

**INDEPENDENT SCHOOLS COUNCIL
(ISC)**

INSPECTION OF

CHIGWELL JUNIOR SCHOOL

By the

**INDEPENDENT SCHOOLS INSPECTORATE
(ISI)**

on

May 10th – 14th, 2004

MAIN REPORT

INDEPENDENT SCHOOLS INSPECTORATE

INSPECTION REPORT ON

Chigwell Junior School

(Chigwell Senior School was inspected in the same week and is the subject of a separate report).

Full Name of the School	Chigwell Junior School		
DfES Number	881/6006		
Address	High Road, Chigwell, Essex, IG7 6QF		
Telephone Number	0208 501 5700		
Fax Number	0208 500 6232		
E-mail Address	hm@chigwell-school.org		
Name of Headmaster	D.F.Gibbs		
Chairman of Governors	C.P. de Boer		
Age Range	7 - 13	Gender	Mixed
Number of Pupils	321	Number of Boarders	0
Inspection Dates	May 10th – 14th, 2004		

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 school must not quote the report selectively in the school prospectus or other promotional literature.

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 Chigwell Junior School provides a very good all-round education, and prepares pupils well for the Senior School; it is a happy school with a purposeful, lively atmosphere. Many pupils achieve good academic standards, but the school needs to provide better support for those with learning difficulties. Pupils are very ready to respond in lessons, and their personal, moral and spiritual development is very good. The majority of parents are pleased with many aspects of the school. The grounds and many of the buildings it shares with the Senior School are an outstanding feature, and are well used.

What the School Does Well

- 1.2 The Junior School's most significant strengths are:-
- many pupils achieve good academic standards in lessons relative to their abilities;
 - the very good integration of pupils of different cultures produces a harmonious and lively atmosphere in which everyone is accepted and valued;
 - the teaching and non-teaching staff show dedication and commitment to the education and welfare of the pupils;
 - the very good number and range of the extra-curricular activities add significantly to the all-round education of the pupils;
 - the curriculum is good; it has considerable breadth and includes very good provision for sport, drama and music;
 - the setting of the school in delightful grounds, with many good, well resourced buildings shared with the Senior School, provides a very good opportunity for pupils to flourish.

What the School Should Do Better

- 1.3 The Junior School's strengths substantially outweigh its weaknesses. The following areas require especial consideration:-
- the school does not provide specialist help for pupils with learning difficulties;
 - governors are insufficiently informed about Junior School achievements and needs.

Standards of Attainment and Progress in Subjects (Years 3 to 6)

- 1.4 In relation to their ages and abilities, pupils' attainment and progress are good. Most pupils have good numeracy and communication skills, and are able to use computers effectively. Reading standards are uneven, but are generally good. The attainment of pupils by the time they are in Year 6 is good in nearly all subjects, and very good in mathematics, art and design technology (DT). Pupils' results in national tests at the end of Year 6 have been consistent in recent years, and well above the national average for broadly equivalent maintained primary schools in English and mathematics. The progress of pupils is good in nearly all subjects throughout Years 3 to 6. Pupils requiring learning support make sound progress, helped by sympathetic teachers.

The Quality of Pupils' Learning, Attitudes and their Behaviour (Years 3 to 6)

- 1.5 The quality of pupils' learning and behaviour is good. Almost all the pupils are eager, competent learners who respond positively and enthusiastically in lessons. They show interest, listen carefully to instructions and explanations, and apply themselves very well to the tasks and challenges they are set. Pupils work well both individually and in groups. They form positive, constructive relationships with one another. Outside the classroom, they are lively and friendly.

The Quality of Teaching (Years 3 to 6)

- 1.6 The quality of teaching is good. In four-fifths of the lessons seen, the teaching was at least good, and in nearly half it was very good. The quality of teaching in most subjects is good or better, but it is uneven in science. The most able pupils are often given extension work and greater challenges. Pupils with learning difficulties receive sympathetic attention from most teachers, but no individual support from a specialist teacher. Teachers are not governed by examinations, and heavy emphasis is not placed on preparation for national tests at age 11. All teachers have a secure knowledge of their subjects and they allow pupils to express themselves freely within a well controlled framework. Teaching is usually characterized by high expectations, so as to challenge pupils and deepen their knowledge and understanding. Most lessons are very well planned and carefully organized. Teachers make good use of resources, and the majority make constructive use of information and communication technology (ICT) facilities.

Other Aspects of the School

Attendance (Years 3 to 6)

- 1.7 Attendance is good, and attendance registers are completed efficiently, at the beginning of each morning and afternoon session. Lessons begin and end promptly.

Assessment and Recording (Years 3 to 6)

- 1.8 The systems for assessing and recording pupils' achievements, progress and needs are sound. Appropriate systems are used, but the recording of results is not systematic. Pupils are screened effectively for learning difficulties. Some use is made of assessment information in lesson planning. The effort and attainment of pupils are assessed five times a year and these results are considered carefully in staff meetings. The marking of work is conscientious and encouraging, but sometimes lacking in constructive comments.

Curriculum (Years 3 to 6)

- 1.9 The curriculum is good. It offers a very broad and well-balanced general education and is enriched by a very good programme of extra-curricular activities and educational visits. However, having identified pupils with learning difficulties, the school does not provide them with specialist help. Clear schemes of work ensure good, continuous progress as pupils move up the school, and into Year 7.

Teaching and Non-teaching Staff (Junior School)

- 1.10 The overall quality of the teaching staff is good and the non-teaching staff provide very good support. The number of teaching staff and assistants is sound relative to the number of

pupils. The more experienced staff set good standards and instil traditional values. The younger staff provide up-to-date ideas and initiatives. The staff as a whole contribute significantly to the quality and breadth of the education provided. The appraisal scheme for staff and their in-service training are good. The induction of new members of staff is well organised.

Resources for Learning (Years 3 to 6)

- 1.11 The resources for learning are very good, and they are used well. The range, quality and accessibility of ICT resources are good and well managed. The provision of books, equipment and materials is mostly very good, and the Junior School benefits considerably from resources shared with the Senior School.

Libraries (Years 3 to 6)

- 1.12 Library provision is sound. The Junior School library is well managed; its facilities give appropriate support for the curriculum and are effectively used in many ways. However, it offers little scope for silent reading and personal study because of its location and size. The library has a wide range of fiction for Years 3 to 8 and a good range of reference books in most subjects. Many pupils enjoy reading the newspapers and periodicals, but computers and CD-ROMs are not provided.

Premises and Accommodation (Years 3 to 6)

- 1.13 The overall quality of the premises and accommodation is very good. The attractive school grounds provide ample space for the sporting and recreational activities. The buildings are very suitable for their purpose, and generally provide very good facilities for teaching and learning. Some areas of the Junior School building would benefit from a refurbishment programme. The library does not facilitate quiet reading. The two temporary classrooms provide adequate teaching facilities. The Junior School uses very good Senior School facilities close to its main building. The school dining room is inadequate in size. Attractive displays of pupils' work adorn many areas of the Junior School.

Links with Parents and the Community (Junior School)

- 1.14 Links with parents are good, as are links with the local community. The school provides comprehensive information for parents about the school, and about the progress of their children. However, parents have not been informed that policies relating to the curriculum are available on request. The majority of parents who returned 212 questionnaires are pleased with most aspects of the school, especially the academic standards, the curriculum, the attitudes and values, and the extra-curricular activities. The inspectors strongly support these responses, whilst agreeing with reservations expressed about homework, parents' evenings and help given to pupils with learning difficulties. The Friends of Chigwell organise successful events that provide substantial funds for the school.

Pupils' Personal Development (Junior School)

- 1.15 The provision for the personal development of the pupils is very good, with a very wide range of suitable activities through which its pupils are able to develop personal and spiritual beliefs and a moral code, as well as developing personally, socially and culturally. The personal, social and health education (PSHE) programme focuses pupils on various topics, including good citizenship, health and sex education, and environmental issues. Pupils are very conscious of right and wrong, and staff provide good role-models. Pupils are actively

encouraged to appreciate their own cultural traditions and the diversity and richness of others. Nearly all the Year 8 pupils are given a position of responsibility.

Pastoral Care (Junior School)

- 1.16 The pastoral care of pupils, and attention to their welfare, health and safety, are good. Pupils form good relationships with members of staff and know that they can turn to them if they need. Measures to promote good behaviour and discipline are successful. The Junior School is a caring community with a friendly atmosphere. The monitoring of pupils' academic and social progress is sound in Years 3 to 6, but unsatisfactory in Years 7 and 8. Pupils are aware that good behaviour is expected and that bullying is not tolerated. Pupils who become ill are very well cared for by a registered nurse. School lunches are of very good quality. Effective child protection measures are in place. Fire practices are held regularly. Risk assessments have been completed for all teaching rooms, visits off-site and for use of the minibuses.

Governance and Management (Junior School)

- 1.17 The governance and management of the Junior School are sound overall, with some very good features and some unsatisfactory ones. The master of the Junior School is very well supported by his senior management team. The academic and pastoral arrangements for Years 7 and 8 have some good features and some weaknesses. The areas of responsibility covered by governors, head, the master of the Junior School and senior management are well defined, but governors are insufficiently informed about the Junior School achievements and needs; they receive only one report each year. The master of the Junior School provides clear leadership and educational direction. The future needs of the Junior School are included in the whole-school development plan. The routine administration of the school is usually good. Communication within the Junior School is good, but communication and cooperation between the Junior and Senior Schools are sometimes unsatisfactory.

