



INDEPENDENT SCHOOLS INSPECTORATE

KING'S COLLEGE JUNIOR SCHOOL

STANDARD INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

King's College Junior School

The senior school was inspected at the same time and a separate report published.

Full Name of School **King's College Junior School**

DfE Number **315/6000**

Registered Charity Number **310024**

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Southside
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Email Address **hmjssec@kcs.org.uk**

Headmaster **Dr. Gerard Silverlock**

Chair of Governors **Mr. John Jarvis Esq QC, MA**

Age Range **7 to 13**

Total Number of Pupils **450**

Gender of Pupils **Boys**

Numbers by Age 5-11: **274**

11-13: **176**

Inspection dates **11 Oct 2011 to 12 Oct 2011**

09 Nov 2011 to 11 Nov 2011

PREFACE

This inspection report follows the STANDARD *ISI schedule*. The inspection consists of two parts: an INITIAL two-day inspection of regulatory requirements followed by a three-day FINAL (team) inspection of the school's broader educational provision. The previous ISI inspection was in November 2005.

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

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

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

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

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

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

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

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

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 King's College Junior School is a day school for 450 boys from the age of 7 to 13. It is part of the foundation of King's College School, established in the Strand in 1829. In 1912 the junior school was established in its own right on a seventeen acre site at the edge of Wimbledon Common. The Corporation of King's College School is the body constituted for the purposes of carrying on the school. The functions of the Corporation are discharged by the governing body. The junior school shares some facilities with its senior school neighbour. The school is an Anglican foundation which accepts boys of a range of faiths or none.
- 1.2 The school aims to develop a love of learning and good study skills by providing challenging and exciting teaching and a variety of extra-curricular activities that enable boys to acquire purposeful leisure pursuits. The school wishes to encourage self-confidence, tolerance, generosity, respect for others and a strong sense of community, which enables boys to make a strong contribution to society. It aspires to provide space and opportunities for boys to reflect upon their relationship with each other, the wider world and God. Since the previous inspection curriculum time has increased for information and communication technology (ICT) and drama, a new pavilion, shared with the senior school, and all-weather pitch have been opened and major improvements have been made to the dining hall.
- 1.3 Admission to the school is by a competitive entrance test, an activity morning, an interview and a report from the previous school. The ability profile of the school, as measured by standardised tests taken in Year 4, is above the national average. The majority of pupils are of white British origin, with approximately two-fifths from other ethnicities or nationalities. Most belong to families in professional occupations. 59 pupils have been identified as having special educational needs and/or difficulties (SEND), all of whom receive learning support from the school. No pupil has a statement of special educational needs. 53 pupils are classified as having English as an additional language (EAL). Currently the school does not provide additional support for these pupils.
- 1.4 National Curriculum nomenclature is used throughout this report to refer to year groups in the school. The year group nomenclature used by the school and its National Curriculum (NC) equivalence are shown in the following tables.

School	NC name
Transition	Year 3
First Form	Year 4
Second Form	Year 5
Third Form	Year 6
Lower Remove	Year 7
Upper Remove	Year 8

