

INDEPENDENT SCHOOLS INSPECTORATE

INSPECTION REPORT ON

Papplewick School

Full Name of the School	Papplewick School
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Registered Charity Number	309087
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Age Range	7 to 13
Gender	Boys
Inspection Dates	20th to 23rd October 2008

This inspection report follows the framework laid down by the Independent Schools Inspectorate (ISI). The inspection was carried out under the arrangements of the Independent Schools Council (ISC) Associations for the maintenance and improvement of the quality of their membership. It was also carried out under Section 162A(1)(b) of the Education Act 2002 as amended by the Education Act 2005, under the provisions of which the Secretary of State for Education and Skills accredited ISI as the body approved for the purpose of inspecting schools belonging to ISC Associations and reporting on compliance with the Education (Independent School Standards) (England) Regulations 2003 as amended with effect from January 2005 and May 2007.

The inspection was not carried out in conjunction with Ofsted, Children's Directorate, and the report does not contain specific judgements on the National Minimum Boarding Standards. It comments on the progress made by the school in meeting the recommendations set out in the most recent statutory boarding inspection and evaluates the quality of the boarding experience and its contribution to pupils' education and development in general. The full Ofsted report can be found at www.ofsted.gov.uk under Inspection reports/Boarding schools.

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

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1. INTRODUCTION

Characteristics of the School

- 1.1 Papplewick School is a day and boarding preparatory school for boys aged seven to thirteen. It was founded in 1947 and grew under the inspiration of Peter Knatchbull-Hugessen. The school became a charitable trust in 1964 under a board of governors. The school is situated in fifteen acres of land opposite Ascot racecourse. Extensive additions to the accommodation were carried out in 1998 under a building programme which included a sports hall, music school and two technology suites. The previous inspection by ISI took place in 2002.
- 1.2 The school aims to enable its pupils to achieve their potential by providing an atmosphere in which they feel secure and confident. It seeks to provide dedicated staff who are committed to enabling pupils to enjoy the broadest possible range of academic and extra-curricular experiences. It aims to put the happiness of each pupil first. The school is attended by 184 pupils, 106 of whom are boarders.
- 1.3 The school is non-selective; it does not use standardised tests to assess pupils' ability when they join the school. There is a wide range of ability from far above average to below average, and overall the average ability of pupils is above average. The school has identified 32 pupils as having learning difficulties and/or disabilities (LDD) for whom it provides specialist learning support. One pupil has a statement of special educational needs (SEN). There are 28 pupils for whom English is not their principal language (EAL) and, of these, fifteen receive support for their English. Approximately one in five pupils have an ethnic minority background, and one in fifteen is from overseas. Most of the pupils come from professional or business backgrounds. All pupils proceed to selective independent schools at the age of thirteen.
- 1.4 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 A high quality educational experience is provided which is consistent with the school's aims and aspirations. In particular, the school achieves its aim to provide the broadest possible range of academic and extra-curricular experiences. The curriculum is more balanced than at the time of the previous inspection.
- 2.2 Years 3 and 4 are taught by form teachers, and a suitable emphasis is placed on the basic skills of reading, writing and numeracy. French is taught throughout the school, but in Years 3 and 4, the emphasis is on speaking and listening. Latin is taught from Year 5 and ancient Greek starts in the scholarship set in Year 6. Silent reading encourages pupils to read for pleasure but lacks structure, with the result that pupils do not always make the best use of the time. Mathematics and science receive due emphasis. The humanities provide well for human and social development, as do the arts for creative work. Music technology is introduced in Year 6. Sport on most days ensures pupils' physical education is well catered for.
- 2.3 Though improved from the previous inspection, with better planning and more time allocated to design and technology (DT), the school is aware of the need to continue to develop opportunities for technological experience. Information and communication technology (ICT) is taught through other subjects in Years 3 to 5; this is not entirely effective in teaching the basic skills. With the exception of the two scholarship streams in Years 7 and 8, Years 6 to 8 pupils have one lesson of ICT a week. ICT is used in other subjects, but pupils' experience has not been planned across the curriculum to ensure that their ICT skills are systematically developed.
- 2.4 Setting arrangements are effective. Year 6 is divided into a scholarship stream and an upper and a lower Common Entrance class. In Years 7 and 8, the curriculum is planned according to the scholarship and Common Entrance specifications. In Year 7 French lessons, pupils are placed in sets according to their ability and, in Year 8, this happens for all subjects. Curriculum planning has improved since the previous inspection; all subjects now have robust schemes of work that guide teaching well.
- 2.5 Pupils with LDD, SEN or EAL have full access to the curriculum. Their needs are thoroughly assessed and individual education plans (IEPs) guide the additional support required for each pupil well. Regular reviews mean that progress is closely monitored. The school fulfils its obligations in relation to statements of special educational needs. Subject and class teachers take full account of IEPs. The most able pupils are provided with suitable additional challenge such as scholarship and ancient Greek lessons.
- 2.6 The range of extra-curricular activities is outstanding. Every week, a comprehensive programme enables pupils to widen their knowledge and experience of sports, creative pastimes and hobbies. Unusual pursuits, such as herpetology, arouse pupils' curiosity and extend their knowledge considerably. All pupils and staff participate in the extra-curricular programme. Pupils are highly enthusiastic; for example, in the model club they made rockets which they launched with tremendous excitement from the rugby field the following day. Pupils choose from an extensive range of sports, including water polo and polo. Visits to places of educational interest such as museums, the theatre and art galleries provide pupils with valuable first-hand experience of various aspects of culture and considerably enrich the curriculum. The many educational journeys that are organised, to places as far away as South America, are extremely valuable experiences for the pupils. Events such as World

