education and guidance. Health related topics relevant to pupils' age and stage of development are also included.
- 2.8 The curriculum is enriched through whole-school focus weeks. In the Summer term, the curriculum is suspended across the school for two weeks to concentrate on specific themes, such as the environment. This is highly beneficial as it gives a coherent focus for the pupils. An annual book week effectively encourages reading. The curriculum is considerably

enhanced with visits to educationally relevant places, such as Bilbao, for the Senior School pupils to study art in the Guggenheim Museum, and for all to improve their Spanish conversational skills. Year 9 pupils visit the war graves in Caen in northern France as part of their history and French studies.

- 2.9 An adequate range of extra-curricular activities is provided throughout the school. Sport is well represented and several hobbies such as craft and embroidery are well catered for. Older pupils assist with extra-curricular activities for younger pupils as part of The Duke of Edinburgh's Award. Opportunities are provided for pupils to participate in competitions such as Rock Challenge, a dance and drama competition focusing on drugs awareness and education. The St John Ambulance Cadets provide a major extra-curricular activity.
- 2.10 Pupils are prepared well for the next stage in their learning by 'moving-up days', which enable them to spend a day in the next part of the school and to meet their teachers. Pupils' profiles are passed on to enable teachers to familiarise themselves with the pupils. Careers education and guidance prepare pupils well for decisions about post-16 education, training or work.
- 2.11 The school meets the regulatory requirements for the curriculum [Standard 1].

Pupils' Learning and Achievements

- 2.12 As in the previous inspection, pupils learn and achieve well. The school fulfils its objective of enabling pupils to realise their potential. Pupils of above average ability now make better progress.
- 2.13 Pupils show well-developed thinking skills and understanding which are demonstrated critically and creatively. They acquire good levels of knowledge and skill; in science pupils carry out fair tests and identify the need for variables. In a thinking skills activity, Senior School pupils researched riddles on the internet to challenge their peers.
- 2.14 In the Junior School, pupils' writing is generally neat, their spelling is accurate and their use of grammar and vocabulary is sound. They plan creative writing thoroughly and write well for a suitable range of purposes and audiences. Pupils read well for their age and speak confidently. Most pupils listen attentively to their teachers and to each other. They are confident users of ICT, for example presentation software. Number is used well where relevant across the curriculum, for example in science and geography.
- 2.15 In the Senior School, pupils write well, their handwriting is neat and a high standard of presentation is generally achieved. Spelling, grammar and vocabulary are sound and pupils write for a suitable range of settings and functions. They read aloud confidently and support their studies with relevant reading where necessary. Pupils have a library lesson in Years 7 to 9 in which they borrow and renew books. In Years 10 and 11, the library and reference section are under used. Most pupils are articulate speakers and listen with care. Pupils use ICT well mainly for presentation or word processing. Use in other subjects for data handling and modelling is developing and composition software is beginning to be used in music. The internet is used widely for research.
- 2.16 Pupils with LDD and with statements of SEN make rapid progress and achieve well. Pupils of above average ability, including those who are gifted or talented, achieve their potential.
- 2.17 Pupils' attainment in national tests at the age of eleven is satisfactory in relation to their abilities. Overall, results over the last three years have been above the national average for all maintained primary schools. Pupils' attainment at the age of fourteen in national tests in

mathematics and science is good in relation to their abilities. Results have been well above the national average for all maintained secondary schools. Pupils' attainment in GCSE was good in relation to their abilities in 2005 and 2006, when results were above the average for all maintained secondary schools, and satisfactory in 2007, when the results were well above the maintained school average but the average ability of the pupils was appreciably higher.

- 2.18 Pupils achieve well in activities and competitions. In sport they are very successful in badminton, swimming, judo and rugby. They are successful in the Youth Speaks competition and the national mathematics challenge. Pupils have recently won first and third places in a local poetry competition. The Junior School choir has participated in the Portsmouth Festival and won the prize for 'The choir which impressed the judges the most'. Pupils gain bronze and silver awards in The Duke of Edinburgh's Award scheme and have been highly commended and won prizes in the national Rock Challenge. Pupils achieve well in musical instrumental grades and speech and drama examinations. Many achieve St John Ambulance awards for first aid. Pupils perform well in school productions and inter-house competitions.
- 2.19 As pupils progress through the school, their ability to take notes and organise their work improves and by Year 10 they are able to make concise notes in some subjects. Most pupils are conscientious and study well. For example, Year 9 girls undertook their own research into the background to stories by Paul Gallico. Pupils work well alone and with others and a relaxed, purposeful atmosphere prevails in most lessons. They are co-operative; for example Year 7 boys worked well in pairs in English, listening to each other's ideas. They settle and concentrate well and appear to enjoy their work, as in PE where Year 7 clearly enjoyed improving their bowling skills. They persevere, as demonstrated by older Nursery pupils when cutting out symmetrical butterflies after listening to the story of *The Very Hungry Caterpillar*.
- 2.20 Independent learning is a positive feature in creative subjects and science, but scope exists to develop this further in other subjects.

