

INDEPENDENT SCHOOLS INSPECTORATE

INSPECTION REPORT ON

Devonshire House Preparatory School

Full Name of the School **Devonshire House Preparatory School**
DfES Number **202/6380**
Address **2 Arkwright Road, Hampstead, London NW3 6AE.**
Telephone Number **020 7435 1916**
Fax Number **020 7433 1260**
Email Address **enquiries@devonshirehouseprepschool.co.uk**
Headmistress **Mrs Serena Alexander**
Proprietors **Sir John Loveridge, Lady Loveridge and Mr Michael Loveridge**
Age Range **Boys 2½ – 13 years; Girls 2 ½ - 11 years**
Gender **Mixed**
Inspection Dates **12th – 15th March 2007**

This inspection report follows the framework laid down by the Independent Schools Inspectorate (ISI). The inspection was carried out under the arrangements of the Independent Schools Council (ISC) Associations for the maintenance and improvement of the quality of their membership. It was also carried out under Section 162A(1)(b) of the Education Act 2002, as amended by the Education Act 2005, under the provisions of which the Secretary of State for Education and Skills has accredited ISI as the body approved for the purpose of inspecting schools belonging to ISC Associations and reporting on compliance with the Education (Independent School Standards) (England) Regulations 2003.

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

INTRODUCTION

Characteristics of the School

- 1.1 Devonshire House Preparatory School caters for day boys aged 2-13 and day girls aged 2-11. It was founded in 1989 in Hampstead, London. It is housed on two nearby sites, in large Victorian houses that have been adapted for educational use. The school is proprietorial, being owned by a family partnership since its foundation.
- 1.2 The school lists its aims as being to provide:
 - a caring, happy and safe environment which is conducive to learning and personal development;
 - the highest standard of teaching for all pupils;
 - the highest standard of learning for all pupils;
 - the highest standard of achievement;
 - the highest standards in personal care, support and encouragement;
 - the encouragement of initiative.
- 1.3 There have been many changes since the last inspection in 2001. These include a major refurbishment of the main site, with a new library and music room being provided, and a considerable investment in information and communication technology (ICT) across the school. Staff changes include the appointment of a new headmistress in August 2004 following the retirement of her predecessor. A director of studies was appointed in September 2006.
- 1.4 The school roll consists of 409 full-time and 121 part-time pupils: 292 boys and 238 girls. There are 158 pupils below Year 1; 146 in Years 1 and 2; 196 in Years 3 to 6; and 30 in Years 7 and 8. The majority of pupils come from local households and professional families, and reflect the multicultural population of Hampstead. Pupils' ability and attainment on entry is broad. National tests are not used by the school, but other standardised test scores indicate that the pupils' ability is above average overall. There are two pupils who receive support for their English. No pupils have a statement of special educational needs. Seventeen pupils are receiving support for learning difficulties or disabilities. Girls leave at age 11 years, and the boys at 13, to continue their education in a wide range of independent senior schools.
- 1.5 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

