



INDEPENDENT SCHOOLS INSPECTORATE

**THORPE HOUSE SCHOOL
STANDARD INSPECTION**

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Thorpe House School

The pre-preparatory school (Kingscote School) was inspected at the same time and a separate report published.

Full Name of School	Thorpe House School		
DfE Number	825/6026		
Registered Charity Number	292683		
Address	Thorpe House School 29 Oval Way Gerrards Cross Buckinghamshire SL9 8QA		
Telephone Number	01753 882 474		
Fax Number	01753 889 755		
Email Address	office@thorpehouse.co.uk		
Head	Mr Anthony Lock		
Chair of Governors	Mr Richard Coward		
Age Range	7 to 16		
Total Number of Pupils	232		
Gender of Pupils	Boys		
Numbers by Age	7-11:	114	11-18: 118
Number of Day Pupils	Total:	232	
Inspection dates	15 Feb 2011 to 16 Feb 2011		
	16 Mar 2011 to 18 Mar 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 March 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 Thorpe House School was founded as a proprietorial, independent, boarding preparatory school in 1923, and is situated in a residential area of Gerrards Cross. It is now a charitable educational trust day school with a board of trustees, all of whom act as governors of the school. The school aims to work closely with parents in achieving their aim to produce well-mannered and confident young men. The school is housed in a mix of converted properties and purpose-built accommodation. To accommodate older boys a design and technology room, new library and extra laboratory have been added, and an adjacent property has been converted into classrooms with an extra laboratory. Catering facilities have been upgraded. A seven-acre site, a short distance from the school and owned solely by the school, includes four full-sized pitches, tennis court, pavilion and changing facilities.
- 1.2 Since the last inspection, the school has accepted boys into Years 9, 10 and 11 offering an education through to their GCSEs. Most boys complete their education at senior independent schools or local grammar schools.
- 1.3 The majority of pupils transfer from a neighbouring partner pre-preparatory school to join Year 3. At the time of the inspection, a total of 232 pupils were on roll. Of these 114 were in Years 3 to 6 and 118 in Years 7 to 11. Most have professional family backgrounds with English as their first language and 21 are from minority ethnic backgrounds.
- 1.4 The ability profile of the junior school is slightly above the national average; four-fifths of pupils demonstrate at least average ability. The ability of senior pupils is above the national average with a fairly wide spread of abilities represented. Four pupils with statements of special educational needs (SEN) receive specialist help. Of 67 pupils identified as having learning difficulties and/or disabilities (LDD), 47 receive specialist help. The remainder are supported by the school in their lessons. The six pupils for whom another language is their mother tongue require no additional help with their English.
- 1.5 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 The good achievements and progress made by pupils at Thorpe House are underpinned by the wide-ranging curriculum and a rich programme of extra-curricular activities. Pupils demonstrate good knowledge, understanding and skills across the curriculum. Their achievements are supported by lively and enthusiastic teaching which is good overall and often excellent. Lesson planning is thorough but learning needs of some pupils are not always met. A review of assessment arrangements has led a number of departments towards a more effective use of the outcomes, which has improved provision for all pupils' needs. Opportunities for independent learning have increased since the last inspection, but this good practice is not widespread across all departments. The pupils' outstanding attitude, their ability to work hard and their desire to achieve contribute to their educational progress and underpin their good standard of achievement.
- 2.2 The excellent personal development of pupils is supported by outstanding pastoral care. A well-planned programme of personal, social and health education (PSHE) benefits from designated lessons in the timetable. Its delivery by specialist teachers is co-ordinated across the junior and senior schools. Through the increased number of opportunities for self-evaluation, pupils become self-confident and take responsibility for developing their talents and addressing their weaknesses. Pupils care for each other, are respectful of differences and work together well. A school council encourages pupils to contribute to the society of their school and many charity events afford them the opportunity to contribute to their local and the wider community. In all these activities, pupils show concern for those less fortunate than themselves. In responses to the pre-inspection questionnaires, pupils expressed an appreciation of the support they receive from both home and school.
- 2.3 The school's aims are well supported by the governing body, and by excellent day-to-day management by the senior leadership team. Governance and management are aware of their regulatory responsibilities, which are all met in full. They have addressed the recommendations of the last report. Members of the restructured management team have clear strategic roles and, along with heads of department, have a sharper focus on monitoring and evaluating standards. Recent investment has provided up-to-date classroom resources which are put to good use by the majority of teachers. Robust health and safety arrangements ensure that all pupils learn and enjoy recreation in a secure environment. This strong leadership is greatly valued by staff and the parent body, who express great satisfaction with the quality of education that their sons receive. The vision for the future of Thorpe House and the constant quest for ways to improve performance are strongly supported by the senior leadership team and all staff.