Spiritual, Moral, Social and Cultural Development of Pupils

- 2.21 As in the previous inspection, the school enables its pupils to demonstrate positive spiritual, moral, social and cultural development. The school achieves its objective to foster pupils' self-confidence and self-esteem.
- 2.22 Pupils show a high level of spiritual awareness. Religious education (RE) enables them to acquire a secure awareness and understanding of the diversity of world faiths. Year 7 boys used ICT well to compare religions. As part of the GCSE RE course, pupils focus on some of the 'big questions' such as 'who we are', 'where do we come from?' and 'where are we going?' Year 4 learned about Diwali, the festival of light, and discussed what light means for them. They listened attentively to the story of Rama and Sita, and discussed how Diwali is celebrated today. Assemblies provide a good opportunity for pupils to develop their self-confidence; a dramatic and musical version of the Pied Piper enabled them to perform confidently before the school. A Reception to Year 2 assembly enabled pupils to explore a range of feelings. The school treats its pupils as individuals and believes that all are good at something; achievements are celebrated in assemblies when certificates are awarded for good work or for making a positive contribution.
- 2.23 Pupils show well-developed moral awareness and are keenly aware of the differences between right and wrong. Values and beliefs are thoroughly explored in PSHEE. Pupils adhere to the school code of conduct and some classes have devised their own classroom rules. Pupils explore issues; in a form period Year 10 discussed the high public profile and

financial awards of footballers compared with doctors and nurses. Pupils say they feel safe. A visit to the magistrates' court made a strong impression on Year 7; they were surprised to learn that magistrates are lay people undertaking a public duty. The school council is beginning to provide pupils with insight into democratic decision making. Moral issues are explored throughout the curriculum; in Year 9 geography, pupils explore cultural stereotyping. Pupils show concern for others; they have raised money for a school in Pakistan after the floods and for a local association for people with visual impairment. They show empathy, for example with child soldiers through the production *Take the Die Out of Diamonds*.

- 2.24 Social skills are well developed; the prefect and house systems enable pupils to take responsibility and contribute to the school community. Pupils become familiar with local and central government in PSHEE. A visit from the local Member of Parliament gave Senior School pupils insight into the way central government works. Pupils are polite; they open doors, show visitors to rooms and make them welcome. Year 5 help pupils in Year 2 with their reading in the 'paired reading' scheme. They undertake well roles of responsibility, such as form and house captains. Some senior pupils assist with after-school activities in Years 1 and 2. They raise considerable funds for charities.
- 2.25 The arts effectively develop cultural knowledge; a French day in which pupils sample aspects of French cuisine and culture, and the support some pupils are providing for a school in Zimbabwe, deepen their knowledge of other cultures. The school production *Yanamamo* enabled pupils to understand some of the difficulties faced by Amazon Indians and rain forest destruction. The choir performed a concert with an African choir. Pupils study poetry from other cultures in English and in art pupils undertake a project on Mexico's Day of the Dead. They also study Hindu and Native American art and design their own totem poles.
- 2.26 The school meets the regulatory requirements for the spiritual, moral, social and cultural development of pupils [Standard 2].

The Quality of Teaching (Including Assessment)