2. THE QUALITY OF EDUCATION

The Educational Experience Provided

- 2.1 Pupils enjoy the educational experience, which is broad, varied and interesting. It meets the school's aims well, as it provides a good basis for pupils' learning. The curriculum has improved since the last inspection. Curricular documentation has been developed very well to include guidance on the assessment of pupils' work, teaching and learning approaches and the use of resources. As a result, the educational experience is better planned and of a more cohesive nature across the school. The parents' questionnaire responses were very positive about the range of subjects offered to their children.
- 2.2 The educational experience provides a broad education that is successful in encouraging the pupils' all-round development and their acquisition of skills. The school's use of time emphasises work in English and mathematics, with physical education (PE) and games receiving a good allocation of time. However, the curriculum is balanced soundly across other subjects and through the six areas of learning in the Foundation Stage. The curriculum is organised appropriately to match the ages and interests of the pupils.
- 2.3 The education provided by the school contributes well to the pupils' overall academic development. One outstanding feature is the attention paid to the development of speaking skills across all age groups. The use of Year 7 form time to debate issues surrounding the use of nuclear weapons is just one of many examples where speaking skills are encouraged successfully. This emphasis results in many pupils being very articulate. Literacy and numeracy skills are promoted well in English and mathematics schemes of work. The use of links between subjects, so that pupils are provided with opportunities to practise, say artistic skills in music, is a developing feature of the school's work. Considerably improved provision for ICT has led to the pupils having more opportunities to use computers in their work. The curriculum is enriched by a varied and regular programme of educational visits to such places as museums and art galleries. Themed events are used to good effect, for example in French.
- 2.4 An extensive range of extra-curricular activities enriches the pupils' experiences. Sport, music and drama are well represented in the programme, with the annual play production being a highlight of the school year. There are other, more unusual activities on offer, such as Mandarin. Pupils take part eagerly in activities, and opportunities to play in teams and perform in musical and dramatic events make a significant contribution to their personal development. The activities provide for community links. These links include presenting harvest gifts to local residents and contact with the local police, who are invited regularly to talk about matters such as road safety.
- 2.5 Pupils are very well prepared as they move from one stage of their education to the next. Comprehensive records and portfolios are passed from year to year through the school, and each pupil is discussed by the current and future teachers. Preparation for the transfer to secondary schools is outstanding with the school being very helpful in providing information and informed advice for parents and their children. This is particularly welcome due to the wide range of senior schools that pupils enter.
- 2.6 The curriculum is supported by effective planning. The quality of short-, medium- and long-term curricular planning is good. The policies and schemes of work have been extensively revised and improved. Great care is taken to ensure that all pupils have equality of access to what is provided and equal opportunities to take part. The school has been working to improve the cohesion of its work across the age groups and some good practice is emerging. For example, in English, the subject leader meets regularly with the other teachers of the subject. However, this kind of liaison is not fully developed in all areas of the curriculum.

- 2.7 Pupils requiring learning support are well catered for. Their needs are identified early and a structured approach is followed for dealing with any specific difficulties. Where necessary, an individual education plan is drawn up, with appropriate consultation taking place with the pupils and parents. This plan is reviewed and amended, as necessary, on a regular basis. The most able pupils receive some good support in lessons, but inconsistencies occur in the effectiveness of this support across subjects and age groups. The school is aware of this situation and is developing strategies and guidance to help ensure that the learning for these pupils is extended consistently. For example, a scheme to accelerate the learning of the more able pupils is working to good overall effect in Year 6. The few pupils for whom English is an additional language are supported soundly in lessons.
- 2.8 The school meets the regulatory requirements for the curriculum [Standard 1].

Pupils' Learning and Achievements

- 2.9 The good standards of pupils' learning and achievement by the time they leave have been maintained well since the last inspection, in line with the school's aims. Pupils are well grounded in knowledge, skills and understanding across a range of subjects and activities. There are no significant differences in the relative attainment between different groups of pupils.
- 2.10 By the end of the Foundation Stage, pupils' overall achievement is good. Pupils read and write with great confidence and enjoyment. They communicate well during work and play activities and have a broad knowledge of the world around them. For example, pre-reception pupils listened and responded well when answering questions about animal camouflage and increased their knowledge as a result. In Years 1 to 8, literacy skills are well developed in a wide range of lessons and activities. The pupils' speaking and listening skills are of a high quality. They listen with care and speak with clarity and confidence. They read with enjoyment. Writing skills are frequently used to good effect. Pupils have good numeracy skills and scientific knowledge. For example, Year 2 pupils show good knowledge about how food is preserved. Some of the older pupils are very successful in the United Kingdom Mathematics Challenge. Pupils develop proficient knowledge and skills in many aspects of ICT and use them effectively in subjects such as English when word-processing their work. Pupils across the year groups often achieve well in sporting, creative and practical lessons and activities. Many of them learn to play a musical instrument and perform to a high standard in plays and concerts.
- 2.11 Pupils do well in public examinations. They gain entrance to the senior school of their parents' choice, with the most able obtaining scholarships. For example, five academic and music scholarships were achieved to girls' schools and two to boys' schools last year. Some significant achievement has been made by pupils who have gained recent success at the national cross-country and chess championships. These results meet the school's aims well, as it works to provide for the highest standards of achievement.
- 2.12 Pupils' attitudes for work and study are good. The pupils have a positive attitude to work. They speak of the many subjects that they enjoy, and in some cases this is summed up by comments such as 'I like everything.' As a result, their behaviour is often very good and supported by the school's high expectations for their demeanour. Pupils settle quickly at the beginning of lessons and apply themselves well, particularly when the activity is well-matched to their needs and interests, and contains sufficient challenge to make them think. In group work, they relate very well with each other and their teachers. They are keen to complete their tasks so that their recorded work is often of a substantial volume.
- 2.13 Pupils show a good ability to reason and think for themselves, when given the opportunity to do so. For example, in art and design, Year 6 pupils put a great deal of thought into creating a self-portrait of their 'inner' or 'outer' self. Pupils successfully undertake research and make effective use of the internet as a means of gaining information, and use computers as a way of presenting information. This was carried out successfully by a group of Year 8 pupils during a senior school assembly when they presented images that added interest to the theme of 'using one's talents to best effect'.