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 The achievement of the pupils is excellent. They reach very high standards in both their academic attainment and extra-curricular involvement. Pupils of all ages make rapid progress, and standards in numeracy and literacy are very high. Particularly outstanding is the pupils' attitude to learning, which is enthusiastic yet disciplined. Pupils study an excellent curriculum which retains breadth throughout the school. In response to the previous report, pupils with SEND are now very well supported by the learning enrichment department. Excellent teaching overall supports the pupils' achievements. The school has responded almost fully to the recommendation in the previous report to match teaching to the needs of the pupils. On a small number of occasions, the teaching does not provide sufficient opportunities to fully enable the pupils to develop skills of initiative. The school's programme of outreach to its local community is of great benefit to its pupils.
- 2.2 The quality of the pupils' personal development is excellent and supports the aim of the school for pupils to develop strong personal standards. Pupils of all ages display self-confidence and self-esteem and a well developed sense of morality. Pupils show excellent social awareness. They have a keen appreciation of their own culture and treat with respect and tolerance other cultures and religions. A highly effective pastoral care system ensures that pupils are valued as individuals by all staff and supports their personal development. Relationships between staff and pupils are warm and beneficial. The welfare of the pupils and their health and safety are very carefully managed. The welfare requirements of the previous inspection report have been met. All necessary checks are carried out on the suitability of staff to work at the school.
- 2.3 Excellent governance strongly supports the work of the school. The governing body is both active and well organised. It fulfils its responsibilities very effectively. Governors and leadership share their vision for the school. The school benefits from clear and energetic leadership. A committed management ensures that a personal approach is taken to the education and care of each pupil. The school has in place very strong and effective links with its parents, including many channels of communication and sources of information. Almost all parents who responded to the pre-inspection questionnaire expressed their strong satisfaction with the quality of education and pastoral care offered to their children.

2.(b) Action points

(i) Compliance with regulatory requirements

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

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

(ii) Recommendation(s) for further improvement

- 2.5 The school is advised to make the following improvements.
1. Share best practice in teaching across the school, with a focus on further developing opportunities for independent learning.
 2. Implement plans to support pupils with EAL to ensure that their needs are met across the curriculum.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

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

- 3.1 The quality of the pupils' achievement is excellent. Pupils are very well educated in accordance with the school's aims of developing a love of learning, good study skills and the acquisition of purposeful leisure pursuits. In both their curricular and extra-curricular education pupils display very high levels of knowledge, understanding and skill. Pupils of all ages are very articulate and use sophisticated vocabulary, as was witnessed in the debating society to telling effect. They listen attentively to their teachers and peers. Pupils read with expression and clarity from the youngest age and write fluently for different audiences. Pupils deal confidently and accurately with mathematical problems both theoretical and practical. In their written and verbal answers they exercise sound logical processes to reach their conclusions. Their independent minds enable them to question the truth of information or to propose hypotheses or alternative solutions of their own. Pupils fluently use a classical and a modern foreign language. The level of their skill in ICT is exceptional. Pupils work together most co-operatively regardless of the size of group. The high standard of their creativity is readily apparent in their artistic, technological, musical and dramatic endeavours, as demonstrated in a moving and thought provoking assembly led by pupils on the theme of war and remembrance. Pupils achieve a high level of proficiency in skills in their physical education (PE) and games lessons. Pupils with SEND perform well in school examinations.
- 3.2 Pupils annually achieve a high proportion of academic and other awards. A few pupils enter senior independent schools in London or boarding schools in south east England. Individuals and teams achieve success at county and national level in a range of sports. The standard of achievement in extra-curricular activities is very high. A national history competition has been won for the last three years running by the school team with individuals achieving top rankings. Pupils have also gained excellent results in national literacy and mathematics competitions. The advanced results in graded music examinations are reflected in the skilled musicianship of choirs and orchestras. The standard of intellectual pursuits such as chess and debating is very high.
- 3.3 The pupils' attainment cannot be measured in relation to average performance against national tests but it is judged to be far above national age-related expectations. Pupils follow a stimulating curriculum with advanced work in English, mathematics and ICT. On leaving school almost all pupils proceed to the senior school by competitive transfer examination. Performance in nationally standardised tests confirms this evaluation. This attainment, as judged, indicates that pupils make rapid progress when compared to those of similar ability. Pupils with SEND make equally rapid progress as seen by the quality of their attainment across the curriculum. The most able pupils make progress commensurate with their peers.
- 3.4 Pupils have exceptional attitudes to their learning, which is a significant factor in achieving their high level of attainment. Their approach to verbal, written and practical work is marked by enjoyment, concentration and persistence. Reflecting this approach, the pupils' books and files are well organised and neatly presented. The pupils' natural enthusiasm and enquiring minds are applied with logic and discipline. The pupils' study skills are excellent. Their enthusiasm to be involved

and benefit from the activity programme ensures that enjoyment and very high standards are both achieved.