- Animal Day or International Day of Peace raise pupils' awareness and understanding of specific issues.
- 2.7 Personal, social and health education (PSHE) includes a suitable range of topics, such as friendship, diet and healthy lifestyles and reflects the school's ethos. It also includes areas of citizenship; global citizenship is timetabled for two of the three Year 7 classes. This focuses on raising awareness of issues facing the developing world and environment and also includes critical thinking.
- 2.8 Preparation for the next stage of education is excellent. All pupils are thoroughly prepared for the boarding experience through 'taster boarding' in Year 5, and all pupils board by the final term in Year 6. Pupils are assisted with their interview technique and pre-testing preparation helps them to refine their examination technique prior to Common Entrance and scholarship examinations. Strong links exist with the senior schools within which pupils continue their education. Preparation for adult life is a feature of several subjects.
- 2.9 The school meets the regulatory requirements for the curriculum [Standard 1].

Pupils' Learning and Achievements

- 2.10 As at the time of the previous inspection, the quality of pupils' learning and achievement is high. The school fulfils its aim of enabling pupils to achieve their potential. Handwriting and presentation have improved since the previous inspection and are now generally of a high standard.
- 2.11 Throughout the curriculum, but particularly in the arts, pupils demonstrate high levels of creativity; they are imaginative and skilled. Critical thinking is a positive feature throughout the curriculum; pupils are frequently asked what they think and are required to defend their point of view with a well-argued case. Pupils are highly articulate and most are able to maintain lively and interesting conversations with adults. They speak well in public, and the readings and prayers in chapel were read with expression and intonation. Pupils are attentive listeners and absorb information quickly aurally. They read well from an early age, and enjoy reading for pleasure or to research. Pupils write well; spelling and grammar are of a high standard. Their writing is well structured and they write for a suitably wide range of purposes. They use mathematics where appropriate across the curriculum; for example in science and the humanities, they use it well to collect and record data. When given the opportunity, pupils use ICT well; they rapidly master the software and use it to good effect; for example in a DT lesson, pupils quickly grasped the principles of isometric drawing by 'snapping to' a grid.
- 2.12 The learning support provision enables pupils with SEN and LDD to make rapid progress in overcoming their difficulties. In mainstream lessons, teachers take full account of their needs and adjust the work accordingly, providing additional support where necessary. This ensures pupils have full access to the curriculum and achieve well. A similar approach is adopted for pupils with EAL but, in addition, their peers often help them. As a result they rapidly become assimilated and are soon able to understand and converse in English. More able pupils are enabled to achieve their potential through the additional curricular provision made for them. No significant differences in relative attainment can be seen between different groups of pupils or subjects.
- 2.13 The school does not use national tests at the age of eleven. Pupils achieve well in Common Entrance and scholarship examinations, and all proceed to selective senior schools with many being awarded scholarships. Their performance in competitive sport is impressive, with almost all pupils representing the school in at least one sport. They are successful in

mathematics challenges and other competitions, and they achieve high standards in graded music examinations. Achievements within the school are numerous and are celebrated with various awards.