Achievement and Quality in Activities (Years 3 to 6)

- 1.18 The range and quality of the activities are very good; they play a valuable role in providing a stimulating all-round education for the pupils. Levels of achievement are often high. The Junior School has particular strengths in sport, music, drama, art and DT. The programme is very effectively organised and implemented.

Progress Made by the Junior School since its Last Inspection

- 1.19 The previous inspection in May 1998 made six main recommendations. Four of these have been implemented and some of them are among the current strengths of the school. The other two recommendations concerned the effectiveness of the years leading up to Key Stage 3 and the role of the Junior School; various attempts have been made to improve these two aspects but some weaknesses still exist.

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		Yes

pupils	
3. Welfare, health and safety of pupils	Yes
4. Suitability of proprietors and staff	Yes
5. Premises and accommodation	Yes
6. Provision of information	It meets almost all of the requirements
7. Manner in which complaints are to be handled	Yes

Actions Required for Compliance with the Regulatory Requirements

1.20 In order to meet all the requirements, the school must:

inform parents that policies relating to the curriculum are available on request.
[Regulations 6.(2)(g) and 6.(10)]

2. MAIN RECOMMENDATIONS

2.1 The main recommendations are listed below. The school should take the following action.

R1 Improve the provision for pupils with learning difficulties by:-

- giving them lessons each week with a qualified special educational needs (SEN) teacher,
- drawing up an individual education plan for each of these pupils and monitoring their progress with standardised tests,
- discussion of these pupils and their progress by the SEN teacher with class teachers (4.4, 5.2, 5.9, 5.16, 5.43, 8.2).

R2 Improve governors' knowledge of Junior School achievements and needs by:-

- the appointment of a governor with special responsibility for the Junior School,
- the governing body receiving a report each term from the Junior School,
- the chairman of governors and the head periodically receiving a report from an independent professional appraiser reviewing the performance and duties of the Junior School head (5.26, 7.2, 7.3).

R3 Meet the regulatory requirements noted in the previous section (1.20, 5.46).

3. INTRODUCTION

Characteristics of the School

- 3.1 Chigwell School was founded in 1629. The school has a board of governors and a parents' association. The Junior School has its own building, adjacent to many Senior School buildings that it shares, the whole sited in extensive and attractive grounds. The present master of the Junior School has been in post since 1990.
- 3.2 The Junior School caters for boys and girls in the age range 7 to 13 years. The number of pupils on the roll at the time of the inspection was 321. The school has been co-educational since 1997, and currently two-fifths of the Junior School pupils are girls. The master of the Junior School is responsible for pupils' personal development and pastoral care in Years 3 to 8, and for their academic development in Years 3 to 6.
- 3.3 This is an academically selective school, and standardised tests show the pupils' academic ability to be well above the national average. Thus, the fairest comparison is with maintained schools in favoured areas (with no free school meals); these are the broadly equivalent maintained schools used as the benchmark for the pupils' attainment. Virtually all the pupils transfer automatically to the Senior School at age 13.
- 3.4 Pupils come from a wide variety of backgrounds and cultures, and live in Essex or North London; entry is mostly at ages 7 and 11, after assessment of their suitability for the school. A fifth of the pupils receive fee assistance from the school. The Junior School has identified 32 pupils as requiring individual specialist support with specific learning difficulties; there are no statemented pupils in the Junior School. Pupils from ethnic minorities are strongly represented in the school; 13 Junior School pupils do not have English as a first language.
- 3.5 The school aims to provide a balanced education in a stable, traditional environment, seeking to develop the whole person.
- 3.6 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
Lower I	3
Upper I	4
Lower II	5

School	NC
Upper II	6
Third	7
Fourth	8

Key Indicators

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

Subject		Level 4 or higher	Level 5 or higher
English	Boys	100%	80%
	Girls	100%	43%
	All	100%	60%
Mathematics	Boys	100%	70%
	Girls	96%	35%

	All	98%	51%
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3.8 Attendance for Second Half of Spring Term 2004

	Authorised	Unauthorised
Percentage absence	3%	0%

3.9 Exclusions Over the Previous 12 Months

Temporary exclusions	Permanent exclusions
6	0

4. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and Progress (Years 3 to 6)

- 4.1 In relation to their ages and abilities, pupils' attainment and progress are good. All pupils achieve at least sound standards and most reach good, and sometimes very good, levels. Attainment in all the lessons observed was at least satisfactory, and was good or better in three-quarters of the lessons, and very good in a third. Most pupils have good numeracy and communication skills, and are able to use computers effectively. Reading standards are uneven, but are generally good.
- 4.2 Relative to their abilities, the attainment of pupils by the time they are in Year 6 is good in English, geography and physical education (PE), and very good in mathematics, art and design technology (DT). It is sound in science. Pupils' results in national tests at the end of Year 6 have been consistent in recent years, and well above average in English and mathematics in comparison with broadly equivalent maintained schools. These tests are taken without much preparation or emphasis, and the results are consistent with pupils whose average ability is well above the national average. The boys' results have been consistently superior to those of the girls in both subjects, which is a reflection of the higher entry standards that have applied for boys in recent years.
- 4.3 Relative to their abilities, the progress of pupils is good in nearly all subjects throughout Years 3 to 6, and rapid in mathematics, art and DT. Good progress in science is made in Years 3 and 4, and sound progress thereafter. Examples of rapid progress were seen in a Year 5 information and communication technology (ICT) lesson when pupils brainstormed, designed and printed a poster within one lesson, and when Year 4 pupils quickly identified weather symbols and placed them on a map. Extra challenges are provided for the more able pupils, but not always for the least able in a class. The provision of some classroom assistants in Years 3 to 6 helps pupils to make better progress, but the provision is insufficient in Years 3 and 4.
- 4.4 Pupils requiring learning support make sound progress, helped by sympathetic teachers. However, the lack of any individual lessons in school with a specialist teacher inhibits their progress. Teachers are given general advice regarding helping these pupils, but the pupils do not have individual education plans. No individual specialist help is provided for the 13 pupils for whom English is an additional language, but they make good progress, helped by their teachers and conversation with other pupils.

Quality of Pupils' Learning, Attitudes and Behaviour (Years 3 to 6)

- 4.5 The quality of pupils' learning and behaviour is good, and is conducive to the learning process. In nine-tenths of the lessons observed, the pupils' learning and behaviour were good or better, and in half the lessons they were very good. Almost all the pupils are eager, competent learners who respond positively and enthusiastically in lessons, revealing very good recall of previous learning. Pupils work well both individually and in groups. Outside the classroom, they are lively and friendly.
- 4.6 Pupils are well motivated and co-operative, and are very keen to contribute answers and ideas in class discussion. They show interest, listen carefully to instructions and explanations, and apply themselves very well to the tasks and challenges they are set. Their capacity for individual study develops well, and they are able to sustain concentration

throughout the lessons as long as the activities are suitably varied. On a few occasions, pupils became restless or over-excited before the end of the lesson.

- 4.7 The pupils form positive, constructive relationships with one another, and they have a trusting rapport with their teachers and with others in the school community. They show initiative, particularly when helping each other, and they have a responsible approach to working collaboratively. In many of the lessons observed, it was clear that the pupils are well used to working in pairs or larger groups and that this sort of co-operation is encouraged. Good examples of pupils enjoying tackling tasks together included a lively Year 3 class working in small groups as convincing Saxon villagers, and an energetic Year 6 class combining in teams to make rapid progress in designing and building clay castles.
- 4.8 The school has a friendly, lively, positive atmosphere and, in this multicultural community, the pupils get on together very well and show respect for each other's feelings, values and beliefs. Pupils are usually keen to support their peers and are quick to appreciate when this would be appropriate. On one occasion a class was unable to get into the computer room, and behaved very well while reading and waiting in the corridor. Pupils are usually courteous towards each other and talk with adults in a relaxed, confident manner. Visitors are made to feel welcome and pupils are eager to offer friendly assistance. However, there are times around the school when the pupils' natural liveliness leads to their being less considerate and to their displaying inappropriate behaviour. This includes noisiness, not holding doors open for others and a certain amount of boisterous play.

Attendance (Years 3 to 6)

- 4.9 Pupils' levels of attendance are good, enabling them to take full advantage of the opportunities provided by the school. Authorised absences are extremely low, with virtually no unauthorised absences during the last academic year. Class tutors register pupils efficiently before the morning and afternoon sessions. The vast majority of pupils arrive punctually each morning. However, some inconsistencies exist in the procedures for pupils who arrive after the morning registration has taken place.
- 4.10 Lessons begin and end promptly, and movement between lessons is efficiently done, with the result that very little teaching and learning time is lost.
- 4.11 The admission register is kept in the Senior School office; it now complies with statutory requirements; until the inspection week, it was not printed out as required.