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

- 3.5 The school offers an excellent curriculum to its pupils, enabling them to achieve high standards in relation to their age and ability. The curriculum is broad and balanced and strongly supports the aim of the school by encouraging pupils to develop a love of learning and good study skills. The extra-curricular programme is of exceptional quality.
- 3.6 The curriculum covers the requisite areas of learning and the clear progression in its planning ensures successful teaching for pupils of all ages. A high proportion of teaching given by the form teacher in Years 3 and 4 encourages continuity of learning across the curriculum. Pupils in Years 5 to 8 benefit from the teaching of specialists across the range of subjects. Pupils who join the school in Year 5 or later are introduced to Latin and French in sets whose small size enables rapid progress. In certain subjects, such as art, PE and music, pupils are taught by staff who also teach in the senior school, so a Year 3 pupil, for instance, can benefit from the art teacher's highly developed subject knowledge. The personal, social and health education (PSHE) course covers the relevant topics very thoroughly. The large number of trips away from, and visitors to, the school demonstrates the flexibility of the curriculum and also plays an important role in enriching it, not only by widening the pupils' physical and cerebral perspectives but also by making them more socially aware and causing them to discover the potential for life-long learning in new contexts.
- 3.7 The school provides for more able pupils through the setting of French, mathematics and Latin and especial provision in French for senior pupils who are bilingual, as well as specialist activities outside the classroom. Further challenge is the responsibility of the individual subject teacher. Currently the school does not provide additional support in EAL but plans are advanced to do so in the near future. Pupils with SEND are strongly supported by the learning enrichment department which both by its name and its approach meets its aim of supporting pupils by enhancement rather than remedy. Pupils strongly appreciate this facility. The personal help they receive addresses the recommendation of the previous inspection report.
- 3.8 The range and standard of extra-curricular activities is excellent, and demonstrably fulfils the aim to create passions, whether they be for sporting, artistic, musical or intellectual pursuits or simply for fun. The rich programme of sports and team games both enables the talented to attain excellence and allows the less impassioned to sample a wider variety of less common sports such as rowing and table-tennis. The numerous musical groups and choirs offer high quality training to many pupils, and drama and debating programmes are both strong.
- 3.9 The school maintains strong and highly positive relationships with its local community. The outreach programme enables post-examination scholars to help out at a local primary school, whilst books and resources no longer required by the school are shared with other local schools. Sporting links involve some pupils with local professional sports clubs, whilst pupils' support of charities has been combined with opportunities to experience at first hand the effects of their giving.

3.(c) The contribution of teaching

- 3.10 The overall quality of the teaching is excellent. Teaching helps pupils to give of their best and make rapid progress. Teaching is effective in promoting the aims of the school to develop a love of learning and to provide nourishment for bright and curious pupils. Teachers understand the needs of their pupils well and are committed to making provision for them by careful and effective planning. For example, pupils are especially appreciative of the dedicated teaching materials created for them in PSHE, geography and French. In most lessons, a variety of styles of teaching are employed and classes are managed to ensure that time is utilised effectively and purposefully. However, occasionally the teaching relies overmuch on question-and-answer and teacher-led tasks and provides too few opportunities for pupils to use their initiative. In the most successful teaching, the pace of the lesson is swift, the delivery enthusiastic and the teachers' knowledge of both their pupils and their subject combine to create a palpable fizz. Pupils' interest is sparked and they make excellent use of consequent opportunities for original thinking and independent learning. An example of this was when an English classroom became a storm-tossed ship, enabling Shakespeare's *The Tempest* to be introduced by subterfuge and to widespread acclamation and inspiring the pupils to appreciate the formal poetry through re-enactment.
- 3.11 Marking is mostly thorough, regular and helpful, allowing the pupils to be aware of and pleased with the progress they are making. Short term targets for personal improvement are sometimes suggested. Pupils are appreciative of the approach used in the recently introduced self-assessment system, which gives them the opportunity to think about their learning and share their feelings and perceptions of their understanding with their teachers. The results of standardised tests taken across the age range are compared with the marks from school examinations and the feedback afforded by self-assessment. This data is stored on the school information management system to which all teachers have access, which they use to help plan future work and track the progress of individual pupils.
- 3.12 In the light of the recommendation of the previous report, the school has successfully taken steps to improve the contribution of teaching to pupils' learning. All schemes of work have recently been revised and the regular scrutiny of books has both supported and encouraged more constructive marking. Furthermore, teaching and learning has benefited from the provision of administrative help to manage resources. Pupils of all ages benefit from well-resourced classrooms and extensive facilities. The library is not only a friendly oasis of calm but also a much used resource for both research and the support of reading. Effective and measured use of ICT in much teaching allows the pupils' work to be presented in varied ways, and stimulates their interest and provokes enthusiasm for learning.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