- 2.14 Pupils enjoy their studies, are quick to settle, concentrate throughout lessons, persevere and work well together as well as on their own. As they progress through the school, their ability to take notes, to study independently and organise their work progressively improves and is of a high overall standard.

Spiritual, Moral, Social and Cultural Development of Pupils

- 2.15 Pupils demonstrate outstanding spiritual and moral awareness and well-developed social and cultural skills. This is better than the previous inspection and is consistent with the school's aim to enable pupils to be secure and happy.
- 2.16 The pupils show awareness of spirituality in the broadest sense. Daily chapel and the weekly Saturday service enable pupils to reflect on non-material aspects of life. An assembly focusing on sharing explored the idea that hell is a place where people do not help each other and heaven is a place where they do. Pupils develop a secure understanding of other religions through their divinity lessons. Pupils in Year 6 learnt about Jewish festivals and understood that Rosh Hashanah is when Jews celebrate the birthday of the world. The pupils recognise and celebrate the diversity of faiths represented at the school. They develop self-esteem and self-confidence and are publicly rewarded for their achievements, and as a result become self-assured.
- 2.17 Throughout the school, pupils distinguish right from wrong. Chapel services enable pupils to understand moral issues such as the importance of working together. Pupils understand where the boundaries are because school rules are clear. Many subjects enable pupils to explore moral issues; for example, Year 7 explored whether they were 'the jealous type' by completing a questionnaire and totalling the answers to see where they were on the 'Cain and Abel' scale. House points are awarded for kindness and consideration; these are keenly sought and positively motivate the pupils. Pupils show a keen awareness of the consequences of their actions on other peoples' feelings.
- 2.18 Pupils demonstrate well-developed social skills. They undertake responsibilities maturely, for example as librarians, dormitory monitors or prefects. They show accomplished team building and leadership skills in adventurous activities and outdoor pursuits. Pupils have a keen understanding of their wider social responsibilities towards those less fortunate than themselves; they learn about and contribute to numerous charities. Links with schools in developing countries are well established for this purpose. Pupils develop a secure knowledge and understanding of public institutions and services in PSHE, and older pupils visit the House of Commons to gain first-hand experience of government.
- 2.19 Pupils show high levels of cultural understanding. A high proportion of pupils are actively involved in the arts, many learn musical instruments and/or participate in ensemble/choral work. The visual arts and drama are strong and pupils visit the theatre and museums to further their understanding. Pupils learn about, and develop knowledge of, other cultures and civilisations throughout the curriculum. They show insight into other cultures through their links with schools in other countries, such as Uganda. A common sense of purpose is widely evident with pupils from all backgrounds working and playing harmoniously together.

- 2.20 The school meets the regulatory requirements for the spiritual, moral, social and cultural development of pupils [Standard 2].

The Quality of Teaching (Including Assessment)