5. QUALITY OF EDUCATION PROVIDED

Teaching (Years 3 to 6)

- 5.1 The quality of teaching is good. In four-fifths of the lessons seen, the teaching was at least good, and in nearly half it was very good. The quality of teaching in most subjects is good or better, but it is uneven in science.
- 5.2 The teaching meets the needs of most pupils. Teachers are not governed by examinations, and heavy emphasis is not placed on preparation for national tests in English and mathematics at age 11. The most able pupils are often given extension work and greater challenges. Pupils with learning difficulties receive sympathetic attention from most teachers, but good provision in lesson plans and worksheets is rare; these pupils are not given individual support by a specialist teacher.
- 5.3 All teachers have a secure knowledge and a thorough understanding of their subjects, and both specialists and non-specialists deal very effectively with pupils' questions. Pupils are nearly always well managed, and high standards of discipline are achieved; but pupils are allowed to express themselves freely and to enjoy their lessons within a well-controlled framework. A Year 3 science class was particularly well managed, cleverly avoiding potential problems in making water courses successfully.
- 5.4 Teaching is usually characterized by high expectations, so as to challenge pupils and deepen their knowledge and understanding. In an excellent religious studies (RS) lesson, a Year 6 class was held spellbound by the teacher's account of Sikhs prepared to die for their faith; a Year 3 teacher brought the best out of her English class by her enthusiasm in exploring adjectives with them, such as 'gushing', 'pattering' and 'struggling' to enliven a poem on 'Rain'; and a Year 5 PE class enjoyed being suitably challenged according to their abilities in a swimming lesson.
- 5.5 Most lessons are very well planned and carefully organized. Teaching is appropriate to curricular objectives, and homework is usually suitable for each age group and is properly followed through. However, homework diaries confirm that some teachers do not set homework consistently. Lessons generally have clear goals, and pupils' activities are sensibly varied to maintain the interest of younger pupils; worksheets are, however, used excessively in some subjects.
- 5.6 All teachers are very successful in ensuring that pupils settle quickly and time is very effectively used. Teachers make good use of resources especially in mathematics, PE, art and DT, and the majority make constructive use of ICT facilities. A Year 6 English class used computers to help produce a mature analysis of different newspapers, which were then displayed in their classroom; and an enterprising Year 4 mathematics class developed an understanding of symmetry by using a wide variety of activities and practical resources.

Does the school meet the regulatory requirements for teaching?

- 5.7 Yes.

Assessment and Recording (Years 3 to 6)

- 5.8 The systems for assessing and recording pupils' achievements, progress and needs are sound. Appropriate systems are used, but the recording of results is not systematic. Pupils are screened effectively for learning difficulties. Some use is made of assessment information in

lesson planning. The marking of work is conscientious, accurate and encouraging, but sometimes lacking in constructive comments.

- 5.9 The systems for assessing pupils' attainment and progress are appropriate for the age of the pupils, their particular needs and their stage of development. The PIPS assessment of pupils is made annually, and the pupils also take standardised tests to establish their reading ages. At age 11, and with a minimum of preparation, they sit the national tests in English and mathematics. Verbal reasoning tests are not taken at present. Consideration should be given to including these tests, for they would provide additional, helpful information and would complement the standardised assessments already in place. During their first year in the school, pupils are screened effectively for learning difficulties by the special educational needs co-ordinator and, when necessary, parents are recommended to seek external expert support. However, these pupils have no individual education plans within the school and, therefore, the monitoring of their progress is not effective.
- 5.10 The standardised and the internal assessment results of pupils are not recorded systematically for year groups or individual pupils, and are not easily accessible. A filing system containing the academic record cards for every pupil should be established. These record cards should then be updated regularly; this would help the form tutors to monitor the pupils' progress throughout their time in the Junior School.
- 5.11 The Key Stage 2 handbook for members of staff sets out clearly the departmental assessment, marking and homework policies, including instructions for the use of homework diaries. Informal assessment involves monitoring pupil progress in class, whereas formal assessment includes homework tasks, end-of-topic tests and internal examinations, which are held during the summer term. These assessment procedures are usually frequent, accurate, consistent and effective in assisting pupils to make progress, but are less good in English and science. Teachers' marking of work is accurate, conscientious and encouraging. Helpful, constructive comments are included regularly in subjects such as geography and mathematics, but are insufficient in some other subjects.
- 5.12 Assessment results are recorded in mark books and are used to review pupils' progress, and to set appropriate individual targets when reporting to parents. However, mark books do not record pupils' strengths and weaknesses in, for example, quality of homework, concentration in class and in their knowledge and understanding of the subject. The effort and attainment of pupils are assessed five times a year. The meaning of these grades is well understood by pupils and staff. These assessment results are considered carefully in staff meetings; the agenda always focuses on pupils for concern and pupils for praise, and strategies are discussed to provide appropriate support and challenge in the teaching of these pupils. In some subjects, such as geography, assessment information contributes towards curriculum planning and development. All departments should consider opportunities for modifying programmes of study and teaching methods. A further example of adaptation in the light of experience is the reorganisation of the Junior School examination programme for the different year groups.

Curriculum (Years 3 to 6)

- 5.13 The curriculum provided by the school for Years 3 to 6 is good. It offers a very broad and well-balanced general education suited to the ages and abilities of the pupils, and contributes effectively to their all-round development.
- 5.14 The curriculum has considerable breadth with very good provision for sport, drama and music. French and all National Curriculum subjects are included in the timetable. The

curriculum is well balanced. The schemes of work, although based on the National Curriculum, are appropriately adapted to complement the school's aims and pupils' needs. Specialist teaching increases with the growing maturity of the pupils. The value of class teaching for Years 3 and 4 is recognized; it is intended to improve this provision further. English, mathematics and science receive an appropriate allocation of curricular time. Personal, social and health education (PSHE) is promoted very well through a planned programme of lessons. The very good development of typing skills in Year 5 benefits the pupils when using computers. French is introduced in Year 3, but the time allocation across the whole key stage is insufficient for pupils to make significant progress. The timetable includes a very good programme of extra-curricular activities; these make a tightly structured day, but the effectiveness of learning and teaching is not adversely affected.

- 5.15 The appointment of a deputy director of studies for Key Stage 2 has resulted in effective management of the curriculum, and good liaison occurs with subject co-ordinators. They are successful in monitoring and reviewing their curriculum areas. As a result of departmental planning, schemes of work are clear and ensure good, continuous progress. The courses for study for pupils in Years 6 and 7 link together well and ensure a smooth transition for pupils.
- 5.16 The equality of access to the curriculum and the opportunities provided for all pupils to learn and make progress are generally good. All pupils are taught in mixed ability classes, with the exception of Year 6 who benefit from mathematics setting. Good extension work is often provided for the most able pupils. Pupils experiencing learning difficulties are helped in class, but are usually expected to tackle the same tasks as everyone else; extra support for these pupils is not provided. Having identified pupils with learning difficulties, the school does not provide them with specialist help. No provision is made for pupils for whom English is an additional language, but none of the current pupils is in need of extra help.
- 5.17 The Key Stage 2 curriculum is extended and enriched by a very good programme of extra-curricular activities and sporting events and by a variety of visits.

Does the school meet the regulatory requirements for the curriculum?

- 5.18 Yes.

Teaching and Non-teaching Staff (Junior School)

- 5.19 The overall quality of the teaching staff is good and the non-teaching staff provide very good support. The appraisal scheme for staff and their in-service training are good. The induction of new members of staff is well organised.
- 5.20 The number of teaching staff is sound relative to the number of pupils. Nearly all the 23 teachers, including one part-time, who teach mainly in the Junior School, are suitably qualified for the roles they discharge. The staffing is well balanced regarding teachers' ages, and nearly all the staff have a good amount of teaching experience. This is a stable staff with only three teachers joining in the past four years. The more experienced staff set good standards and instil traditional values. The school also benefits from the up-to-date ideas and initiatives of some of its younger staff. The staff as a whole contribute significantly to the quality and breadth of the education provided.
- 5.21 The staff are mostly well deployed, although the emphasis is on subject expertise to the extent that some Year 3 and 4 classes see too little of their form tutor. In Years 7 and 8, some pupils receive no tuition from their form tutors. When staff are absent, colleagues

cover their classes; this is unsatisfactory when a teacher is absent for more than a few days, especially with Years 3 and 4.

- 5.22 The two classroom assistants make important contributions in the school. One of these devotes a considerable amount of time to managing the library. Year 3 and 4 classes receive some assistance; more help with pupil groups of widely differing abilities would be beneficial. The science technicians provide valuable help in the preparation of junior science lessons, and the Junior School ICT room also receives technical support.
- 5.23 The work of the non-teaching staff is very well regarded. The cheerfulness and commitment of many of these staff, whether on the grounds, in the kitchens or in the medical centre, were very evident. The school secretaries support the Junior School very well and make significant contributions towards its smooth day-to-day running. Pupils, parents and visitors appreciate the friendly and welcoming response they receive.
- 5.24 Criminal Records Bureau checks have been made on all teaching and non-teaching staff prior to their appointment. All staff have contracts and job descriptions.
- 5.25 The arrangements for new members of staff are very good. A comprehensive handbook, that covers many school policies and procedures, aids the induction of new staff. Two senior members of the Senior School staff are responsible for the wellbeing of new staff and organise a series of meetings for them on different aspects of life at Chigwell. They also have a discussion with the master of the Junior School and have a mentor during their first year. Classroom observation is not usually part of the induction process.
- 5.26 The appraisal system is very good and is respected by the teaching staff. Staff choose who they wish to be appraised by from a list of 11 senior members of staff, and this review is followed by conversations with the master of the Junior School and with the head, who also observes staff teaching. The reviewers are appraised by the head. The master of the Junior School has not been appraised in recent years; consideration should be given to inviting an independent professional appraiser to perform this important function, relaying their conclusions to the chairman of governors and the head.
- 5.27 The in-service education and training (INSET) of staff is good. INSET is organised by a senior member of the Senior School staff. Staff are supported on courses that further their professional development and the needs of their departments, and the majority of the staff have attended individual courses in the past three years, usually reporting back to colleagues. A whole-staff or Junior School INSET is usually arranged at the beginning of each term.