- 4.1 The pupils' personal development is excellent. In accordance with its aims, the school is most successful in creating a culture which encourages self-confidence, where tolerance, generosity and respect for others are clearly evident. The pupils' spiritual development is of a high order. They express their ideas and opinions in a self-assured manner. Their mature attitude for their age transcends their life and work at school to encompass a ready understanding of their place in society and the world. The pupils' spirituality thrives in a culture of praise and encouragement, which engenders high levels of self-esteem. This is clearly evident when they share their thoughts and feelings formally in lessons and less formally in activities and play. During assemblies and occasions, such as a very moving Remembrance Day service, pupils reflect upon their relationships with each other in addition to the wider world and its faiths. In drama lessons and elsewhere within the curriculum, pupils respond with empathy to the joy and sorrow they encounter.
- 4.2 The pupils' moral development is at a conspicuously high level. They have a strong sense of right and wrong and appreciate the principles of responsible conduct. Through their words and actions, the pupils demonstrate a respectful approach toward their peers and teachers. In discussions during lessons, particularly in humanities subjects, and also in extra-curricular activities, pupils reveal high moral and ethical values through their statements. The pupils are aware of the need for consideration for their peers and cooperation with staff to ensure that their community is safe, harmonious and rewarding.
- 4.3 Pupils are extremely well developed socially. They behave around school with respect and thoughtfulness, which is reflected in their kindness and good manners to others. Older pupils fulfil effectively the responsibilities bestowed upon them as house captains, prefects, sports captains and members of the active school forum, whose deliberations include contributing to some school policies. Pupils have an awareness of public institutions in the United Kingdom and a lively appreciation of national politics. The pupils' social awareness of others is heightened by the school's partnership with local primary schools and its close relationship with Obera Junior School, in Kenya. Charitable fund-raising, which is often initiated by the pupils, benefits a variety of causes both at home and abroad, such as fundraising for genetic research or impoverished communities.
- 4.4 Pupils' cultural development is of an exceptionally high standard. Carefully crafted artworks and artefacts by pupils in art and design technology demonstrate aesthetic appreciation. In addition to their own culture, pupils demonstrate a respectful appreciation of the cultures and faiths which are different from theirs, many of which are represented in the pupil body. Pupils from all backgrounds mix harmoniously. Year 7 and 8 pupils respond maturely to the Cavan Taylor Society's programme of visiting speakers, gaining insight into subjects which broaden their understanding of the wider world, its faiths and its cultures.