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) Recommendations for further improvement

- 2.5 The school is advised to make the following improvements.

1. Ensure that all lessons are suitably planned to meet the needs of pupils of all abilities.
2. Increase the opportunities for independent learning throughout the curriculum for all age groups.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

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

- 3.1 Thorpe House provides a high quality education and pupils' good achievement is in line with its aim to instil in pupils an aspiration to reach their potential through hard work and a love of learning.
- 3.2 Pupils of all abilities demonstrate a good level of knowledge and apply well-developed learning skills to further their understanding. They are articulate, as demonstrated in a lesson about drug misuse in which they asked challenging questions and produced persuasive arguments. Good observation skills in science and practical subjects, and the application of logical processes in mathematics, enabled them to reach accurate conclusions. When given the opportunity, they use their ICT skills to good effect. The opportunities for independent learning are limited in some subjects but, where they do exist, pupils work on their own or in small groups in a constructive and organised way, achieving good results.
- 3.3 Pupils' academic attainment is in line with the school's commitment to establishing a curriculum in which they can embrace learning through curiosity, an appreciation of culture and participation in sport. Results in national tests at the age of eleven in 2007, the last year in which the school took the tests, were above the average for maintained primary schools. The number of pupils taking GCSE in 2009, the first year in which it was taken, was insufficient to enable comparisons with national data to be made. The number of pupils taking GCSE in 2009, the first year in which it was taken, was insufficient to enable comparisons with national data to be made. In 2010 all pupils gained five passes at grade C or above, and over a third were awarded A or A*. For pupils currently in the school, attainment is judged to be good in relation to national age-related expectations.
- 3.4 Success in local and international competitions is good for the age of the pupils. Pupils participating in the Youth Speaks competition have won in each of the last two years, with considerable individual as well as team success. The Young Enterprise team conducted a very business-like meeting during the inspection. In spite of facing teams of much older pupils, they have won the awards for Best Trade Stand and Outstanding Achievement. In the Duke of Edinburgh's Award scheme, pupils have distinguished themselves with bronze and silver awards. Sport results have improved significantly; last year the under-16 rugby team were unbeaten until the last match of the season. Drama too is becoming a strong feature, with well-received productions in a local arts centre. Pupils are successful in gaining places in senior schools and in further education.
- 3.5 These results, their performance in lessons and the quality of work they produce indicate that pupils throughout the school make good progress in comparison with other pupils of above average ability.
- 3.6 The pupils' success in academic and other activities owes much to newly appointed specialist staff and, in a very great part, to the attitudes and commitment of the pupils. They are not afraid of hard work and strive for the very highest standards in all that they undertake. They enjoy their learning, meet challenge with enthusiasm and show a willingness to help others to achieve their best.

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

- 3.7 An excellent curriculum, supported by a wide and varied extra-curricular programme, fully supports the school's aim to provide an education which prepares each pupil for all aspects of his future life. It is well supported by effective resources and specialist staff.
- 3.8 The broad curriculum includes core subjects, mainly taught in form groups, with the addition of French, design and technology and ICT from Year 3. All pupils are taught in ability groups for English, mathematics and science from Year 5 upwards. This arrangement enables all abilities to reach their potential. A second language, a choice between Spanish or Latin, is introduced in Year 7 and the curriculum prepares pupils for Common Entrance examinations well. The GCSE courses, which start in Year 9, include the core subjects with the option to study individual sciences, an additional modern foreign language, Latin and a range of creative subjects. The rigour and relevance of curricular provision is regularly reviewed by the senior leadership team and the governors' education committee. Recent changes have included the introduction of a timetabled course in PSHE which includes sex education.
- 3.9 The curriculum is suitable for all ages, abilities and needs. Since the last inspection, the school has successfully adapted its provision to meet the needs of an increased number of pupils with LDD. Increased breadth and more opportunities for pupils who are not academically strong have been achieved following the appointment of specialist teachers in a number of practical and creative subjects. There has been a significant increase in the number of pupils studying music, and raised standards in sports, art and drama.
- 3.10 Since the last inspection, purpose-built facilities for science, design and technology (DT), art and ICT and a new classroom block for Years 9 to 11 accommodate the increased school population. Following significant investment, all classrooms have projectors and most an interactive whiteboard. The refurbished library, newly appointed librarian and well-resourced ICT room support the curriculum. Changes in the timing of the school day have generated more classroom time.
- 3.11 Formal education is greatly enriched by a wide range of extra-curricular activities. These include the Italian breakfast club, participation in World Mathematics Day, the debating society and an able, gifted and talented programme run in collaboration with two neighbouring schools.
- 3.12 Links with the local and wider community enable the school to fulfil its aim to help each pupil to become courteous, caring and always mindful of the needs of others. Pupils take part in the annual Remembrance Parade, sing in local care homes and make up food parcels which they deliver to the homeless at Christmas. A more extensive programme of residential trips involves pupils of all ages. The choir sings in Europe and ski trips are arranged each year. Year 6 pupils escorted pupils from their French link school around London and plans are well advanced for exchange visits with a school in Barcelona. Visitors, including parents, talk to pupils about their jobs and interests. These links are appreciated by the pupils who are enthusiastic in their participation. Parents express great satisfaction with the attitudes and values which their sons develop at Thorpe House.