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

- 5.28 Yes.

Resources for Learning (Years 3 to 6)

- 5.29 The resources for learning are very good, and they are used well. The range, quality and accessibility of ICT resources are good and well managed. The provision of books, equipment and materials is generally very good, and the Junior School benefits considerably from resources shared with the Senior School.
- 5.30 The Junior School ICT room is equipped with 24 computers and has overhead projection facilities. The room is used for ICT lessons, activity periods and the computer club as well as, increasingly, for computing opportunities in subjects such as mathematics, science and

geography. Other departments are discussing how best to integrate ICT, including internet access, into their teaching. Projection systems are also available and used effectively in two other rooms, and further extension of these arrangements is being considered. All members of staff are computer literate and make good use of their laptop machines for their own work, for e-mail contact with other staff and for report writing. The school intranet and the electronic notice board have made a significant, beneficial contribution to communication.

- 5.31 The wide range of other resources is well managed and is used effectively at all ages to promote the quality of teaching and learning of the pupils. The levels of budget allocation to each department are very good. The central administration budget includes printing and stationery costs. These budgets are set annually and are managed efficiently by the bursar and budget holders, with special, large capital investment bids being treated separately. Many subjects are well resourced, especially drama, science, music, geography, PE, art and DT; provision is sound in English and history. The provision for storage in the resources room and other clearly defined areas in the Junior School is usually good, but art and DT need more space. Although considerable expenditure is incurred in their production, photocopied resources make an effective educational contribution to the pupils' teaching and learning.
- 5.32 The Junior School uses the centralised booking system for the school minibuses, which take small groups on local trips and to sports matches. Coaches are hired for larger parties and longer journeys.

Libraries (Years 3 to 6)

- 5.33 Library provision is sound. The Junior School library is well managed; its facilities give appropriate support for the curriculum and are effectively used in many ways. However, it offers little scope for silent reading and personal study because of its location and size.
- 5.34 The range, availability, quality and accessibility of the library stock are sufficient and generally support pupils' attainment, progress and quality of learning. Consisting of some 5,000 books, the library provision is well above levels recommended by the Library Association for the pupil numbers. A wide range of fiction is available for Years 3 to 8 and a good range of reference books in most subjects, but no computers or CD-ROMs are available at present. Accessibility is helped by the central location of the library, adjacent to the main thoroughfare. Availability is enhanced by the library being open from 8.00 a.m. to 6.00 p.m. daily. However, the library tends to be used as an all-purpose area, and no space is available for privacy and silent reading.
- 5.35 Six enthusiastic Year 8 pupils assist a part-time librarian. She liaises with the Senior School librarian and conscientiously oversees the selection, and recently computerised cataloguing, of new books. However, due to her increasing involvement as a classroom assistant, there is a lack of clarity at present relating to her availability and role as librarian.
- 5.36 Staff rarely use the library, and many pupils prefer to use the form libraries or read books from home. A steady flow of pupils do, however, make good use of the library. Although Years 3 and 4 have regular library lessons, this does not apply in Years 5 to 8, and pupils' reading skills would be advanced by closer liaison between the English department and the librarian. Many pupils enjoy reading the wide range of newspapers and periodicals provided, and the library register confirms that a good number of pupils withdraw and return books daily, at break times, after lunch and after school.

- 5.37 The library offers a helpful resource for pupils' research. Years 7 and 8 pupils make especially good use of a wide range of reference books for project work. Class libraries, particularly in Years 3 to 5 support reading for pleasure with an appropriate stock, efficiently deployed by the English staff. Science, art and DT also have good departmental libraries. However the present arrangement in the main library fails to serve as a good resource for personal and private study, because of the noisy, public location. An extension room for silent reading would solve the present limitations of a potentially excellent facility.

Premises and Accommodation (Years 3 to 6)

- 5.38 The overall quality of the premises and accommodation is very good. The attractive school grounds provide ample space for the sporting and recreational activities. The buildings are very suitable for their purpose, and generally provide very good facilities for teaching and learning. Some areas of the Junior School building would benefit from a refurbishment programme.
- 5.39 Set in an attractive and well-maintained whole-school campus of 70 acres, the Junior School has a separate main building, two adjacent temporary classrooms and good access to separate specialist classrooms and facilities in the nearby Senior School buildings. The pleasant, well-cared for and spacious grounds and facilities contribute significantly to the ambience of the Junior School, and enhance pupils' personal development and welfare. They are well used and enable the curriculum to be taught effectively. The Junior School classrooms offer a satisfactory working environment with sufficient, if not always generous, space to support teaching and learning. The Junior School building, which also houses the master's study, offices, staff and pupils' facilities as well as a dedicated ICT suite, has an attractive open-plan reception and library area. However, the library does not facilitate quiet reading. Access throughout the building is good, with wide corridors, stairwells and landings. The two adjacent temporary classrooms, although not attractive externally, are satisfactorily maintained and furnished and provide adequate teaching facilities. The nearby Senior School buildings house the junior art and DT and science teaching rooms, as well as providing access to very good specialist facilities for music, drama, PE and games, and an assembly hall. The Junior School is fortunate to have these very good facilities so close to its main building, with the result that little time is lost between lessons. At lunchtime, the Junior School also uses the school dining room. This facility is inadequate in size and struggles to cope with the demands of the whole school. The Junior School lunch sessions are hurried and seating is cramped. The demands put on the dining room at lunchtime impact adversely on the desired Junior School pattern of the day.
- 5.40 The standard of display in the Junior School is very good and makes a very positive contribution to learning and the environment as a whole, reflecting many aspects of school life. This is particularly so in English, RS and PSHE, and the many displays of art and DT demonstrate the variety and quality of work produced in that department. The displays in classrooms are very good; they are attractive and interesting with many examples of pupils' work. Administrative notices are up-to-date and informative for pupils, staff and parents alike.

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

- 5.41 Yes.

Links with Parents and the Community (Junior School)

- 5.42 Links with parents are good, as are links with the local community. The school provides comprehensive information for parents about the school and the progress of their children.
- 5.43 Parents returned 212 questionnaires to the reporting inspector. The majority of parents are pleased with most aspects of the school. In particular, more than 9 out of 10 parents made a positive response to the questions relating to academic standards, the curriculum, the attitudes and values and the range of extra-curricular activities. The responses were more positive on most questions for Years 3 to 6 than for Years 7 and 8. A significant minority of parents were concerned about the amount of homework and inconsistency of this, the organisation of parents' evenings, especially when someone teaches a number of subjects, and were critical of the help given with learning difficulties. Whilst agreeing with these reservations, the inspectors strongly support the positive responses of many parents to other questions in the survey.
- 5.44 The arrangements for formally relaying information to parents about their child's progress are very good, with a written report at the end of the autumn and summer terms, in addition to meetings with staff in the spring term. Effort and attainment grades for each subject are also sent to parents with the written reports and on three other occasions during the year. Parents of new pupils receive an extra report after the first half term. The written reports are mostly of very good quality. Most reports are of an individual nature. They describe the quality of a pupil's work and their progress, and indicate the work covered.
- 5.45 For formal meetings in the spring term, parents are given appointments for all teachers. Fewer fixed appointments, gaps between these and extra time with those who teach more than one subject to a child would alleviate the problems parents perceive. Especially good care is taken with pupils in Years 3 and 4, with their parents meeting form tutors at the beginning of the autumn term, with a 'follow up' meeting with Form 3 teachers a few weeks later. Parents of Year 7 pupils also have a meeting with form tutors in September.
- 5.46 Parents of new pupils receive a very informative handbook, and are kept well informed thereafter by termly letters from the master of the Junior School and the head. A Junior School newssheet, containing articles by pupils and reviews of events, is produced each term, and a coloured publication records whole-school events and achievements. An annual magazine of high quality is also produced for the whole school. A notice board in the Junior School building provides daily information and reminders for pupils and parents; this is useful but is not easily accessible for parents because it is not sited outside the building. Parents are well informed about the school, but have not been told that policies relating to the curriculum are available on request; the school intends to give this information in its next newsletter.
- 5.47 The Friends of Chigwell are a social committee who organise popular and successful events each term, which also provide very substantial funds for the school. The money for the Junior School adventure playground came from the Friends.
- 5.48 Parents are invited to school matches, concerts and plays. A number of parents help with school visits, and many are involved in such things as costume making for drama productions and Christmas parties for the pupils. Some parents make valuable contributions to the PHSE course, and others have spoken to pupils about topics such as dentistry.
- 5.49 Relationships with the local community are good. Year 8 pupils produce ideas for raising money, and other pupils have participated in sponsored swimming. Year 7 pupils perform

good deeds for local people, such as grass cutting and shopping. In particular, money is raised to support a Benedictine community in India.

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

- 5.50 The school meets almost all of the regulatory requirements. In order to meet all of the requirements, the school must inform parents that policies relating to the curriculum are available on request. [Regulation 6.(2)(g) and 6.(10)].

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

- 5.51 Yes.