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

- 4.5 The quality of pastoral care is excellent and health and safety procedures are highly effective. The school strongly supports the personal development of its pupils in accordance with its aim of encouraging them to develop fine personal qualities. The success of the pastoral system is founded on the individual care given by the form teachers, who know their pupils very well. Pupils speak highly of the support provided by these figures. In addition, the house system provides all pupils in Years 5 to 8 with a house tutor who encourages their extra-curricular involvement. Record-keeping and monitoring procedures supporting all pupils are well established. Pupils feel able to discuss their personal issues with staff. Relationships between the staff and pupils and amongst pupils themselves are warm and purposeful.
- 4.6 The school places emphasis on procedures for encouraging and rewarding good behaviour but, where necessary, sanctions are employed to discourage poor behaviour. In the pre-inspection questionnaire a very large majority of pupils express their appreciation of all aspects of their education and agree they enjoy school. A small minority of pupils say that not all teachers are fair in the way that they give rewards and punishments. The inspection team found some justification for this from discussion with the pupils but the school has already begun to address this issue by raising staff awareness and monitoring the frequency of punishments. The school has an effective policy to prevent bullying and deal with any occurrence. Pupils say that bullying is almost unknown and have confidence in staff to deal with it appropriately.
- 4.7 Arrangements to ensure the pupils' welfare, health and safety are thorough and implementation is very effective. The school has addressed all the issues raised at the time of the previous inspection. The policy for safeguarding and child protection is thorough and detailed. All staff are regularly trained in these issues, understand their importance and know how to respond. The school employs a robust policy on staff recruitment.
- 4.8 All necessary measures to reduce risk from fire and other hazards are taken, including regular practice evacuations. Risk assessments are comprehensive and carefully constructed to cover hazards both on the school premises and on trips out of school. The school has a clear first aid policy which is implemented effectively. Pupils of all ages speak with gratitude about the quality of care they receive at the well equipped medical centre. Many staff hold first aid qualifications and thorough records are kept of any accidents or incidents. Personal emergency evacuation plans are in place to ensure that staff and pupils with restricted mobility are able to leave the buildings safely in case of an emergency. The school is aware of the need to include disabled access in its buildings and has an appropriate accessibility plan. Pupils have a suitable choice of nutritious options for lunch and are aware of the importance of eating a healthy diet. Extensive opportunities both in the curriculum and in extra-curricular activities ensure that all pupils take regular exercise. The admission and attendance registers are correctly maintained and stored.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is excellent and strongly supports the aims of the school. The governing body has restructured its committees in recent years to better meet its responsibilities and provide itself with an improved oversight of the school. For example, the compliance committee reviews all school policies in the light of the latest legislation. Governors are selected for the contribution that their professional skills will bring to the school. The governors' active involvement is achieved through membership of one or more committees and a specific portfolio of responsibilities on which they report to the main board. Governors are aware of the need to regularise and focus their training to ensure that standards of governance are continuously improved to meet rising expectations.
- 5.2 The governors have a clear vision of the school which they share with its leadership and senior management. The governing body oversees the school's finances carefully to ensure that it is able to fund development in buildings, staff, learning resources and charitable objectives in order to secure a prosperous future. Governors regularly consider the challenges and opportunities facing the school. They are committed to broadening the range of the social backgrounds of pupils attending the school and to strengthening links with the local community.
- 5.3 Governors are careful in their monitoring of and support for the school, its management and the pupils' achievement and personal development. In addition to receiving termly written reports from the headmaster, the governors receive reports from the King's College School management board, the strategic body on which the junior school is represented by the head and a deputy head. Governors carefully analyse the reports and question the leadership on their content. One member of the governing board has specific responsibility for oversight of the junior school and during regular visits talks to management, staff, pupils and parents. The school leadership feels both supported and appropriately challenged by these arrangements, seeing governance as fulfilling the role of a critical friend. During the governors' meetings appropriate time and weight is given to the business of the junior school within the context of whole school issues.
- 5.4 The governing body carries out its responsibility for child protection, pupil welfare, health and safety highly effectively. All requirements of the previous inspection report have been addressed. Close liaison between those in governance and those with responsibility for safeguarding on the staff includes presenting an annual report to the governing body on the effectiveness of safeguarding within the school. The governor with responsibility for health and safety attends relevant committee meetings and leads this topic on the agenda of every full governors' meeting.

