



INDEPENDENT SCHOOLS INSPECTORATE

BRUERN ABBEY SCHOOL

STANDARD INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

Bruern Abbey School

Full Name of School	Bruern Abbey School		
DfE Number	931/6106		
Address	Bruern Abbey School Chesterton Manor Chesterton Bicester Oxfordshire OX26 1UY		
Telephone Number	01869 242448		
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Email Address	secretary@bruernabbey.org		
Headmaster	Mr Philip Fawkes		
Proprietor/ Principal	Mr Sterling Stover		
Age Range	8 to 14		
Total Number of Pupils	87		
Gender of Pupils	Boys		
Numbers by Age	5-11:	35	
	11-14:	52	
Number of Day Pupils	Total:	9	Capacity for flexi-boarding: 6
Number of Boarders	Total:	78	
	Full:	0	Weekly: 78
Inspection dates	17 May 2011 to 18 May 2011		
	14 June 2011 to 16 June 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 May 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 boarding was not carried out in conjunction with the Office for Standards in Education (Ofsted), Children's Services and Skills, and the report does not contain specific judgements on the National Minimum Standards for Boarding Schools. 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 refers to an inspection in October 2009 and can be found at www.ofsted.gov.uk under Children's social care/Boarding school.

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 Bruern Abbey is a boarding preparatory school for boys between the ages of 8 and 13. The school was founded in 1989 in West Oxfordshire by the principal, who is also the proprietor, and since 1996 it has specialised in the education of boys with specific learning difficulties and/or disabilities, such as dyslexia and dyspraxia. It moved to its current site, a late nineteenth century manor house, near Oxford, in 1999. The school is set in parkland with space for games and country sports. Extensive re-furbishment and development of facilities have taken place as numbers have risen. The assets of the school are owned through a family trust of the principal. There is no formal board of governors, although the principal formally involves individuals from within and outside the school community in major decisions.
- 1.2 Virtually all pupils have learning difficulties and/or disabilities, and the primary aim of the school is to prepare them for the Common Entrance examination and enable them to continue their education successfully in mainstream senior independent schools. The school seeks to restore self-belief within pupils who may have lost confidence in themselves, and also to enable them to enjoy a fully rounded education and appreciate the cultural aspects of life.
- 1.3 There are 87 pupils on roll, with 35 in the junior school and 52 in the senior school. Nine-tenths of the pupils are weekly boarders. The junior school comprises four mixed-age classes, each spanning Years 4 to 6. Five pupils have statements of special educational needs. None have English as an additional language. Specialist learning support is provided by the school for pupils with the most severe learning difficulties and/or disabilities. The school does not set academic tests on entry but all pupils have an educational psychologist's report initially, and must show potential to study for and pass the Common Entrance examination. The ability range is fairly wide and the ability profile is above the national average; the school does not use national benchmarks.
- 1.4 The majority of pupils are of white British heritage, with very few from minority ethnic groups. Most pupils come from professional families and many live in or near London.
- 1.5 National Curriculum nomenclature is used throughout this report to refer to year groups in the school. The year group nomenclature used by the senior school and its National Curriculum (NC) equivalence are shown in the following table.

Senior School

School	NC name
Lower Sixth	Year 7
Upper Sixth	Year 8

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 Pupils are successfully educated in a secure and nurturing environment where they are given every possible help and encouragement to overcome the challenges presented by their specific learning difficulties and/or disabilities. The quality of their achievements and of their learning is good, the quality of their attitudes is excellent and they make good progress over time. In accordance with the aims of the school, pupils enjoy a fully rounded education, and are well prepared to take the Common Entrance examination and move on to mainstream senior independent schools. Their self-belief and self-confidence are fostered, and they are enabled to fulfil their academic potential. Planning is not consistent across all subjects. An effective curriculum, appropriate to the needs of the pupils, and a range of thoughtfully planned and enjoyable visits and extra-curricular activities, together with experienced learning support, underpin the pupils' achievement and progress. Their speaking and listening skills develop rapidly at an early stage, followed, as they gain confidence in their own abilities, by success in reading and writing. Good, and at times, excellent teaching engages the pupils' interest and attention, and gives them the encouragement and motivation that enable them to learn successfully. Pupils settle willingly in lessons and listen attentively; they persevere and work purposefully, both independently and in pairs. They become thoroughly involved in their learning and are responsive to their teachers' assessment and marking.
- 2.2 The quality of the pupils' personal development is excellent. Pupils develop a spiritual awareness in the beauty and tranquillity of their surroundings, together with a sense of social and moral responsibility, and thoughtfulness and respect for others. Through their immediate school environment and well-planned visits, pupils develop appreciation of the heritage of art and music of their own culture and that of other countries, particularly of France, which they visit frequently. The excellent pastoral care, support and guidance make an important contribution to pupils' personal development, as do the effective arrangements for their welfare, health and safety, and the good quality of the boarding education.
- 2.3 The effective governance, leadership and management are wholly supportive of the ethos of the school. They share a clear vision for the future as they aim to provide the best possible education for the pupils, who are prepared very successfully for their transition to senior school. Links with parents are excellent. The response of parents to the pre-inspection questionnaire was overwhelmingly positive and pupils' replies, on the whole, were also complimentary and appreciative. Inspectors agreed with these views, regarding the education and care provided by the school. The management of the expansion of the school over the past six years has deflected attention from fully addressing all the recommendations of the previous inspection. The roles and responsibilities of senior and middle management are still not sufficiently clearly defined. Where time and funds have permitted, provision has been improved, and the school's aims have been successfully fulfilled.