- 2.27 The school provides high quality teaching and assessment. Throughout the school, teaching is mostly good, with some outstanding examples. The school achieves its aim to provide teaching that is responsive to pupils' needs. In response to the previous inspection, teaching has improved in Years 7, 8 and 9. Inspection findings concur with pupils' positive views about the quality of teaching.
- 2.28 Small class sizes enable teachers to provide individual attention for each pupil. Pupils say that the teachers have time for them. Where appropriate, work is provided at differing levels of challenge. Pupils in Years 1 and 2 often work in ability groups. Withdrawal teaching for pupils with LDD or with statements of SEN helps pupils overcome their learning difficulties. Teaching is adapted to pupils' individual learning needs; pupils enjoy the individual attention and thrive. Learning support provided in mainstream lessons is well organised and suitably focused on developing pupils' confidence. Gifted and talented pupils are provided with additional challenge, such as projects making short films with a local university. Pupils with talents in the arts or sport participate in events such as orchestral performances, school teams or school productions.
- 2.29 Teachers' enthusiasm effectively fosters pupils' application, effort and interest in their work. In a Year 9 geography class, pupils were keen to distinguish between objective fact and subjective perception in a study of stereotypical views on China and Japan. Year 8 boys were enabled to perceptively debate stereotypical views about refugees in PSHEE, adopting unpopular as well as popular stances.

- 2.30 Teachers effectively encourage pupils to behave. At the Foundation Stage, pupils learn to accept rules in PE and to devise and share tasks. Good lesson organisation and appropriate praise usually ensure co-operation.
- 2.31 Lessons are well planned with a variety of appropriate teaching methods. A brisk pace contributes to successful lessons; Year 8 drama activities changed every ten minutes which helped to keep the pupils interested; regular feedback with tips on how presentations could be improved maintained their involvement.
- 2.32 Most teaching demonstrates that teachers are well informed about their pupils' aptitudes and needs and make suitable provision. An assessment of pupils' preferred learning styles is enabling teachers to match activities to these. For example, in a Year 7 English lesson, activities included reading, oral presentation, note-making and pupil use of flashcards to rank words indicating degrees of sadness, thus engaging a variety of learning styles.
- 2.33 Most teachers demonstrate secure knowledge of their subjects. Teaching provides good practice for pupils to follow; good examples of correct French pronunciation were provided for Year 6 in learning new vocabulary about shops and where they live.
- 2.34 Teachers have appropriate textbooks and worksheets, as well as access to interactive whiteboards in some classes. Good use is made of these resources, but whiteboards are mainly used as projection screens and not fully exploited in the interactive mode.
- 2.35 Teachers provide encouraging spoken advice. Marking is mainly thorough but ranges in quality from outstanding to adequate. The best is informative, encouraging and provides achievable targets. Assessment for learning, whereby pupils assess their own progress in relation to clear learning objectives, is well established and is beginning to furnish pupils with useful targets to work to. Pupils' progress is recorded on a centralised electronic system. This is proving useful in identifying pupils who are underachieving or who are doing particularly well. Excellent record keeping is in place for pupils with LDD and with statements of SEN, with detailed profiles of all activities undertaken and the progress made.
- 2.36 The school meets the regulatory requirements for teaching [Standard 1].

3. THE QUALITY OF CARE AND RELATIONSHIPS

The Quality of Pastoral Care, and the Welfare, Health and Safety of Pupils

- 3.1 As in the previous inspection, the quality of pastoral care is excellent. Staff provide high quality support and guidance for all pupils, thereby fulfilling the school's aim in this respect. The school takes great care of pupils' welfare, health and safety.
- 3.2 Staff are highly supportive of pupils; a caring ethos permeates the school. Staff know the pupils well and are committed to the declared aims of the school, with regard to promoting a happy environment where individuals feel valued and secure. The staff are assisted by effective and efficient pastoral arrangements which ensure pupils' needs are identified and properly shared and acted upon. Rewards and sanctions are fair, and seen to be so by the pupils. Merits are valued by pupils and avidly sought, particularly by the younger ones; demerits are carefully avoided by most. Form teachers and class teachers in the Junior School monitor pupils' progress and attendance closely and are the first point of contact for pupils to discuss concerns. Staff meet regularly to share pastoral information and this ensures a consistent approach is adopted towards any pupil causing concern. The anti-bullying policy is effective and pupils report that if incidents occur, they are quickly dealt with; pupils do not feel it is an issue at the school. Attendance and punctuality are satisfactory and admissions and attendance registers are appropriately maintained.
- 3.3 Relationships between all staff and pupils are outstanding. Mutual respect is the norm. A relaxed but purposeful atmosphere permeates the school. Pupils report that they find their teachers approachable and younger pupils also reported that those senior to them are helpful.
- 3.4 Child protection arrangements are in place and are effective; staff have attended suitable training. All the necessary measures have been taken to reduce risks. Arrangements to ensure pupils' health and wellbeing are effective, portable appliances have been tested and the school complies with fire regulations. First aid training is provided for staff and pupils. Arrangements for pupils who are ill are sound; medication is suitably stored and administered, and accidents are properly recorded. The school has undertaken a thorough disability access survey and has a disability access plan. Before- and after-school care is well organised.
- 3.5 Pupils are encouraged to be healthy. School meals are nutritious, portions are adequate and pupils are stimulated to adopt a healthy diet. Healthy lifestyles are promoted in PSHEE and PE; Year 4 pupils were reminded to keep safe in the sun, learning about dehydration and protecting skin from the sun's rays.
- 3.6 The school meets the regulatory requirements for the welfare, health and safety of pupils [Standard 3].