5.(b) The quality of leadership and management

- 5.5 The leadership and management of the school are excellent and highly effective in furthering the aims of the school. The leadership team's presence is highly visible throughout the school, and this is warmly appreciated by pupils, staff, and parents. Close liaison is maintained with the senior school leadership to support the continuity and consistency of education and ensure a shared vision across the two schools. The school leadership advocates flexibility in its thinking and planning. Reviews are being carried out on both curriculum and pastoral support with the aim of improving their provision still further. Educational standards and priorities are established with clarity for all, and the leadership and management are assiduous in maintaining the ethos of the school.
- 5.6 Management is effective at all levels in ensuring the quality of the pupils' education and the standard of their personal development. The work of the form teachers in monitoring and supporting the pupils in their charge is carefully overseen. Heads of departments plan schemes of work for subject specialist teaching of older pupils, and liaise with the head of Years 3 and 4 on the teaching of their subject to younger pupils, which promotes continuity and progression across the school. Not every academic department effectively monitors the implementation throughout its teaching of the approaches to differentiation and challenge for the more able described in its documentation. The senior management team ensures that any significant pupil issues are discussed both in their own and full staff meetings. A recently established committee has provided a forum for all staff to contribute their views to the school's teaching and learning practices. The school community is very well served by a skilful support staff team. The school development plan focuses on a strictly limited number of projects to encourage progress to be made in each. These plans are delegated and costed, with clear criteria for successful achievement. The junior school actively contributes to the development of the rolling five-year development plan and the ten year strategic plan of the whole school.
- 5.7 Management at all levels is successful in appointing high quality staff. Staff throughout the school are both well motivated and strongly supported. A well-established appraisal programme enables their work to be monitored and reviewed on an annual basis. High standards of teaching are encouraged by the sharing of best practice through mutual lesson observation. The staff training programme reflects personal career or whole school priorities, and ensures that staff receive appropriate training, particularly in their roles in safeguarding pupils and ensuring their welfare health and safety. Management is effective in checking the suitability of staff and governors appointed and rigorously applies its safer recruitment policy.

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

- 5.8 The quality of links with parents, carers and guardians is excellent. Responses to the pre-inspection questionnaire reflect the parents' overwhelming support for the school and a very high level of satisfaction with the education and care which their children receive. Parents particularly appreciate the range of subjects offered, the help and guidance their children receive and the progress they make. Parents consider behaviour to be excellent and that the school promotes worthwhile attitudes and values. Inspectors agree with these views.
- 5.9 A comprehensive website informs parents of all required policy documentation and procedures, together with newsletters and a wealth of other information about school

events, including sports results. Regular blogs from senior management, a social networking site and weekly newsletter also provide information about the school's activities. Current parents are provided with a dedicated portal to access information about their child. Parents of prospective pupils are also offered all necessary information on the website or upon request. The school communicates personally with parents by means of an efficient e-mail system and has the facility to relay by text message essential information that is required immediately.

- 5.10 Parents are encouraged to be involved in the life of the school by invitations to concerts, drama productions and sports fixtures. Furthermore, the 'Friends of KCS' parents' association, organises well-supported social and fund-raising events throughout the year for the benefit of the whole school and in some cases the local community. Parents are well informed about their child's academic progress and personal well-being through comprehensive, termly reports. Parents' evenings, held twice a year for younger pupils and annually for older pupils, enable face-to-face discussion with staff.
- 5.11 The school publishes clear and appropriate procedures for dealing with complaints. No formal complaints have been received in the past year. Parents particularly appreciate that their communications and questions are dealt with in a timely and sensitive manner by the school. The ready availability of senior staff ensures that any concerns are dealt with promptly. Support staff facilitate effective communication between the school and parents, both current and prospective.

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

INSPECTION EVIDENCE

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

Inspectors

Mr Peter Lee-Smith	Reporting Inspector
Mrs Claire Delo	Assistant Deputy Head, IAPS school
Mrs Sylvia Chetwood	Deputy Head, IAPS school
Mr Geoffrey Hammond	Deputy Head, IAPS school
Mr Martin Stott	Headmaster, IAPS school