3.(c) The contribution of teaching

- 3.13 Interesting and helpful teaching, which is of good quality overall, and often excellent, enables pupils to make good progress relative to their ability. In line with the school's aim, teaching allows learning to flourish and encourages pupils to aspire to the highest standards in all that they undertake.
- 3.14 Pupils with LDD are supported in class and by the excellent learning support department. Teachers know pupils well and, in the majority of lessons, imaginative and exciting exercises engage their interest and support the progress of pupils of all abilities. Year 10 pupils, identifying appropriate quotations from a text to illustrate the meaning of loneliness, were provided with different worksheets appropriate for their learning needs. In Latin and French lessons, extension work was prepared for the more able. However in many other lessons, the planning of tasks to suit different learning needs was less well defined.
- 3.15 Pupils enjoyed the challenge of independent learning when this was provided and planned for. For example, Year 6 pupils were very engaged with their project work in ICT and responded very well to the opportunity to work independently. In a lesson exploring a biblical text, Year 7 pupils worked well in pairs to produce individual interpretations. However, a number of lessons were too dominated by teachers and did not afford the opportunity for pupils to develop their individual learning skills.
- 3.16 Teachers demonstrate good subject knowledge and employ a wide variety of teaching methods which make work interesting and challenging. Where objectives were made clear and success criteria explicit, pupils quickly grasped the focus of the activity and were keen to complete it to the best of their ability. Resources, including the library, were generally used effectively although pupils' ICT skills were not always fully exploited in research or analysis.
- 3.17 The very constructive relationships between pupils and with their teachers enable lessons to proceed at a brisk pace so that much is achieved in the time allowed. Teachers are willing to 'go the extra mile' and are unstinting in the time they give to individual pupils. Every pupil who responded to the pre-inspection questionnaire expressed appreciation for the way teachers help them to learn and make progress. They find their schoolwork interesting and homework useful in reinforcing what they have learned during the day.
- 3.18 Teaching is well informed by standardised assessments and the introduction of a new assessment policy has been followed by training for the whole teaching staff. The practice of using assessment outcomes to inform lesson planning to meet learning needs is satisfactory in many subjects and becoming more widespread. Very good examples of marking with constructive comments were seen in a number of workbooks scrutinised during the inspection. Clear indications were given to guide pupils towards improvement, and the targets that had been set were followed up. In a number of subjects, this effective use of marking has yet to replace the simple use of ticks. Peer and self-assessment are effective in helping pupils to understand what they need to do to improve.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