The Quality of Links with Parents and the Community

- 3.7 The school has maintained strong links with parents and the community since the previous inspection. This strong partnership allows the school to achieve its objective of enabling pupils to fulfil their potential.
- 3.8 The response to the parents' pre-inspection questionnaire indicated a high degree of satisfaction with the school; there were no areas of significant concern. High quality information is provided for parents, including annual written and oral reviews, prize giving and biannual parents' evenings. The school also provides parents' information evenings on specific educational topics such as selecting GCSE options and the effects on future education. The importance of the partnership between home and school is stressed at every opportunity, such as prize giving and options meetings. Homework diaries are provided for all pupils from Year 3 and a home-to-school book for younger pupils; these provide a useful two-way channel of communication. The school successfully operates an 'open-door' policy for access to the head of each part of the school. Parents are contacted should a concern arise or for disciplinary matters. Parents' concerns are handled with due care.
- 3.9 There are sufficient opportunities for parents to become involved in the school. The parent teacher association is open to all parents and provides social events such as quizzes, Christmas and Summer fairs, bowling evenings, walks, barbeques, and second-hand uniform sales to raise money for equipment.
- 3.10 Parents are provided with high quality information; school publications are informative and the school website is useful. Senior School reports are evaluative but the Junior School reports do not always contain sufficiently explicit pupil targets or strategies for improvement.
- 3.11 Many beneficial links exist with the wider community; pupils are taken to places of educational interest. Visitors come to the school to talk about relevant topics, such as representatives of various faith communities who provide a valuable insight for pupils into world religions. Representatives from other professions also make valuable contributions. Strong links exist with the St John Ambulance Brigade for first aid. The school enjoys strong connections with the local church, and pupils sing at local concerts.
- 3.12 The school meets the regulatory requirements for the provision of information and the manner in which complaints are to be handled [Standards 6 and 7].

4. THE EFFECTIVENESS OF GOVERNANCE AND MANAGEMENT

The Quality of Governance

- 4.1 The school benefits from high quality governance from its board of trustees. This has enabled the school to grow considerably since the previous inspection and to achieve its aims.
- 4.2 Trustees are recruited from people who are known to the school. Induction arrangements are informal but effective. The board of trustees contains a wide range of useful expertise including finance, law, ICT, education and building. Many of the trustees are parents, and are therefore very committed to the school. Trustees' meetings are well attended, have thorough agenda and minutes, and are informed by suitable information from the school. Previous minutes show the main topics have been related to the expansion of the school, such as buildings and finance. There are no sub committees, though meetings are sometimes called to discuss specific issues as necessary. The school has grown considerably and the present structure provides trustees with limited insight into its educational aspects. However, a recent 'trustees day' provided a useful opportunity for trustees to meet staff, hear presentations about aspects of the work of the school and receive child protection training. The trustees have not yet attended externally provided training to give them a wider perspective on their role.
- 4.3 The trustees are very supportive and relationships are positive. The chairman of trustees visits the school regularly and maintains effective communication. Trustees attend school functions and have specific areas of responsibility for whole-school issues.
- 4.4 Planning has been highly effective in enabling the school to develop since the previous inspection. The school development plan is ratified by the board of trustees and the strategic plan for the wider development of the school is costed and monitored closely. Financial planning is of a high quality and financial administration is effective. Financial resources are used to the maximum benefit to ensure optimum provision for the pupils. The function of a bursar is retained by the trustees with financial administration undertaken by the school staff. This has been effective because the board of trustees has within it appropriate financial expertise. The board of trustees uses external expertise, such as health and safety consultancy, as necessary.