6. PUPILS' PERSONAL DEVELOPMENT AND PASTORAL CARE

Pupils' Personal Development (Junior School)

- 6.1 The provision for the personal development of the pupils is very good. The school provides a very wide range of suitable activities through which its pupils are able to develop personal and spiritual beliefs and a moral code, as well as developing personally, socially and culturally.
- 6.2 The provision for spiritual development is very good. The school was founded as a Church of England school and it retains its Christian principles, while providing good opportunities for all pupils to consider their own values and beliefs as well as those of others. The chaplain gives excellent spiritual guidance to all members of the school. A weekly Eucharist is open to all, and Junior School pupils attend chapel once a week. Devotional services held at significant times in the year provide a valuable link with, and acknowledge, other faiths. A multi-faith response is encouraged and was observed in the Ash Wednesday service. The school community also celebrates festivals like Diwali and Ede. Religious studies lessons promote an understanding of spiritual values. This awareness of spirituality is also evident in other areas of the curriculum and was seen, for example, in the high quality drama performed by Years 7 and 8 in an assembly. The inspirational study of art and artists, and the participation in songs and rhythms of music from around the world, are other high quality spiritual experiences.
- 6.3 Moral provision is very good. Tolerance and understanding, as well as self-discipline, are encouraged. The personal, social and health education (PSHE) programme makes a valuable and significant contribution to the moral values of the pupils, and includes good teaching relating to health and sex education. The PSHE programme focuses pupils on the values of good citizenship. An awareness of environmental issues is fostered and taking personal responsibility for looking after the environment is realised through the initiative of recycling waste paper. Pupils are very conscious of right and wrong, and staff provide good role-models; in all aspects of school life, they help pupils to adhere to an effective moral code.
- 6.4 Very good opportunities are provided for cultural development. Pupils of different cultures integrate very happily. They are actively encouraged to appreciate their own cultural traditions and the diversity and richness of others. Multicultural studies are promoted in religious studies (RS) lessons and visits are arranged to different places of worship; a mosque, a Hindu temple and Canterbury Cathedral. The school's well-established link with Ashram in India gives pupils an awareness of life in a Benedictine community. Day-to-day opportunities for pupils to broaden their own cultural and traditional experiences are plentiful; regular visits to theatres, museums and art galleries give further encouragement to extend cultural appreciation. The Year 6 residential visit to France is a good occasion for allowing pupils to explore personally a culture beyond their school and family communities.
- 6.5 The provision for social development is good. The house system helps pupils to belong to a smaller group and to realise the value of healthy competition. Good opportunities are provided for nearly all the Year 8 pupils to take responsibility as house captains, form friends, librarians or monitors, while younger pupils are elected as representatives of their class. The school engenders a sense of goodwill and co-operation between the pupils themselves, and between pupils and staff. Care for others, including those who are less fortunate, is encouraged by the many activities for fund raising. Pupils have many opportunities to work collaboratively in the classroom. Outside the classroom, many pupils compete in sports teams or participate in drama productions and in orchestras and choirs. They celebrate and share the success of others. The numerous activities offered during the

school day and after school provide many very good opportunities for social interaction. Year 7 and 8 pupils benefit enormously from camping experiences that are arranged specifically to promote their social well being.

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 (Junior School)

6.7 The pastoral care of pupils, and attention to their welfare, health and safety, is good. The Junior School is a caring community with a friendly atmosphere. Pupils form good relationships with members of staff and know that they can turn to them if they need. Measures to safeguard and promote all pupils' health and wellbeing are successful.

6.8 In Years 3 to 6, form tutors are responsible for their class; they know individual pupils well and relate appropriately to them. In Years 7 and 8, the two senior tutors provide stability for pupils, as form tutors do not necessarily teach their form. This situation is not ideal and pupils would benefit if tutors were based in the Junior School. In class, sympathetic and effective help and support were observed in many lessons, for example in mathematics and information technology.

6.9 The school's systems for monitoring pupils' academic progress are sound in Years 3 to 6. In Years 7 and 8, this monitoring is unsatisfactory and is not developed through a strong tutor system where all tutors are involved with their pupils' learning. An efficient system exists for discussing pupils who give rise for concern and appropriate steps are taken in Years 3 to 6. Pupils' files, containing academic details, are kept in the Junior School office. The academic progress and personal development of pupils does not benefit from a comprehensive system of recording academic assessments, with files readily accessible for reference by the teaching staff. Homework diaries, that are intended to provide an effective means of communication between parents and form teachers, are not sufficiently monitored by some tutors and they are used inconsistently across the school.

6.10 Pupils are well cared for by teachers and non-teaching staff. Pupils are confident that they will be listened to should they have a problem, and are able to approach the school chaplain, counsellor or any member of the staff with whom they feel comfortable. This care is reflected in the good attitude of pupils to one another, and the responsibility they display towards property and their appearance. The involvement of a significant number of staff and all pupils in a very good PSHE programme is a help and strength in promoting good relationships in the Junior School.

6.11 Measures to promote self-discipline and behaviour are effective. A clear code of behaviour exists with appropriate sanctions and rewards that are understood and viewed as sensible and fair by the pupils. House points are awarded, and commendation certificates are presented, for worthy effort and for other achievements. All pupils value these rewards. The sanctions system is clearly defined and is carefully monitored by the staff, and parents where appropriate. Pupils are aware that good behaviour is expected and their response is usually acceptable. Bullying is not tolerated. The anti-bullying policy is well supported by an active committee; all classes, except Year 3, elect a representative to the committee that meets regularly. This is a commendable and successful initiative. During the inspection, pupils were found to be polite, friendly and welcoming to visitors, but their natural exuberance and

high-spirits were also noticed. For the majority of time they work and relax happily with each other.

- 6.12 Accident procedures are clearly set out in the Junior School parental handbook. Staff and pupils are fully aware of these procedures. Medical arrangements are very good, with an experienced registered nurse on duty throughout the day in the nearby medical centre. Pupils in need or feeling ill are very well cared for, and parents contacted immediately when necessary. Five members of the staff are fully first-aid trained, and regular courses ensure that all staff are aware of basic first-aid. Accidents are conscientiously recorded in the medical centre. Medical records are appropriately filed and staff are always kept fully informed of individual developments. The PSHE syllabus ensures a helpful understanding of allergies, asthma, hygiene and a balanced diet.
- 6.13 School lunches are nutritious, popular and of very good quality. A hot lunch is always available for pupils and staff, with a salad or vegetarian option. Special dietary requirements are catered for. The adjacent kitchen is effectively managed and well maintained, with careful attention paid to hygiene and safety, despite the cramped conditions in the serving area and the dining hall itself.
- 6.14 Effective child protection procedures are in place. A designated member of the staff liaises with her Senior School counterpart to aid safe child protection. The bursar chairs a large health and safety committee, which includes the Junior School deputy head; and this body oversees the safety of the site. Health and safety precautions in science, DT, games and the swimming pool are good, but the storage of pupils' baggage and the occasional uneven paving stones need attention.
- 6.15 The Junior School fully complies with the requirements of the fire officer. All necessary measures have been taken to reduce the risk of fire and other hazards. Regular fire practices occur, their outcomes are carefully recorded and the pupils know how to react. Fire fighting appliances are regularly checked. Risk assessments have been completed for all relevant areas in the Junior School, for visits off-site and for use of minibuses. All electrical equipment is thoroughly checked.
- 6.16 Relevant health and safety recommendations from the last inspection have been carried out. Although wheelchair access is not yet possible in some of the older buildings, all new buildings comply with the requirements of the Disability Act.

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

Yes.

7. THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Governance and Management (Junior School)

- 7.1 The governance and management of the Junior School are sound overall, with some very good features and some unsatisfactory ones. The master of the Junior School is very well supported by his senior management team. The academic and pastoral arrangements for Years 7 and 8 have some good features and some weaknesses.
- 7.2 The arrangements for governing and managing the Junior School provide a suitable framework for its educational direction and future development. The areas of responsibility covered by governors, headmaster and the master of the Junior School and senior management are well defined, but governors are insufficiently informed about the Junior School achievements and needs.
- 7.3 The governing body meets once a term and, until this year, it has received an annual report from the master of the Junior School who has attended the governors' meeting whilst his report is discussed. The master has been asked to present a report each term, but this has not happened. Consideration should be given to the master attending the governors' meeting while all educational matters are discussed, and to being better informed by receiving the minutes of governors' meetings. No governor is in touch with the master of the Junior School on a regular basis. The master of the Junior School should be given more status and have more contacts with the governors without impinging on the overall authority of the head. The recent appointment of a governor, with expert knowledge in the field of primary education provides the opportunity to institute a governors' sub-committee to consider Junior School matters and provide a strong link with the Junior School. Parents have not felt the need to invoke the recently devised complaints procedure.
- 7.4 The master of the Junior School provides clear leadership and educational direction. The master leads by example, and is always available to parents and staff. He takes a very active part in the games coaching, especially of hockey and cricket, in addition to an academic teaching commitment. He knows the pupils very well and is regarded by parents as a very firm but fair head who leads the Junior School well and has played a major role in engendering its happy, friendly atmosphere.
- 7.5 The future needs of the Junior School have been analysed and are included in the whole-school development plan. Included in this plan are the replacement of the two portacabins, an extension of the library and an improved playground for the youngest pupils. The new classroom provision is intended to allow the classrooms to be sited more coherently with Years 3 to 6 in one building and Years 7 to 8 in an adjacent one.
- 7.6 The Junior School has a clearly defined and effective management structure, with weekly meetings of the six members of its senior management team with academic and pastoral responsibilities, plus a longer meeting at the beginning of each term. The senior management team monitor and evaluate human and material resources well, ensuring they are sufficient, appropriate and suitably deployed. Limited authority rests with this team because many academic policies and decisions are, rightly, taken on a whole-school basis. The master of the Junior School and his deputy meet each week, and many informal conversations take place with other staff with responsibilities. Brief staff meetings are held each week for organisational reasons, and in addition to a longer one at the beginning of term, a voluntary meeting occurs each term to discuss issues raised by staff. The Key Stage 2 co-ordinators meet twice a term to discuss academic matters, and subject meetings are held regularly.