- 4.1 Pupils of all ages have outstandingly well-developed personal qualities. They are self-confident and show consideration for others. The school fulfils its aim to nurture their spiritual, moral, social and cultural (SMSC) development. In their responses to the pre-inspection questionnaires, they express unqualified satisfaction with the care they receive and the progress they are making in their studies. A few felt that rewards and punishments were not handled fairly; the inspectors found no evidence to support this view.
- 4.2 Pupils' spiritual awareness is good; they show sensitivity and compassion for others. Older pupils spoke about how pleased they were that the refurbished library was posthumously named after a fellow pupil. The school community was aware of the suffering caused by a recent earthquake and tsunami and already seeking ways in which they might support the disaster fund. Year 3 pupils enjoyed listening to poetry and discussing what it meant to them. In a lesson which considered how evil could exist when all gods were good, Year 9 pupils listened respectfully to different points of view and were not reticent in expressing their own. Their appreciation of art was developed through a practical lesson and pupils were quick to praise the efforts of their fellows. Since the last inspection, the school has reviewed the format of assemblies which now include very good time for quiet reflection.
- 4.3 From the very youngest, all pupils have a well-developed moral sense and can distinguish between right and wrong. In a history lesson, Year 10 pupils discussed the moral issues of international involvement in other countries' affairs. Year 3 pupils discussed the fairest way to distribute money collected on a charity day. Their respect for the school's rules is reflected in their behaviour. Misdemeanours are rare; pupils recognise when language or behaviour is inappropriate and say that bullying is very rare and always dealt with swiftly.
- 4.4 Pupils' social development is outstanding. The school has introduced more opportunities for senior boys to exercise responsibility and to become role models. Pupils willingly serve in the prefect and house systems and on the school council. A sense of service is developed through the Duke of Edinburgh's Award activities and through the new initiative, 'The Power of Two' gives older pupils the opportunity to mentor younger pupils in mathematics. Pupils of all ages work and play well together. A Year 5 class had a 'Mood Card' posted on their lockers to help develop sensitivity and empathy between classmates. Joint drama productions with a local girls' school contribute to healthy attitudes toward the opposite sex.
- 4.5 The cultural awareness of pupils is well-developed. Educational trips introduce pupils to their own cultural history and to those abroad. Permanent links are being sought with schools in Africa, France and Spain. The school has a more multicultural profile since the last inspection, yet there is a real sense that, within friendship groups, pupils have little awareness that some come from a different race or background. At the same time they show an interest in learning about other cultures and customs. Classmates listened enthralled as a boy recalled the time he spent living in India and what it was like to live through a monsoon season. An excellent assembly for Year 5 featured the concept of democracy and human rights in the context of recent events in Libya.

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

- 4.6 Excellent arrangements for welfare, health and safety are in line with the school's aim to create an environment in which all members of the community feel valued and are safe and secure. Pastoral care is excellent and in their pre-inspection questionnaires, parents expressed the view that their children were safe at Thorpe House and that the pastoral help they received was excellent. Pupils appreciated that teachers show concern for them, monitor their workload and listen to their views.
- 4.7 Since the last inspection, the school has made effective changes to the provision of pastoral care. A recent review of the PSHE programme has led to the inclusion of a dedicated lesson in the timetable and the establishment of trained co-ordinators in both junior and senior schools. Tutors know their pupils well and have received training to help them support boys as they grow and develop. Careers advice and preparation for adulthood are in line with pupils' needs and are supported by a growing number of links with the local community. Lines of communication with senior managers, along with staff meetings which are designated to discuss pupils' welfare, ensure that concerns are dealt with swiftly. The school is aware of the need to engage a school counsellor now that older boys attend Thorpe House.
- 4.8 Positive relationships exist between all members of the school community. In line with the school's aims, each pupil is made to feel an important member of the school body, allowing his learning to flourish and an independence of thought to grow within him. Effective procedures promote and reward good behaviour. Bullying is very rare and reported instances are dealt with swiftly. New policies have focused on issues such as cyber-bullying and possible drug abuse.
- 4.9 Health and safety measures are thorough and reviewed at regular meetings of the health and safety committee. Effective measures safeguard and promote pupils' welfare. Named child protection officers, and all staff, are trained at the required intervals. Concerns are reported immediately and followed up assiduously. Pupils are well supervised during recreation times and all the necessary measures to reduce the risk of fire and other hazards have been taken. Admissions and attendance registers are properly maintained and stored.
- 4.10 Unwell and injured pupils are well cared for by the school matron. Medical needs are thoroughly documented and communicated to form tutors and staff organising school trips. Medicines are properly stored in locked facilities. All members of staff are trained in first aid, three at the higher level, and the first aid policy is available to all. The school has upgraded its provision to ensure access for pupils and staff with physical disabilities.
- 4.11 Pupils are encouraged to be healthy through exercise and good eating habits. Catering staff know the boys who have allergies or special dietary requirements and talk to them about what they can and cannot choose to eat. Serving staff oversee food choices of all pupils and suggest alternatives to make a balanced meal. Pupils and staff appreciate the hard work of all the catering staff who produce a varied menu in a well-maintained kitchen.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The school is well governed by trustees who have a clear vision for the future development of Thorpe House. They work to maintain its ethos and aim to create a caring, learning environment. They consider education to be a partnership between school, pupils and parents. Since the last inspection, new appointments have extended the range of expertise on the governing body and governors have attended appropriate training courses which have improved their effectiveness. They discharge their responsibilities for standards, financial planning, investments in staffing, maintenance of accommodation and resources very well. Committees responsible for the oversight of aspects of the school meet each term. The recently formed education committee includes a parent and has an increased focus on educational matters. The governing body has plans in place to increase the effective oversight of the provision of the school, which is not held by all governors at present. Committees effectively manage the demands of regulatory requirements and the demonstration of public benefit. The designated child protection governor visits the head once a term and scrutinises records and procedures. Twice a year the health and safety governor carries out an effective inspection of the site which conforms to regulatory requirements.
- 5.2 The whole governing body tours the school once a year, getting to know the staff and meeting pupils. They are seeking to increase the number of times they visit and to introduce a programme of lesson observation in a bid to improve their oversight of the day-to-day activities in the school, which is not currently fully understood by all governors. Regular reports from the head keep them abreast of new requirements; these are discussed in the termly board meetings. Policies are monitored regularly by committees. The governing body has successfully met the recommendations made in the last report. A restructured senior management team has clearly defined strategic responsibilities and heads of department play a role in monitoring and evaluating the performance of staff and pupils.