- 2.21 Teaching is highly effective and consistent with the school aims, enabling all pupils to make rapid progress. Assessment arrangements are sound and provide pupils and staff with valuable information as to their progress. Overall, the quality of teaching is better than at the time of the previous inspection, now being of a more consistently high standard.
- 2.22 The main strength is the extent to which teachers know pupils' learning needs and make provision for pupils of all abilities. Lesson plans show objectives and tasks for each level of ability, and sometimes for individual pupils. Close support for the less able and challenge for the more gifted ensures that all pupils work at suitable levels. For example, pupils in Year 7 wrote an account of the Battle of Hastings; work was set which matched abilities to ensure pupils worked at appropriate levels thereby ensuring that they all made rapid progress.
- 2.23 Questioning is used well to encourage pupils to think for themselves. Probing questions enabled pupils in Year 8 to look for metaphors, personification and simile in a poem they were listening to and then to devise a title. In all lessons, teachers successfully encourage pupils to work hard and do their best. Practical and physical activities are well organised.
- 2.24 Teachers plan their lessons thoroughly and most lessons contain a wide range of stimulating activities. Teachers explain clearly and demonstrate well; skills are modelled and, in some lessons, teachers deliberately make mistakes when demonstrating to show how to correct errors. Most lessons progress at a lively pace.
- 2.25 Teachers effectively and consistently encourage high standards of behaviour. Lessons have clearly defined routines and codes of conduct to which pupils adhere. Relationships are positive, with strong mutual respect and full co-operation expected and achieved. Teaching shows assured subject knowledge and familiarity with Common Entrance examination requirements. Teaching is relaxed; teachers answer pupils' questions fully and, as a result, pupils have confidence in the teaching.
- 2.26 Teachers have adequate resources and use them well. Particularly effective use is being made of interactive whiteboards. Year 8 were shown circle theorems by construction and measurement using the interactive facility, and thereby developed their understanding successfully.
- 2.27 Pupils are given high quality spoken feedback and praise for success. Marking ranges widely in quality, but overall it is sound. The school is not sufficiently aware of the variation in the quality of marking. It is of high quality where it is informative, encouraging and helpful, but is, on occasion, too perfunctory. Teachers use assessment information to guide their planning. The school is at an early stage of using pupil performance data to assess pupils' progress. The progress of those pupils with LDD, SEN and EAL is regularly assessed in relation to objectives within their IEPs. Teaching is subsequently adjusted and parents are informed as necessary.
- 2.28 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 quality of pastoral care, and the welfare health and safety of pupils is outstanding. This is even better than at the time of the previous inspection. The school achieves its aim to ensure the happiness of each pupil.
- 3.2 Pastoral arrangements are extremely thorough. Form teachers know the pupils well; they ensure that pupils are making progress and check that they are content. The tutorial system, whereby each pupil regularly meets his tutor to discuss progress and any other matters, ensures pupils are adequately challenged and supported. The house system provides an additional means of monitoring and supporting individuals. Pupils respond positively to this high level of care, and relationships between staff and pupils and amongst pupils are excellent. Pupils have access to counselling should the need arise.
- 3.3 High standards of behaviour are effectively promoted through clear rules and expectations. The main emphasis is on rewards such as house points, which are keenly sought. Negative house points are successfully avoided by most. Anti-bullying issues feature prominently in PSHE and policies and procedures are effective.
- 3.4 The school has a suitable child protection policy, thorough child protection measures are in place and all staff have been appropriately trained according to their responsibilities. Fire risk assessments and documentation are up-to-date and evacuation procedures and fire appliances are tested regularly. Since the previous inspection, the school has actively developed the fire safety provision and has installed new fire doors and a whole-school fire system linking all the buildings. Arrangements to ensure health and safety are effective; for example, arrangements for risk assessments are thorough and coherent. A good policy is in place and suitable use is made of external professional advice. The school has undertaken a disability access audit and has a suitable plan, thereby complying with the Special Educational Needs and Disability Act.
- 3.5 Medical provision is well organised with an appropriate room available for those who become ill. Medicines are stored safely and administered correctly by qualified staff. Effective lines of communication exist between the medical staff, school staff and parents. Many of the staff are first-aid trained and they are suitably briefed as to pupils' medical requirements.
- 3.6 The attendance and admission registers are properly maintained and the rate of attendance is high. Healthy lifestyles are encouraged throughout the curriculum with games and exercise being important features. Pupils enjoy nutritious and varied meals and snacks. They have the opportunity to comment on the quality of the food in the food book and the food committee enables pupils' preferences to be relayed to the school management. Plenty of fruit and water are consumed.
- 3.7 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

- 3.8 The quality of links with parents and the community is good overall and is consistent with the school's aims. The school has improved its links with parents, and they are now excellent. Though sound, the school recognises that links with the community are not yet strong. The parents' responses to the pre-inspection questionnaire indicated a high level of satisfaction with all areas of school life; there were no significant concerns. Inspection findings concur with the parents' strongly held views that teaching enables pupils to make progress and that the extra-curricular activities are of a high standard.
- 3.9 Parents are provided with high quality information. Publications are attractive and informative. Parents receive, or can have access to, all of the information to which they are entitled. Communication with parents is highly efficient and makes excellent use of electronic mail, which is particularly useful for overseas parents. Reports are very informative, constructive and helpful in tone. Parents' concerns or complaints are properly dealt with. Sufficient opportunities are available for parents to become involved in the work of the school, for example, social events, accompanying school journeys, or assisting in the libraries.
- 3.10 The school has sound links with local organisations; for example, harvest festival collections are made for a day centre and pupils visit the elderly. The choir performs in the surrounding area and pupils support several local charities. Regular sporting fixtures are held with other schools. Several invitations have been sent to local primary schools inviting them to share ideas, facilities or expertise.
- 3.11 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].