- Meetings to discuss pupils whose academic progress is causing concern are held after each effort and attainment assessment.
- 7.7 The routine administration of the Junior School is usually good, and matters are normally dealt with swiftly and efficiently; the secretaries make an excellent contribution in this and many other directions. The Junior School systems for recording data about pupils, parents and staff are good, but the assessment results of each pupil and year group are not stored systematically.
- 7.8 Communication within the Junior School is good, and the deputy head plays a significant part in ensuring its smooth running with pupils and staff knowing what is expected of them. However, communication and co-operation between the Junior and Senior Schools are sometimes unsatisfactory. Senior School staff sometimes make decisions without due consultation and consideration of the needs of Junior School pupils and their teachers. In a large school with many teachers involved with pupils in many areas of the school, misunderstandings can easily occur, and greater care needs to be taken to ensure these are kept to a minimum. The master has a weekly meeting with the head, and a separate one with the bursar. These meetings could usefully be combined as one meeting since finance and facilities will often be at the heart of discussions between the two heads. The master and his deputy attend the whole-school meetings of the 10 senior managers, chaired by the head.
- 7.9 Form tutors, with the support of the deputy head and the two senior Junior School tutors, are responsible for overseeing the academic and social progress of the pupils; this arrangement works well in Years 3 to 6, and parents are impressed by how well tutors know their pupils, being able to discuss them in depth without warning or reference to notes. Some Year 7 and 8 form tutors also know their pupils well, but others do not and in some cases they do not teach their tutees and have insufficient contact with them.
- 7.10 Academic responsibilities in Years 3 to 6 are shared between the Key Stage 2 director of studies and subject co-ordinators. Good monitoring of teaching standards by subject co-ordinators takes place, with colleagues' teaching being observed. Some Junior School tutors monitor homework diaries very well, but others do not and fail to act when homework is not set by colleagues.
- 7.11 This is a happy school with a purposeful atmosphere and fully committed staff. The school's aims are to enable all pupils to maximise their potential through effective teaching and learning in a stimulating and caring environment. These aims are very well met in Years 3 to 6. The organisation of Years 7 and 8 is less satisfactory, and should be reviewed to bring it up to the high level attained with Years 3 to 6, ensuring they receive the best teaching the school can provide with teachers fully aware of the pastoral needs of these pupils.

8. ACHIEVEMENT AND QUALITY IN SUBJECTS AND ACTIVITIES

Achievement and Quality in Subjects: Years 3 to 6

English

- 8.1 Pupils of all ages achieve good standards in relation to their abilities. Levels of handwriting, punctuation and spelling are generally good. Pupils' speaking and listening skills are good. They talk and listen with assurance in a wide range of contexts, some of them formal. The quality of written work is particularly good, notably in Years 5 and 6, where pupils' achievement in a wide range of written tasks is often very good. By the age of 11 they are able to apply their knowledge of vocabulary to the discussion and analysis of texts. Results in national tests at age 11 are well above the national average for broadly equivalent maintained primary schools; these results are consistent with pupils whose average ability is well above the national average.
- 8.2 Relative to their abilities, pupils' progress both in lessons and in their exercise books is good. In a Year 3 lesson progress in collecting evidence and making notes, was accelerated by the pupils acting as police investigators. Displays of pupils' poetry on 'Dragons' in Year 5 underlined their good progress; as did a successful analysis of daily newspapers displayed by pupils in Year 6 using ICT. More able pupils often make rapid progress, partly due to challenging extension work. However, pupils with learning difficulties make slower progress due to the lack of appropriate provision in lesson plans and worksheets, and the absence of individual support. Results in annual reading assessments suggest that progress in reading is more uneven, and no better than sound for many pupils.
- 8.3 The pupils' learning and behaviour are good; they were never less than good in the lessons observed and occasionally were very good. Pupils settle quickly, listen attentively and are keen to learn. They are well motivated, responsive to their teachers and frequently ask good questions. They work well in pairs and small groups, as in a Year 3 library lesson where pupils enthusiastically explored the role of newspaper reporters.
- 8.4 The quality of teaching is good. Teachers have a sound grasp of their subject and good class control, allied to a constructive rapport with pupils. They are successful in involving the whole class in oral work and offer appropriate individual advice during written work. The best lessons are characterized by good planning, variation of teaching techniques, and by good pace. Teachers are noticeably concerned to ensure that pupils widen their vocabulary; a descriptive poem on 'Rain' in a successful Year 3 lesson was brought alive by an enthusiastic exploration of such adjectives as 'gushing', 'pattering' and 'struggling'. Marking is a little superficial at times. The best marking involves constructive comments and rigorous checking of corrections.
- 8.5 The department is soundly led and managed. Areas of concern are discussed and minuted at regular departmental meetings, and communication within the department is good. Assessment and recording are less satisfactory. Results of reading tests, for instance, are not recorded systematically and filed centrally with examination results, as an aid to monitoring pupils' progress. The curriculum is well balanced and the subject is enriched by the high standard of Junior School drama, by the annual poetry competition, by Year 6 showcase evenings, Year 4's outing to the Globe Theatre and by the 'readathon' and book fair. Resources and class libraries are sound and the Junior School library is well stocked to provide potentially very good support to improve the quality of reading. However, few

classes have library skills lessons; this provision would help to improve the range and levels of pupils' reading.

Mathematics

- 8.6 Pupils of all ages achieve high standards relative to their abilities. At age 8, they reveal a high level of numeracy skills, and handle numbers, fractions and units with confidence and enjoyment. By age 9, they have a very good understanding of fractions and equivalent decimals. At age 11, pupils achieve high standards in elementary algebra, and they have very good numeracy and comprehension skills. Their work is very well presented. Results in national tests at age 11 are well above the national average for broadly equivalent maintained primary schools. Pupils take these tests in their stride and, although they know what to expect, they have a minimum of preparation. These results are consistent with pupils whose ability is well above the national average.
- 8.7 In relation to their abilities, the progress of pupils throughout the school is rapid during lessons and, over a longer period of time, in their exercise books and other written work. Pupils with learning difficulties make sound progress. Pupils' understanding develops quickly and progressively so that they gain confidence in continuously more demanding numerical and graphical concepts. The progress of pupils of all abilities is helped by the teacher involving and supporting everyone in the class and by the willingness of pupils to help each other. Year 4 pupils quickly grasped the concepts of symmetry and mirror reflections, and the most able moved eagerly on to some challenging extension work. Year 5 pupils made rapid progress in understanding fraction and decimal notation related to capacity and its units.
- 8.8 The quality of pupils' learning and behaviour is very good, although on some occasions a few pupils lost concentration towards the end of the lesson. In general, pupils behave very well, listen carefully and are very keen to contribute enthusiastically. They have a positive, trusting rapport with their teacher and aim to give of their best, having been set high standards. The pupils enjoy the challenging tasks set. They are well motivated to tackle tasks individually, and they also work well in pairs and larger groups. Successful examples of collaborative exercises include Year 3 participating in a multiples game, and Year 6 taking part in a variety of games to increase confidence in percentages, ratios and proportions.
- 8.9 The quality of teaching is very good and is based on secure subject knowledge. Lessons are well planned with a range of activities that captures the interest of the pupils; for example, Year 6 pupils enjoyed an investigation involving the analysis of number patterns. A lively pace is maintained within a sensibly disciplined framework. Open and closed questions are used effectively to develop the thinking, understanding and confidence of all the pupils. Interesting extension work is always available for the most able but, although they are given sympathetic help during the lessons, the less able are not given different, less demanding tasks. ICT applications are being used increasingly to enhance the teaching and learning of mathematics and good use is being made of the computer room. Year 6 pupils embark on a wide variety of investigations, many of which involve the use of ICT, in the second half of the summer term. Homework is set regularly, and marking is thorough, regular and accurate with encouraging comments and rewards for work of a high standard. Assessment tests are set every half term and the results are used for individual target setting and for deciding set composition in Year 6.
- 8.10 The department is very well led and managed. The schemes of work have been updated recently, are set out clearly and complement the Key Stage 2 policy document. The subject co-ordinator is producing a very good range of workbooks for each year group containing

mental arithmetic practice and numerous challenging tasks. An effective lesson observation programme is well established. The departmental meetings, with minutes taken, are being arranged termly and they focus on developing strategies for pupils of different abilities. The meetings also provide feedback opportunities for staff returning from training courses. The most urgent aim for the immediate future is to consider how best to cater for the less able pupils and the few who are underachieving.