Spiritual, Moral, Social and Cultural Development of Pupils

- 2.14 The pupils' personal development is fostered well. Their social development is outstanding. The school has maintained this strong aspect of its work successfully since the last inspection.
- 2.15 Pupils' spiritual awareness is developed well due to the emphasis placed by the school on boosting their self-esteem and confidence. Their self-esteem is fostered in a range of ways that include the praise given in assembly for personal achievements and by the opportunities provided for individual performances. Against this positive background, pupils respond confidently to ideas and stories that are introduced in their personal, social and health education (PSHE) and religious education (RE) lessons. They develop a good knowledge of a variety of faiths and start to work out their own responses to the beliefs of others. For example, in a RE lesson, Year 7 pupils showed a well-developed knowledge of the life of Mother Teresa which aided their ability to reason about the faith of such a person.
- 2.16 Pupils develop a strong moral sense. Pupils of all ages have a well-developed sense of right and wrong. They demonstrate clear understanding of the school rules and the reasons for having them. Pupils speak of the need to respect the rules for the good of all. Also, pupils know and understand the rules on the games field and own up, unprompted, when they infringe these. Their moral development is enhanced through the study of rules, for example, in RE lessons about religious commandments. Pupils make a good response to the discussion of moral themes that are introduced in assemblies. Staff provide good role models in the way they relate with each other and with the pupils.
- 2.17 The pupils' outstanding social development is fostered through a consistent whole school approach that sets high expectations for behaviour. Pupils have appropriate positions of responsibility from an early age. They take their jobs seriously and carry them out efficiently. Pupils show respect for their peers who are given positions as prefects and form captains. Some pupils are members of the school council. They meet termly with the Upper School deputy head and discuss ways of improving aspects of school life. Pupils take good responsibility for their own behaviour at break and lunch times, and in moving around the site. Pupils speak enthusiastically of enjoying receiving house points for sensible, courteous and responsible behaviour. Some pupils take the initiative to organise charity fund raising for the victims of disasters, like the Asian tsunami. Others help to organise activities such as the gala performance, which is a major event at the end of the school year. Older pupils develop a good awareness of public institutions, both in England and abroad, through their studies in form time and other subjects such as French.
- 2.18 Pupils have a good awareness of their own and other cultures. They carry out their daily school life happily by working and playing alongside their peers who may come from a very different cultural background from their own. Pupils gain from this first hand experience through celebrating the variety of cultures and traditions that are so close to hand. They speak of enjoying such celebrations and the older ones realise that their understanding is increasing as a result of this participation. They are aware of cultural differences between themselves and respect and value those differences. The pupils' involvement in supporting charities often adds a wider awareness about life and culture overseas.
- 2.19 The school meets the regulatory requirements for the spiritual, moral, social and cultural development of pupils [Standard 2].

The Quality of Teaching (Including Assessment)

- 2.20 Teaching supports the school's aims well and enables pupils to acquire new knowledge, to make progress according to their abilities, and to increase their understanding and the development of skills. Most teaching does all of these things well or very well. The overall quality has strengthened since the last inspection, but contains inconsistencies in how well the learning of the most able pupils is extended and in use of information from the assessment of pupils' work.