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. Establish clear definitions of the roles and responsibilities of senior and middle management.
 2. Strengthen and formalise the planning and monitoring of the curriculum to ensure consistently excellent teaching and learning across all subject areas and age ranges.

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' overall achievement is good. They are successfully educated, in fulfilment of the school's aims. Their all-round achievement is based on good levels of knowledge, understanding and skill in both curricular and extra-curricular activities. Pupils are confident in speaking and articulating their points of view. They readily express their opinions during interviews, and explain and discuss their work fluently. They listen well and are generally respectful of each other's opinions. Their reading and writing skills improve rapidly throughout their time in the junior school to support their work in the senior school.
- 3.2 Pupils demonstrate their ability in logical and independent thinking, in addition to speaking, in subjects such as history, science and English, where those in the senior school could offer their points of view, understand and use grammatical terminology, and successfully identify techniques within a poem. However, not all teaching gives pupils the opportunity to develop their independent thinking and learning skills.
- 3.3 Both mathematics and creative imagination are used well, as when older pupils constructed lighthouses from their two-dimensional drawings. The application of mathematics is evident, for example in science and in history. In information and communication technology (ICT), the pupils' well-developed skill in touch-typing gives them greater access to the curriculum and raises their levels of achievement. The standard of achievement in games and sports is good and continually rising, particularly in cricket, rugby and football, where success against teams from other preparatory schools is a source of great pride.
- 3.4 The range of the pupils' achievements is much to their credit. Pupils in each successive year group learn and develop effective strategies to manage their specific difficulties and virtually all gain entry to a wide range of day and boarding senior schools of their choice. Where particularly able or gifted pupils are identified, they are given encouragement and challenge to reach their potential and are often successful. Recent successes include academic, sports and art awards to independent schools, and county and national recognition in sport.
- 3.5 The pupils' attainment cannot be measured in relation to average performance in national tests but, on the evidence available, it is judged to be high in the senior school in relation to national age-related expectations. Pupils demonstrate continually improving standards in following the demanding Common Entrance curriculum, by participating fully in lessons and in their annual examination results.
- 3.6 Pupils enter the school with limited skills in literacy and numeracy, and as they develop strategies to enable them to overcome their difficulties, they make good progress as they move through the year groups. Progress is tracked through the analysis of assessment data. Senior pupils commented on the significant progress they have made in reading and spelling since coming to the school and inspectors confirm these views.
- 3.7 Pupils have very positive attitudes to learning and enjoy their involvement in activities. They are enthusiastic and eager to participate. Pupils often enter the school with negative attitudes to learning and low self-esteem, and as their enjoyment and success in learning grow, they start to regain their self-belief and

become increasingly positive in their outlook. Teachers are sensitive to pupils' perceptions of themselves and work hard to help them overcome their self-doubt, enabling them to become more confident and competent in their learning.

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

- 3.8 The curriculum is good, and is effective in its coverage of the requisite areas of learning. The emphasis on literacy and numeracy skills in the junior school and on preparation for the Common Entrance examinations in the senior school makes the curriculum appropriate for the ages, abilities and needs of the pupils, and it successfully supports the aims of the school. The individual needs of pupils are carefully considered at each stage and the curriculum is adapted accordingly. However, the planning, updating and monitoring of the curriculum and associated schemes of work and assessment are not consistent across all subjects and this impacts on teaching and learning.
- 3.9 Small classes, carefully arranged, and learning support, including speech and language therapy and occupational therapy, make a strong contribution to the pupils' ability to follow the curriculum. Pupils who require additional help receive very effective one-to-one support from specialist staff, combined with assistance in the classroom where necessary.
- 3.10 Personal, social and health education (PSHE) is threaded across the curriculum in the senior school, and social thinking skills are expertly included in group sessions in speech and language therapy.
- 3.11 Design and technology (DT) is not a discrete curriculum subject, although many opportunities have been created to promote this area of learning, in response to the recommendation of the previous inspection, notably in art lessons, where arks designed and constructed by pupils were about to be launched on the stream in the grounds to find out for how long they would float. Cookery lessons during visits to France and a car mechanics club provide further opportunities, but the curricular advantages of combining the excellent art facilities with those for DT have not been exploited to the full. The school is actively seeking to improve provision for DT.
- 3.12 Facilities for outdoor games are excellent and contribute to rising standards; in addition to the school's own extensive grounds, good use is made of a local shooting club and golf club. The school has been enterprising in negotiating the use of the local village hall, which compensates partially for the lack of a gymnasium which prevents pupils benefiting from access to a full physical education curriculum.
- 3.13 The pupils' work and learning are supported by a comprehensive and useful intranet site whereby they can access school material from home, have immediate access to duplicate sets of notes and can communicate with teachers when they require help: all of this is managed with appropriate internet security systems.
- 3.14 The curriculum is further enriched by a comprehensive range of extra-curricular activities during the school day. These are appropriately matched to the needs and interests of the pupils. Many clubs and activities take place on site, and these are augmented by outings and the opportunity of regular visits to France.
- 3.15 Links with the community are reciprocal with regard to facilities: the local community enjoys access to the grounds during school holidays and for cricket matches, while the school uses the village hall for occupational therapy activities, when required.