Science

- 8.11 Relative to their abilities, pupils achieve satisfactory standards. The attainment of pupils in Years 3 and 4 is good; it is in line with their abilities in Years 5 and 6. By the age of 11, pupils are able to create a fair test, understand and use subject specific vocabulary and are able to apply their knowledge of facts when predicting outcomes. Pupils do not participate in national assessment tests. The standards observed in the majority of lessons and in the pupils' books indicate that pupils at age 11 are working at levels in line with the national average for broadly equivalent maintained primary schools.
- 8.12 Pupils, including those with special educational needs as well as those for whom English is an additional language, make sound progress. Progress is more rapid in Years 3 and 4; skills and understanding deepen as knowledge increases. Good examples of pupils of all ages making progress in the development of practical and observational skills in experimental work are evident, and they are increasingly able to give appropriate emphasis to predicting likely outcomes.
- 8.13 The learning and behaviour of pupils are good but inconsistent; in half the lessons they were very good. However, incidents of discourtesy were observed. Pupils in most lessons are attentive and willing to contribute by asking and by answering questions. Generally, pupils work well independently and collaboratively, remain on task and generate their own ideas. Year 4 pupils worked calmly and cooperatively in pairs to predict accurately how to improve the transmission of sound. Some of the older pupils are less motivated, particularly if the lesson lacks challenge.
- 8.14 The teaching is sound, but uneven in quality. Some very good teaching was observed with Year 3 classes. Lessons are always adequately planned and well resourced. In the better lessons, what pupils are required to learn is clearly explained to them. Good subject knowledge, an awareness of the needs of all the pupils and a brisk pace providing challenge are important factors in those lessons that are most successful. Pupils are managed well and their relationships with their teachers are positive and constructive. Very good class control and pupil encouragement were seen in Year 3 lessons, in which pupils designing a watercourse were aware that some materials are more suitable than others. In less successful lessons, expectations are insufficiently high and the teaching does not motivate pupils. A lack of a suitable match of task to the age and ability of individual pupils tends to lead to confusion and sometimes disinterest. Work is marked regularly; however, insufficient written advice is given on how pupils can improve.
- 8.15 The subject is enthusiastically led and satisfactorily managed. The handbook for Years 3 to 6 is comprehensive and contains an effective scheme of work that helps teachers to plan their work in consultation with each other. The use of tailor-made workbooks for Years 3 to 5 helps to ensure sound progress as pupils proceed through the school. The introduction of exercise books at the end of Year 5 and throughout Year 6 ensures the development of the skills of recording necessary in future years. Records are kept of pupils' grades but these are not fully used to inform teachers' planning. The Junior School laboratory and the very good

resources and books benefit both staff and pupils. The science club provides a good opportunity for pupils to explore and experiment in their leisure time with like-minded peers.

Art, and Design and Technology (DT)

- 8.16 In relation to their abilities, pupils of all ages achieve high standards. Pupils often surprise themselves by the standards that they reach in activities such as portrait drawing, mask and cushion designing, and the construction of clocks, alarmed moneyboxes and model spaceships. Much is accomplished by pupils of all abilities, with evident enjoyment and a real sense of achievement. By age 11, pupils have developed very good skills in modelling clay. They are able to work with a variety of tools and equipment, and are able to evaluate their own designs, adapting them where needed.
- 8.17 Relative to their abilities, pupils make rapid progress at all ages during lessons and, over a longer period of time, in their sketchbooks and very good project folders, all of which contain a rich variety of background materials. Year 3 pupils progressed rapidly when tackling a challenging clay modelling task, and Year 4 pupils learned very quickly how to carbon copy a picture onto a piece of wood. A lively Year 6 class worked energetically in groups of four and made rapid progress in clay castle construction.
- 8.18 The quality of pupils' learning and behaviour is very good. The pupils contribute and participate enthusiastically, and most of them sustain concentration throughout each double period. Challenges are accepted eagerly, and the pupils have a positive, constructive rapport with their teacher. They work well individually, and also co-operatively when sharing resources and moving around the room. Year 4 pupils showed great enthusiasm and cooperation when constructing Egyptian tomb boxes.
- 8.19 The quality of teaching is very good, based on secure subject knowledge and enriched by a broad range of resources. Lessons are very well planned, with a wide variety of activities to capture the pupils' interest. Objectives are explained clearly, a lively pace is maintained, and expectations are high, as in a Year 5 lesson when pupils were making imaginative mirror frames. Pupils are led into thinking creatively for themselves, and open questions are used skilfully. The classroom atmosphere is purposeful with a sensibly disciplined structure.
- 8.20 The leadership and management of the department are very good. As well as frequent informal discussions, regular departmental meetings are held and minutes taken. The excellent policy handbook and schemes of work aid continuous progress in the subject. The resources are very good and well organised, although storage space is limited. Opportunities to enhance the subject include an annual exhibition of high quality, and input from visiting artists such as the recent paper sculpture workshop, which inspired the construction of life-size cardboard people of excellent quality. The displays inside and outside the classroom and throughout the Junior School are excellent and full of interest, and they contribute significantly towards the high morale of the pupils.

Geography

- 8.21 Pupils achieve good standards in relation to their abilities. They show good knowledge and understanding of the topics covered. Pupils take pride in their work. By the age of 11, pupils know about the types of weather in different parts of the world and understand how caves are formed. They can speak clearly and confidently about geographical processes.
- 8.22 The progress of pupils is good in relation to their abilities. Workbooks containing written work, diagrams, maps and graphs showed the good progress made between Years 3 and 6, particularly in using more advanced geographical vocabulary and increased detail. All pupils

are actively involved in lessons and individually supported; this led to especially rapid progress in a Year 3 lesson on intensive and extensive farming, when many pupils reached the extension exercise.

- 8.23 The quality of pupils' learning and behaviour is good. All pupils are enthusiastic and take a real interest in lessons; they are keen to ask and answer questions. A notable feature of several lessons was the positive way in which pupils worked together at carefully designed and managed tasks that enabled them to increase their depth of understanding and knowledge of the work they had undertaken. A Year 3 class in particular co-operated very effectively in putting together a weather forecast presentation.
- 8.24 The quality of teaching is good. All teaching demonstrated at least satisfactory knowledge of the topics covered. Lessons are well planned and organised with clear, achievable objectives. The pace of lessons is appropriate with good variation of activities and tasks. Questioning is varied enough to encourage a good response from all pupils. Good relationships exist between all teachers and their pupils. Expectations in terms of discipline and academic work are high. However, the planning and organisation of lessons take insufficient account of the needs of pupils of widely differing abilities.
- 8.25 The department is very well led and managed. The subject co-ordinator is experienced and passionate about the subject. The departmental handbook is detailed, thorough and informative. The teaching in the department is underpinned by clear planning, organisation, effective assessment and good communication; resources for teaching and learning are very good. Access to the departmental intranet supports this process. Off-site visits are arranged for all classes, and effective use is made of the ICT and library facilities.

Physical Education (PE)

- 8.26 Pupils achieve good standards in relation to their abilities. By age 11, pupils have developed good co-ordination, spatial awareness and a range of different ball skills. They have experienced various sporting activities and understand basic tactics in a number of competitive team and individual games. Attainment is well above nationally expected standards. Pupils have enjoyed considerable success in inter-school competition both locally and nationally.
- 8.27 Relative to their abilities, pupils make good progress in developing their PE skills and knowledge. A good understanding of match tactics was clearly demonstrated in a Year 6 cricket match. In a Year 6 lesson, good progress was observed in throwing skills required for cricket and rounders.
- 8.28 The learning and behaviour of pupils are very good. Pupils are keen to learn, enthusiastic and co-operative. They readily ask and answer questions. The pupils respond very well to the teaching and really enjoy the subject, as in a Year 3 swimming lesson on stroke development.
- 8.29 The quality of teaching is good; it was very good in nearly half the lessons observed. The team of experienced staff and coaches are enthusiastic and committed to the subject. A swimming lesson in Year 5, and an athletics one in Year 6, illustrated the high standards and expectations of the teachers. Planning and objectives are clear and suitably challenging for all abilities. The teaching makes good use of appropriate demonstrations to highlight standards and targets. The pace of teaching is good, and on-going evaluation and feedback of pupil progress is evident in all lessons.

- 8.30 The department is very well led and managed. An informative and detailed handbook supports the work of the department. A broad and balanced PE programme contributes very positively to the all-round education of the pupils. This successfully develops individual pupils' abilities and supports the extensive games programme. After-school practices add to the opportunities for the more able pupils. The games programme is very efficiently co-ordinated by a heads of boys' and girls' games. Good teamwork ensures that an impressive games programme and fixture list is maintained. The continued development of hockey throughout the school and the increase in the number and range of girls' fixtures, in addition to the traditional soccer and netball matches in the winter terms, are positive steps. The department is fortunate to have extensive, very well-maintained grounds and pitches. The multi-use sports hall is adequate, but rather small. The school does not have an all-weather surface for hockey and tennis to aid the development of skills in these sports.

Short Subject Reports

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

Drama

- 8.31 Three lessons were observed, together with a short production in an assembly.
- 8.32 The quality of teaching was good. It was lively and imaginative with lessons planned enterprisingly. Sometimes, however, too many activities were included, leading to a rushed conclusion. Teachers displayed a confident grasp of the subject. Clever use of a tape-recorded story enabled a Year 3 class to act out and experience life in Saxon times, strengthening cross-curricular links.
- 8.33 The learning and behaviour of pupils were good. The pupils were always well motivated by positive relationships with their teachers, and responded enthusiastically. They worked hard and enjoyed their lessons, though a little over-excited at times. The pupils showed confidence, good movement and occasionally genuine emotion in short playlets and mimes at the end of each lesson. A brief snapshot from *Romeo and Juliet* by Years 7 and 8 was excellently portrayed.
- 8.34 The new theatre and the recent introduction of drama lessons for Years 3 and 4 have added much to the strength of Junior School drama. Recent productions of *A Midsummer Night's Dream* by Years 3 to 5, together with Year 6 playlets and this year's *Wind in the Willows* by Years 7 and 8 all confirmed the significant part played by drama in the educational development of junior pupils.