- 2.21 Teaching fosters in pupils the application of effort in a wide range of subjects and year groups across the school. For example, the best lessons in art and design, English, DT and science motivated the pupils to work hard by capturing their interest and setting suitably high expectations for their learning and behaviour. This meant that pupils of all abilities made good progress in increasing their knowledge, understanding and skills. These lessons also provided opportunities for the pupils to think and learn for themselves.
- 2.22 The best lessons use a good variety of means by which the pupils' learning is extended. These methods include the use of more challenging tasks, the asking of probing questions and the thoughtful grouping of pupils. However, this practice is not a consistent part of all teaching. Some lessons rely too much on giving all pupils the same task and then expecting the more able pupils to produce more work than others, as the main means of extending their learning.
- 2.23 Teaching is very often well planned and contains suitable activities that use time wisely. The best lessons contain a good mix of teaching methods. For example, the use of visual aids and clear oral and written information ensured that Year 2 pupils were motivated to think deeply about their writing. The teacher's use of a white board and projector to show colourful pictures stimulated the pupils' imagination really well at the start of the lesson.
- 2.24 Teaching often shows a good understanding of the pupils' aptitudes and needs because teachers know their pupils well. The use of information from the assessment of pupils' work to ensure the consistent match of tasks to pupils' needs is of a varied quality. The very best lessons were planned and taught by combining the teachers' good personal knowledge of pupils with the effective use of assessment information. The very good relationships between teachers and pupils help to ensure that the pupils' behaviour is of a high standard. Pupils settle quickly to their tasks and this gets lessons off to a good start.
- 2.25 One of the most consistent strengths of teaching is that it demonstrates an appropriate knowledge and understanding of the subject matter being taught. The very best lessons, such as in DT, contained an excellent use of the teachers' subject knowledge in the planning and the teaching of activities. Teaching is supported by an adequate quality, quantity and range of resources, and very often makes good use of them. In particular, ICT lessons in the computer suite gained from the improved facilities being readily available for use. Teachers make good use of nearby sports facilities to supplement the limited outdoor space on the school's site, to encourage performances of a good quality from the pupils.
- 2.26 Teachers ensure that pupils' learning is assessed regularly. Pupils' work is marked accurately and regularly, but marking varies considerably in quality. For example, the detailed, constructive comments that give good indications to the pupils about how their work may be improved in English are not seen consistently in other subjects. The school has a comprehensive variety of methods for making assessments. These include the use of standardised tests to provide some guidance about performance in relation to a wider pupil population. In-house testing adds to this information well. The issuing of effort grades provides a reference to the school's own aim of seeking to achieve the best from the pupils. All of this work is collated into a very comprehensive database of assessment information. The school is beginning to make some effective use of this information but recognises correctly that this is an area for further development.
- 2.27 The school meets the regulatory requirements for teaching [Standard 1].

3. THE QUALITY OF CARE AND RELATIONSHIPS

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

- 3.1 The care that the staff give to the wellbeing of the pupils is of a high quality and in line with the school's aims. This strong feature of the school's work has been maintained well since the last inspection.
- 3.2 The school provides extremely effective care for the pupils' well-being. It is successful in meeting its aim of providing a happy and safe environment. Pupils are happy at school and the staff provide a caring environment in which, in the words of a Year 3 pupil, 'There is always someone you can turn to'. Pupils speak of being very proud of their school community and the care shown for them. The parental responses to the pre-inspection questionnaire emphasised this aspect of the school's work very positively.
- 3.3 Staff take their pastoral responsibilities seriously and often have a good personal knowledge of the pupils. The pastoral care arrangements provide appropriate guidance for staff to follow. They emphasise a positive approach which helps to ensure that pupils feel they are important members of the community. This sense of being valued helps to develop their confidence very well. Form meetings, assemblies and registrations are used productively to enhance community values and the caring ethos of the school. The school's caring atmosphere is reflected in the relationships pupils have with the staff and each other. Thoughtful behaviour and generosity are inculcated from an early age. Pupils often go out of their way to be helpful to visitors, staff and each other.
- 3.4 Very good standards of behaviour stem from the school's appropriately high expectations, its shared values and caring ethos. The system of rewards and sanctions is seen by the pupils to be fair and reasonable. For example, the house point system is used well to reward kind or thoughtful behaviour. Pupils' achievements are celebrated. In conversation, the pupils showed a well-developed sense of wanting to be supportive of each other. Their behaviour at playtimes reflected this awareness.
- 3.5 Child protection measures are in place and effective. All staff receive regular child protection training and there is a clear anti-bullying policy. The procedures for the recruitment and checking of staff are thorough. Registration and admission procedures are in order.
- 3.6 The school takes the safety of its pupils very conscientiously. Measures to safeguard pupils' safety and health are clearly documented, effective and implemented throughout the school. Fire practices are regular and recorded. Health issues are managed well. First aid training for staff is up-to-date. Risk assessments are thorough and updated regularly. However, some aspects of the documentation should be targeted to specific activities, for example in games and science.
- 3.7 The school promotes healthy living strongly and is developing its work on environmental issues. For example, considerable care is taken in providing good quality meals using food produced locally, to reduce 'food miles'.
- 3.8 The school meets the regulatory requirements for the welfare, health and safety of pupils [Standard 3].