The Quality of Boarding Education

- 3.12 The quality of boarding education is outstanding and has improved since the previous inspection. The pupils say they love it. All of the recommendations from the 2007 Ofsted inspection of boarding have been fully met. The school achieves its aims for boarding: to enable pupils to feel secure and confident, and to participate in a broad extra-curricular programme. The boarding experience adds considerably to the quality of education provided and the standards achieved. Weekly boarding enables younger pupils to get used to living in the school community.
- 3.13 The staff provide a well organised, yet friendly, setting. The routines are straightforward and are adhered to by the pupils and staff. Staff are vigilant and provide a high level of care for the pupils. Pupils show respect for the staff and relationships are excellent; adults are helpful and reassuring when necessary. Pupils learn how to get on with each other, to live independently and communally and are well prepared for their next school. Dormitory captains carry out their responsibilities well. Matrons provide a high level of care for pupils' physical welfare and ensure pupils achieve a high level of personal cleanliness. When pupils are unwell they make certain that they are properly looked after. Adults are always on hand for support should the need arise.
- 3.14 The murals which decorate rooms and communal areas give a friendly and welcoming atmosphere to the boarding accommodation. Pupils personalise their areas with posters and possessions, with the result that the dormitories have a homely and comfortable appearance. The rooms are clean and tidy and project the impression of an ordered environment. An award for the 'dorm of the week' is given for the tidiest dormitory. Facilities such as showers and washrooms are satisfactory and well maintained. Food is nutritious and

plentiful and pupils are happy with the choice. Healthy snacks and fruit are available. Common rooms are excellent; they are comfortable and well equipped with board games, television and game consoles.

- 3.15 The activities programme, is rich and varied, and includes something interesting to do in the evenings and at weekends. The boys say they are kept busy. Outings for ice skating, hockey, bowling, rugby fixtures or the cinema are much enjoyed, and fondue and film nights are also popular.

4. THE EFFECTIVENESS OF GOVERNANCE AND MANAGEMENT

The Quality of Governance

- 4.1 As in the previous inspection, the school benefits from strong governance that enables the school to achieve its aims and objectives.
- 4.2 A wealth of relevant professional expertise has been recruited to the governing body; governors have financial, legal, military and educational backgrounds. Suitable induction arrangements are provided for new governors. The governing body is correctly constituted and supported well by the financial and general purposes committee; other committees are convened as the need arises. The full governing body receives useful information from the headmaster and the bursar and takes decisions based on well-informed debate. The long-term vision for the future of the school is clearly evident. Strategic planning is a prominent feature in minutes of meetings. Governors effectively ensure that the school has sufficient resources and staffing. All relevant policies and procedures are formally agreed by the governing body, and they take a keen interest in health and safety and child protection, ensuring that suitable arrangements are in place for pupils' health, welfare and safety and that the child protection policy and procedures are appropriate.
- 4.3 The governing body closely monitors the work of the school both formally and informally. Governors take a close interest in Common Entrance and scholarship examination results, and attend social functions, maintaining supportive relationships with school staff. They also provide challenge where necessary but are keen to observe the distinction between governance and the executive function of the headmaster and teaching staff.

The Quality of Leadership and Management

- 4.4 The school benefits from strong leadership and highly effective management that ensures it achieves its aim of enabling pupils to succeed in all spheres of endeavour. This has improved since the last inspection.
- 4.5 The management structure has recently been changed to make a clearer distinction between pastoral and academic dimensions. This is working well. Both aspects are quite complex and have several overlapping areas; for example pastoral care includes boarding and the house system, and the academic curriculum includes the extra-curricular and games provision. Nevertheless, both areas are skilfully co-ordinated and, where necessary, linked to ensure the optimum provision for pupils. Throughout the school, morale is high and the ethos is uniformly positive. Key areas, such as the provision for boarding, are well organised yet have a friendly approach. The management team have complementary skills and work well together. The provision for pupils with LDD, SEN and EAL is well organised.
- 4.6 The school development planning process has improved since the previous inspection and has helped the school to progress. The current cycle is coming to an end, so staff have been asked to identify areas for improvement and submit them to the senior management team for possible inclusion in the next five-year plan. These, together with whole-school objectives, constitute a robust development plan.
- 4.7 School policies are either formulated following consultation or are offered to the staff for discussion, and subsequent approval and implementation. They are formally reviewed periodically and, where necessary, updated. Most policies are fully implemented, but the marking policy allows too wide a variation in the quality of marking. The monitoring of