5.(b) The quality of leadership and management

- 5.3 The school benefits from outstanding leadership. A clear and well-communicated vision for the future of Thorpe House is supported by a committed senior leadership team. Staff and parents express great satisfaction with the management of the school and the quality of education provided. In response to the recommendations made in the last inspection, new strategies to improve the effectiveness of monitoring and evaluation have led to the raising of standards of assessment and delivery of a wide curriculum and a full extra-curricular programme. Management is effective in furthering the aim of the school to prepare pupils for an adult life in which dignity, integrity and consideration for others play a central part.
- 5.4 Management at all levels is successful in assessing current performance and recognising opportunities for improvement. School development planning is robust with clearly defined objectives. These are reflected in the improved departmental planning and schemes of work which are regularly monitored by heads of department. Self-evaluation plays an important role in the quest for ever improving standards. The practice of the scrutiny of work and lesson observation by heads of department is effective in pointing their staff towards better practice.

- 5.5 The administration of the school is highly effective and administrative staff display a high degree of commitment to the school's ethos. Parents and visitors speak highly of the ease with which they can obtain information and the courteous way in which they are welcomed into the school community.
- 5.6 The recruitment, induction and retention of high quality staff is a high priority. Staffing has increased following the introduction of senior year groups and their needs are well met. All staff are trained in child protection procedures, updated every three years, and those designated as child protection officers attend refresher training every two years. All staff are qualified in first aid, three at the higher level. Professional development is supported by staff appraisal and appropriate training to meet needs for improvement. Formal lesson observation, by the senior management and between colleagues, aims to ensure the spread of good practice. Whole-staff training accompanies the introduction of new initiatives. Measures to ensure the suitability of all staff to work with children are scrupulously followed. The central register of appointments records all the required checks which are properly logged.

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

- 5.7 Thorpe House has excellent links with parents, who are considered to be partners in the education of their sons. Parents express overwhelming satisfaction with the governance and management of the school, with whom they can communicate with ease. They appreciate the 'open door' policy of the head and feel welcome in the school. They are very satisfied with the quality of educational provision and the development of worthwhile attitudes and values. A small number expressed misgivings regarding the way in which concerns were handled. The inspectors found no evidence to support this view. The policy is available on the website and on request.
- 5.8 Parents and prospective parents receive high quality information about the school. The 'New Boy Papers' pack contains day-to-day information. Key school policies are made available to parents, including all those which are required. Since the last inspection, the school website has been improved and includes a designated site for parents, which has improved communication; in addition, parents can contact staff directly. The termly magazine and weekly newsletters are attractive and informative. A school-parent contract has replaced the registration form and sets down more formally the expectations from both parties.
- 5.9 Parents receive regular information regarding their children's progress. Very informative full reports are sent home once a year and short reports in the intervening two terms. The new assessment scheme, adopted by the school since the last inspection, means that these reports now contain more information regarding progress. Consultation evenings, at least once a year for every year group, occur when major decisions need be discussed; for example the choice of GCSE subjects. Parents appreciate the opportunity to write in diaries which are taken home each day. They can ask for advice regarding useful websites so that they can help with homework.
- 5.10 An active, enthusiastically led parents' association works hard to support the school. The website includes notice of planned activities to which all parents are invited. Parents have visited the school, to talk to pupils about their careers, helped with after-school activities, such as Young Enterprise, and accompanied the recent choir trip to Europe. Each class has a parent representative who keeps pupils and staff

up to date with events and receives suggestions from them. A recent parent survey has prompted useful discussions about the day-to-day running of the school. Parents express strong support for the head's recent communication regarding the unsuitability of some computer games for certain age groups. The complaints policy complies with regulatory requirements and is made available to parents on the website and in hard copy on request.

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

Mrs Patricia Cullen	Reporting Inspector
Mrs Samatha Michau	Head, IAPS school
Mr Timothy Lunn	Head of Department, IAPS school
Mrs Jennifer Scott	Head of Department, IAPS school