The Quality of Links with Parents and the Community

- 3.9 The school's links with parents and the community are positive and effective. They provide good support for its aims and have improved well since the last inspection.
- 3.10 Parents are very satisfied with the education, guidance and support provided for their children. A high proportion of parents returned the pre-inspection questionnaire. Their responses were extremely positive, particularly with regard to academic standards, the curricular and extra-curricular opportunities being provided, the quality of teaching and the high standards of the pupils' behaviour. However, a small minority felt that the information they received about their child's progress and the way in which complaints are handled were inadequate. Inspection findings show that the information that parents receive about their child's progress is good. Parental complaints are taken very seriously and handled with due care, in line with requirements.
- 3.11 The partnership with parents has been developed well. The implementation of new initiatives has increased parents' participation in the work of the school on a day-to-day basis. For example, pupils' books are sent home frequently and parents are invited regularly to view classrooms. Parents are provided with opportunities to assist with school events and educational visits. They are invited to events such as plays and concerts. Parents' representatives from each class meet regularly with the headmistress and a parent group have meetings with the principal. They are able to put forward suggestions, as well as being briefed about the general work of the school. An active parents' charitable fundraising committee organises a range of social and fund-raising events.
- 3.12 Parents and prospective parents are provided with useful and clear information. Parents' handbooks contain essential information about the school and its work. A weekly newsletter keeps parents well informed about events and highlights activities and fundraising initiatives. Parents are kept well briefed about their children's work and achievements. Consultations between teachers and parents take place regularly. Progress reports are issued at least twice during the year. These reports contain clear information about the pupils' attainment and progress.
- 3.13 The school promotes positive links with the wider community through a range of activities. These include the participation in local sporting events and taking the choir to perform at local venues. The children are also involved in regular fundraising events for charity that often encourages overseas links. The extensive programme of educational visits helps to foster links at home and into the wider community.
- 3.14 The school meets the regulatory requirements for the provision of information and the manner in which complaints are to be handled [Standards 6 and 7].

4. THE EFFECTIVENESS OF GOVERNANCE AND MANAGEMENT

The Quality of Governance

- 4.1 Governance is provided by the principal through his work as the managing partner of the proprietors. Governance is very effective in setting and securing appropriate aims and values for the school. It leads to a good oversight of the school's work and its business. The quality of governance has been maintained well since the last inspection and pays very good regard to the school's aims. However, a clear vision for the school's strategic development into the medium-term is not recorded in a formal plan and linked to short-term priorities.
- 4.2 The structure and management arrangements related to governance are very straightforward and support the effective oversight of the school. The principal holds regular, minuted meetings with the headmistress who has the delegated responsibility of managing the school. He also meets with a group of parents. The principal receives termly, written reports from the headmistress that cover all aspects of the school's life and work. These enable him to keep a good oversight. This information is supplemented well by the recently compiled school development report and its update of actions. These documents provide a means by which developments are monitored and evaluated effectively.
- 4.3 The principal is very well aware of his responsibilities and is involved appropriately in educational development and financial planning, and in strategies to ensure effective educational provision, and investment in resources. The principal and headmistress are very happy with the simple framework of responsibilities, which work extremely well in practice. The principal keeps a very good oversight of financial planning and the expenditure of resources. He has acted in a strategic fashion, for example, in the planning and development of the refurbishment of the premises.
- 4.4 Relationships between the principal and the school are excellent, positive and conducive to providing consistent support and some challenge to the school's work. He comes into appropriate contact with the school's staff and their work by having an office on site. He is acutely aware of the need not to stray into management activities and succeeds extremely well in avoiding this potential pitfall.

The Quality of Leadership and Management

- 4.5 The school is led and managed successfully. The overall quality of leadership and management has been strengthened since the last inspection and supports the school's aims well, being seen in the general quality of what the school provides and in its pupils' achievements.
- 4.6 The headmistress provides some outstanding leadership and management that have had a positive effect on the school since her appointment in 2004. For example, the school is increasingly clear about the direction of its work. This direction is documented soundly in the school development report, but is not linked to a formal, strategic plan that details medium-term ambitions. The senior management team (SMT) provides good support to the headmistress and has been strengthened considerably by the recent appointment of a director of studies. The leadership and management roles of staff with subject and phase responsibilities are recognised correctly by the school as an area for further development. Some good management is already taking place with schemes of work, policies and general plans for development being in place, and year group leaders manage their teams efficiently. Leadership roles are less well developed. Staffing levels are satisfactory, but they allow for little, if any, time for many staff to devote to leading developments and for the monitoring and evaluation of the school's work, particularly by observing lessons.