French

- 8.35 Two lessons were observed and the books of a sample of pupils scrutinised.
- 8.36 The quality of teaching was good in one lesson and sound in the other. The teaching was lively and enthusiastic, with pupils encouraged to try and to succeed. Lessons were largely conducted in the target language at a good, brisk pace appropriate for the pupils. The teaching was characterised by very good subject knowledge and good relations with the pupils; class control was mostly satisfactory. Flash cards were used extensively but other resources very little.
- 8.37 The learning and behaviour of the pupils were sound. They responded very enthusiastically and enjoyed chanting French phrases with the teacher to describe the pictures on the flash

cards. Year 5 pupils also made good attempts to work with their neighbours asking and answering questions in French about their birthdays. However, the concentration and behaviour of Year 4 pupils deteriorated towards the end of their lesson in which their activities were insufficiently varied.

- 8.38 The curriculum allows Years 3 and 4 to have a small introduction to French. Years 5 and 6 have more periods per week but an insufficient number to make significant progress.

History

- 8.39 Four lessons were observed and the work of a sample of pupils scrutinised, as well as work on display in a number of classrooms.

- 8.40 The quality of teaching was always good; in half the lessons it was very good. Lessons were well planned with clear objectives. The work set was appropriate to the abilities of the pupils and presented in a clear and interesting manner; this was particularly so in a Year 5 lesson on the Victorians. The pace of teaching was sufficiently challenging, with good variety of activities. Class control was good. Teachers' knowledge was secure and good use was made of both open and closed questioning; a particularly interesting Year 3 lesson on Viking longships highlighted this aspect.

- 8.41 The pupils' learning and behaviour were very good. Pupils were well motivated, co-operative and enthusiastic. They showed a consistently positive attitude and were respectful and disciplined.

- 8.42 Clear schemes of work and policy documents support the teaching of non-specialist staff. The department has satisfactory resources, and learning is further enhanced by the use of the school library and ICT facilities

Information and Communication Technology (ICT)

- 8.43 Two lessons were observed, as well as an activity teaching period and a pupils' ICT committee meeting.

- 8.44 The quality of teaching was very good, with effective planning and clear explanations. The positive, trusting rapport between teachers and pupils led to constructive responses and a lively pace. Activities to promote progress and learning were well chosen, such as the use of a projector and screen to explain commands and access to files.

- 8.45 The pupils' learning and behaviour were very good. Pupils contributed enthusiastically to brainstorming sessions and enjoyed demonstrating to the rest of the class. Concentration was sustained and pupils were eager to tackle challenges set, such as the completion, within a single period, of an advertising poster in Year 5. They worked well individually and were also co-operative and helpful towards each other.

- 8.46 The recently updated policy handbook sets out clearly the aims and schemes of work for Years 3 to 6, and includes valuable skills for the future such as touch-typing and computerised presentations. The teaching and learning of pupils is enhanced further by activity periods and by increasing use of the computer room for subjects such as mathematics, science and geography.

Music

- 8.47 Four lessons were observed, work from Years 3 to 6 was scrutinised, and choir and orchestral practices were attended. Discussions were held with the acting director of music.
- 8.48 The quality of teaching was good. Some examples of very good practice were evident. A good variety of teaching approaches was employed to suit the ages and abilities of the pupils. A particularly lively Year 6 class was managed well to create an interested and well-motivated group. Lesson planning was efficient and based on the requirements of the National Curriculum. The good teaching reflected the expertise and personality of the staff concerned. In all lessons, the pace was brisk, expectations were high and the content was appropriately matched to the needs of the pupils.
- 8.49 The learning and behaviour of the pupils were good. Pupils showed a positive attitude towards music and enjoyed their work. They were keen to participate in lessons, particularly when engaged in group tasks. They shared resources and evaluated their work sensibly, which contributed well to their personal development. At all times behaviour was good.
- 8.50 The many choirs and orchestral opportunities, and the high proportion of pupils receiving private instrument tuition, greatly enrich the curriculum.

Personal, Social and Health Education (PSHE)

- 8.51 Three lessons were observed, together with circle time in some form periods and a wide range of PSHE display material.
- 8.52 The teaching was good. Teachers related well to their pupils and planning was appropriate to age and ability. Class discussion ensured that all pupils were involved and that they were challenged effectively. Themes ranging from mental health to generosity and achievement were successfully explored by good questioning techniques and suitable worksheets.
- 8.53 The pupils' learning and behaviour were good. Pupils clearly enjoyed the subject, responding positively to the teaching. They contributed many thoughtful answers and listened considerately to each other, working well in small groups.
- 8.54 The teaching is well supported by a wide-ranging, thorough PSHE handbook and by a well-balanced curriculum. The six modules of relationships, understanding oneself, personal safety, healthy living, citizenship and communication skills offer pupils a firm foundation for the future. Relevant wall displays in corridors and in the subject-based PSHE room aid pupils' learning. Good links with the Senior School help PSHE lessons to contribute significantly to pupils' wider education. Parents are kept well informed about the curriculum.

Religious Studies (RS)

- 8.55 Three lessons were observed, in addition to a range of work on display in classrooms and a sample of pupils' books.
- 8.56 The teaching was always good, and in one lesson excellent. Lessons reflected teachers' confident command of subject matter, good planning and enterprising variation. The best teaching challenged pupils to think, as in a particularly effective Year 6 class when they were spellbound by an account of Sikhs prepared to die for their faith. Marking of written work was more uneven, and in some classes worksheets were over-used.

- 8.57 The pupils' learning and behaviour were very good. Pupils settled quickly, and were well motivated and industrious. Good questions were asked, thoughtful answers readily volunteered, and pupils related well to one another in discussions and in small groups. More able pupils were suitably extended by such questions as 'Is it right to suggest that Muhammed had a vocation?' in a Year 5 class. Learning was enhanced for all in a Year 4 lesson on Pentecost by clever use of a Giotto painting.
- 8.58 The curriculum is well balanced, including a thorough coverage of all world religions, yet ensuring an appropriate Christian content. Links with regular assemblies, PSHE lessons and occasional visits to mosques, synagogues and cathedrals all contribute fully to the RS curriculum.

Achievement and Quality in Activities (Years 3 to 6)

- 8.59 The range and quality of the activities are very good; they play a valuable role in providing a stimulating all-round education for the pupils.
- 8.60 The programme for pupils of all ages is wide and varied. It provides a very good, appropriate and interesting range of choices and it contributes greatly to the educational experience of the pupils. The activities programme falls into five categories: the compulsory lunchtime activities, the voluntary after-school programme, the whole-school activity week held in the summer term, curriculum led trips and visits held over the course of the year and holiday activity courses offered by the whole school.
- 8.61 The levels of achievement in activities are often high. The Junior School has particular strengths in sport, music, drama and art and DT. The numerous choirs and musical ensembles perform at a good standard. Much very good art and DT club work is displayed around the school. Good standards were also observed in drama rehearsals and in the Years 3 and 4 computer activity. The numerous after-school team practices for the boys and girls of all ages help to continue the local and national sporting accomplishments the school has enjoyed over many years. The Junior School has had many notable achievements at local, county and national standard in a wide variety of sporting and other activities. Recent triumphs include being IAPS six-a side soccer champions for two successive years, and regional netball and tennis winners.
- 8.62 The range of activities available is excellent. The list includes such diverse options as horticulture taken by the school gardener, first-aid offered by the school nurse, edible art, academic and scholarship clubs and a thriving school scout troop for both boys and girls. The balance between sporting and non-sporting activities, and between activities of interest to boys and girls, is very good. Many pupils are very enthusiastic about activities and most pupils attend at least one voluntary after-school activity.
- 8.63 The programme is very effectively organised and implemented by the Junior School deputy head. She co-ordinates staff and pupils, and ensures that facilities and resources are available. All of the staff contribute significantly to the activities offered. Senior School staff with sporting, musical or other desirable skills also contribute to the programme, as do specialist coaches from outside the school. Junior School staff appreciate the importance of the programme and prepare well for their activity groups.
- 8.64 The activity lists are published and clearly displayed at the start of each term. The weekly newsletter displayed on the activities notice board gives full details of events. The many successes of the pupils are celebrated in the end-of-term newsletter to parents and in the school magazine.

9. SUMMARY OF INSPECTION EVIDENCE

- 9.1 The inspection was carried out from May 10th to 14th, 2004. All subjects of the curriculum were inspected and all members of the teaching staff were observed teaching. However, the size of the team and the number of lessons available for observation did not permit all subjects to be reported on in full. The following subjects do not have full reports in Section 8: drama, French, history, ICT, music, PSHE and RS. The inspectors visited 58 lessons or parts of lessons, examined extensive samples of work by pupils of different abilities in each year and held formal discussions with four groups of these pupils as well as informal discussions with other pupils. They attended three assemblies and 11 registration sessions. They observed 14 extra-curricular and sporting activities. They held 33 discussions with teaching and non-teaching staff at various levels in the school. They analysed the responses of 212 parents to a questionnaire distributed in advance of the inspection. They examined a wide range of documentation made available by the school.
- 9.2 A bursar from another school joined the reporting inspector on the preliminary visit as part of the ISBA pilot scheme, spending the day with the bursar's department. The principal findings have been included in the relevant sections of this report.

List of Inspectors

David Defoe	Reporting inspector, former headmaster
Richard Evans	Headmaster, IAPS school
Elizabeth Henson	Former junior school headmistress, GSA school
Mike Hodgson	Retired headmaster, IAPS school
Robin Trimby	Retired headmaster, IAPS school