- teaching and learning has improved since the previous inspection. Heads of department monitor the work of their departments and are overseen by a deputy head teacher. Lesson observation is part of the two-yearly appraisal process whereby all teachers are observed teaching by the headmaster; this has been effective in enabling a more consistently high standard of teaching.
- 4.8 The school benefits from high quality staff; they are positively motivated and extremely hardworking. The backgrounds of all staff have been suitably checked with the Criminal Records Bureau and all recruitment procedures are thoroughly undertaken, with a centralised register being kept. Staff attend relevant continuous professional development and keep their skills up-to-date. Whole-school training days have focused on appropriate topics. The induction for newly qualified teachers is extremely thorough and supportive and follows the national scheme; a recent audit was highly complimentary of the school's approach. High quality non-teaching staff ensure the grounds are maintained to a high standard and the catering is of exceptional quality. Administrative staff provide a first-class service to the school, and the maintenance and house-keeping team keep the school clean and tidy and in good decorative order.
- 4.9 The school accommodation provides a positive learning environment for the pupils. The music school and sports facilities are particularly noteworthy. Display, particularly of pupils' art work, enhances communal parts of the school well; however display in some classrooms is not of such high quality. Learning support teaching takes place in music practice rooms; though suitable for individual tuition, they have the ambience and sometimes accoutrements of music, rather than of learning support.
- 4.10 Sufficient high quality learning resources are provided and are used well. The school's investment in interactive whiteboards is proving to be beneficial; teachers are confident and competent in their use, and their lessons are much enriched by them. Pupils are beginning to use them when the opportunity arises. Computer networks are up-to-date and reasonably accessible, though some staff report it is not always possible to book the computer room when they need it. The library facilities have improved considerably since the previous inspection; they are now well stocked, suitably organised and used effectively by the pupils to support their learning.
- 4.11 The school meets the regulatory requirements for the suitability of proprietors and staff and for premises and accommodation [Standards 4 and 5].
- 4.12 The school participates in the national scheme for the induction of newly qualified teachers and meets its requirements.

5. CONCLUSIONS AND NEXT STEPS

Overall Conclusions

- 5.1 The school achieves its aims; it provides a high quality educational experience which is consistent with the school's aims and aspirations. The quality of pupils' learning and achievement is high. Pupils demonstrate outstanding spiritual and moral awareness and well-developed social and cultural skills. Teaching is highly effective and assessment arrangements are sound but some inconsistencies exist in teachers' marking; performance data is beginning to be used to check on pupils' progress. The quality of pastoral care, and the welfare health and safety of pupils is outstanding. The quality of links with parents and the community is good overall. The school has improved its links with parents, and they are now excellent. Though sound, the school recognises that links with the community are not yet strong. The quality of boarding education is outstanding. The school benefits from strong governance and leadership.
- 5.2 The school has made significant progress since the previous ISI inspection. Steps have been taken to improve the quality of design and technology, but the school is aware that it needs to further improve its provision for pupils' technological experiences. Handwriting and presentation have improved considerably. The balance of the curriculum is now much better, schemes of work are in place and assessment practice is developing well. School development planning and monitoring arrangements are much stronger. All of the recommendations from the 2007 Ofsted inspection of boarding have been fully met: medicines are properly administered, fire risk assessments are carried out, privacy is now assured in all toilets and all staff have CRB clearance.
- 5.3 The school meets all the regulatory requirements.

Next Steps

- 5.4 In order to improve the school's provision further, the school should:
1. continue the development of technological aspects of the curriculum;
 2. ensure consistency in marking and strengthen the use of data in assessment; and
 3. promote further links with the community.
- 5.5 No action is required in respect of regulatory requirements.

6. SUMMARY OF INSPECTION EVIDENCE

- 6.1 The inspection was carried out from 20th to 23rd October 2008. The inspectors examined samples of pupils' work, observed lessons and conducted formal interviews with pupils. They held discussions with teaching and non-teaching staff and with governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited boarding houses and the sanatorium. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined a range of documentation made available by the school.

List of Inspectors

Mr John King	Reporting Inspector
Mrs Sheila Conway	Head of Department, IAPS school
Mr David Harris	Head of School, HMC preparatory school
Mr Michael Higham	Head, IAPS school
Miss Vanessa Whay	Head, COBIS/HMC school