- 4.7 The headmistress is extremely effective in analysing the school's needs and has started the process of involving SMT members and other staff in this process. This consultative and evolving practice of self-evaluation has provided a clear short-term agenda for improvement. The drawing up and implementation of procedures and policies are very effective. The checking and reviewing of procedures and policies are developing steadily. The headmistress and senior management team colleagues are regularly involved in the monitoring and evaluation of pupils' work and teachers' planning, with the outcomes of these being discussed with staff. A start has been made on improving the checking and reviewing role of subject and phase leaders. Revised job descriptions provide a clearer definition of their roles. Updates on the progress of actions are beginning to be charted in the 'Next Steps' document. Action plans for subjects provide a sound basic outline of intended work, but lack some detail, for example regarding how the monitoring and evaluation of the intended actions is to take place.
- 4.8 A steady turnover of teachers has taken place in the last year, but a good proportion of staff has worked at the school for some time. Staff feel supported by the school and their colleagues. Induction procedures are thorough. Staff are hard-working, committed to the aims of the school and well motivated. Staff development is an improving aspect of the school's work. Staff appraisal is soundly based but not linked closely to whole school priorities. Links between whole school needs and the professional and personal development of staff are improving steadily, but lack some clarity and rigour.
- 4.9 Financial resources are well managed to secure appropriate resources, in support of educational aims, and to meet the needs of the pupils. The budget is overseen effectively by the principal, group accountant and headmistress. Appropriate levels of resourcing take place, including for more expensive projects such as those related to building improvements and the upgrading of ICT facilities. Buildings are maintained to a high standard. Subject and phase leaders manage their budgets soundly, but their action plans do not specify resource needs.
- 4.10 The administration of the school is efficient.
- 4.11 The school meets the regulatory requirements for the suitability of proprietors and staff and for premises and accommodation [Standards 4 and 5].

1. CONCLUSIONS AND NEXT STEPS

Overall Conclusions

- 5.1 The school is successful in meeting its aims, particularly in providing a caring, happy and safe environment which is conducive to the pupils' learning and their outstanding social development. The quality of governance and management ensures that these features of the school are sustained effectively. This means that the pupils achieve good standards, with their educational experience being enhanced well by extra-curricular activities and visits. Pupils are prepared very thoroughly for the next stage of their education. They are well cared for by the hard working staff. Pupils and parents are very pleased with what is provided for them.
- 5.2 The school has developed well since the last inspection. It is beginning to evaluate its own performance with increasing clarity, but short-term actions lack some detail and are not linked to a formal, medium-term, strategic plan. The school is aware that the monitoring and evaluation role of subject and phase leaders is not yet fully effective in leading developments forward. Some aspects of teaching lack consistency.
- 5.3 The school meets all regulatory requirements.

Next Steps

5.4 In order to further develop the good features of its work, the school should:

1. Improve the effectiveness of subject and phase leaders by:
 - empowering them to oversee the quality of learning in their area of responsibility;
 - involving them in a whole school schedule of lesson observations to assess the quality of teaching and to overcome any inconsistencies found;
 - supporting their work by the use of a well-developed and rigorous appraisal and training programme.
2. Make sure that standards of teaching match the best by:
 - improving the consistency by which it extends the learning of the most able pupils;
 - improving the consistency in the quality of marking and the use of assessment information.
3. Continue to improve strategic and development planning by:
 - writing and implementing a formal, medium-term, strategic plan;
 - adding greater detail to action plans so that they specify timescales, resources and the way that actions will be monitored and evaluated.

5.5 No action in respect of regulatory requirements is required.

6. SUMMARY OF INSPECTION EVIDENCE

6.1 The inspection was carried out from 12th to 15th March 2007. The inspectors examined samples of pupils' work, observed lessons and conducted formal interviews with pupils. They held discussions with teaching and non-teaching staff and with the proprietor, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined a range of documentation made available by the school.

List of Inspectors

Mr Graham Haynes	Reporting Inspector
Mr Christopher Gatherer	Deputy headmaster of an IAPS school
Mrs Susan Hunter	Head of department of an IAPS school
Mrs Barbara Mandley	Head of department of an IAPS school
Mr Tim Owen	Headmaster of an IAPS school
Mr Stephen Yeo	Headmaster of an ISA school