The Quality of Leadership and Management

- 4.5 As in the previous inspection, the school is well led and effectively managed; this has enabled it to grow and to achieve its aims. In response to one of the recommendations from the previous report, the school has strengthened monitoring through performance management.
- 4.6 Strong leadership is evident throughout the school. The senior management team work well together. Each member of the senior management team has a broad portfolio. Strong teamwork is reflected in positive morale and ethos throughout the school. All members of staff put the pupils first and treat each as an individual; pupils say the staff go the extra mile.
- 4.7 The management structure is straightforward, with each head of school line managing the staff in their part of the school; this works well. Each section of the school benefits from efficient management; sufficient meetings take place to ensure effective communication and

- consultation and well-organised day to day running of the school. Electronic mail is beginning to be used to aid communication. Regular bulletins keep staff informed of events.
- 4.8 The school development planning process is effective; all teachers have an opportunity to contribute to the whole-school plan and departmental plans include relevant objectives for each department. Policies and procedures are also drafted following consultation; they are generally useful and concise.
- 4.9 The school has sufficient teaching and non-teaching staff who are suitably deployed. The ratio of pupils to adults is in line with current recommendations for children up to the age of five. There are currently no newly qualified teachers. Performance management is beneficial; the process includes observation, objective setting and training needs identification. As a result most teachers have attended suitable in-service training but some still lack confidence with interactive whiteboards, indicating the need for more in-service training in this respect. Whole-school training days have focused on topics such as providing for gifted and talented pupils in the younger years and emotional intelligence.
- 4.10 There are sufficient resources that are generally used well. A considerable investment has been made in ICT and this is beginning to have a beneficial effect where teachers use it as part of their teaching. The school uses several off-site sports facilities; these are of high quality but require additional curriculum time for travel and changing. The quality of accommodation varies from good in the Nursery, Pre-prep Department and Junior School to adequate in the Senior School. The dyslexia centre rooms in both parts of the school are friendly and inviting, with excellent displays.
- 4.11 The school is efficiently administered and runs smoothly. Non-teaching staff ensure the school is in good decorative order, clean and well maintained. Catering staff provide a good service to the school.
- 4.12 The school meets the regulatory requirements for the suitability of proprietors and staff and for premises and accommodation [Standards 4 and 5].

5. CONCLUSIONS AND NEXT STEPS

Overall Conclusions

- 5.1 The school achieves its aims. It provides a high quality educational experience and makes outstanding provision for pupils with LDD and statements of SEN. Pupils learn and achieve well and the school enables them to demonstrate well-developed spiritual, moral, social and cultural awareness. The school provides high quality teaching and assessment. Some teachers show a lack of expertise in using interactive whiteboards, indicating the need for additional training. As in the previous inspection, the quality of pastoral care is excellent; the school takes great care of pupils' welfare, health and safety. The school has maintained strong links with parents and the community. It benefits from high quality governance from its board of trustees but the structure provides them with limited insight into the educational aspects of the school, and trustees have not attended externally provided training. The school is well led and effectively managed.
- 5.2 The school responded well to the recommendations from the previous inspection whilst maintaining high standards through a period of considerable change. The quality of teaching has improved in Years 7 to 9, work now matches pupils' needs and more demanding work is provided for higher attaining pupils. Staff with management responsibilities are now more accountable through performance management. Planning now links to educational priorities. In response to the most recent inspection of the Nursery by Ofsted, risk assessments are now in place, seating is suitable and staff are aware of emergency evacuation procedures. Sufficient information is included in relation to 'Stepping Stones'; grouping arrangements at snack time have improved to ensure pupils benefit from discussion and activities.
- 5.3 The school meets all the regulatory requirements.

Next Steps

- 5.4 In order to improve provision further, it is suggested that the school should:
1. improve trustees' oversight of educational matters and provide further training;
 2. provide more training for teachers in the use of interactive whiteboards.
- 5.5 No action is required in respect of regulatory requirements.

6. SUMMARY OF INSPECTION EVIDENCE

- 6.1 The inspection was carried out from 28th April to 1st May 2008. The inspectors examined samples of pupils' work, observed lessons and conducted formal interviews with pupils. They held discussions with teaching and non-teaching staff and with governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined a range of documentation made available by the school.

List of Inspectors

Mr John King	Reporting Inspector
Mr David Bell	Head, ISA school
Mrs Lynda Boden	Head of Department, IAPS school
Mr Roderick MacKinnon	Head, HMC school
Mr Ian Raybould	Head, COBIS/HMC school
Mr Graham Reeder	Deputy Head, IAPS/ISA school
Miss Margaret Smith	Head, IAPS school
Mr Alistair Telfer	Head of Department, ISA school