There are sports fixtures with a local school and Year 8 pupils organise a science day for its pupils in the summer term.

3.(c) The contribution of teaching

- 3.16 The good teaching is effective in promoting the pupils' progress, and successfully supports the aims of the school. Experienced and qualified teachers know and understand their pupils well; several have relevant qualifications for teaching pupils with dyslexia; others have experience and expertise in this field. Some teaching is excellent, and promotes positive relationships between teachers and pupils, and strong teamwork within departments. The teachers' extensive knowledge of pupils is assisted by the assessment information and comprehensive individual education plans provided by the head of special needs.
- 3.17 The pupils' confidence to work independently is nurtured well and, in the best lessons, teachers encourage, praise and challenge the pupils to progress. They respond positively to teachers' high expectations. Planning of the curriculum and of teaching is excellent in some subjects, but less evident in others, resulting in less successful learning.
- 3.18 A variety of approaches and methods, innovative at times, is used in the most successful teaching to capture and maintain the pupils' interest, and lesson time is skilfully managed. Clear and structured teaching, close attention to individual needs, and empathy and support engage the pupils in their learning. In some teaching, a limited range of methods is employed to promote learning, which leads to less effective progress. Imaginative rewards systems have been devised. Ample resources, including interactive whiteboards, are used to good purpose.
- 3.19 The effective management of time and pace in the most successful teaching enables pupils to complete the tasks presented, sustains their interest and encourages perseverance, so promoting progress. In some lessons, initial teacher-led introductions are too long, limiting opportunities for pupil participation and individual work. At other times, the desire to maintain a good pace leads to a tendency to provide information, limiting opportunities for pupils to seek it independently.
- 3.20 Parents commented in questionnaires on the effectiveness of teaching in nurturing confidence amongst their children and re-introducing them to learning as a pleasurable experience. Comments from pupils confirmed this.
- 3.21 Provision for ICT and the development of relevant skills has improved significantly since the previous inspection with the appointment of an ICT manager, the development of the school intranet and the provision of interactive whiteboards in the classrooms. Pupils make increasingly effective use of ICT, as seen in displays around the school, for example the poster advertising the forthcoming show, the lighting effects for which they are designing, also using their ICT skills.
- 3.22 The skilfully re-designed and well-used library, the recently opened art complex and the new covered swimming pool and cricket nets have all added to the rich curricular and extra-curricular learning experiences that pupils enjoy.
- 3.23 Pupils are regularly assessed through examinations, reading and spelling tests, and regular ongoing marking and assessment in the classroom. Marking is regular on the whole, and offers praise and encouragement. However, in some subjects, it does not consistently give comments and grades to guide improvement or set targets for further progression. The results of assessments are used to plan for

progress and communicated to parents; pupils also discuss their grades and progress every three weeks with their tutors. Annual screening takes place, with a programme of standardised tests of non-verbal reasoning ability, spelling and reading. Assessment information is carefully recorded and available to share with staff, parents, pupils, future schools and the appropriate authorities where relevant. Pupils also have periodic reviews with their educational psychologist.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

- 4.1 The personal development of the pupils is excellent. The school amply fulfils its aim to restore self-assurance and self-belief to pupils who may have lost confidence in themselves. Pupils are enabled to enjoy a fully rounded education and appreciate cultural aspects of life.
- 4.2 Pupils develop a strong spiritual awareness within a Christian ethos and in surroundings of natural beauty, where the school chapel holds pride of place. The chapel choir makes choral evensong a special occasion for pupils and parents of different denominations and faiths. The self-confidence and self-awareness of the pupils develop very successfully.
- 4.3 The pupils develop a keen sense of right and wrong, and an understanding of the need for good conduct. They learn to think carefully and maturely about their place in society and the contribution expected of them. Parents are very pleased with the school's promotion of worthwhile attitudes and values, and the high standards of behaviour, and praised highly the courtesy and mutual respect shown by the pupils. The PSHE programme, the tutor system, the high expectations of staff and the boarding ethos all contribute to the pupils' thoughtfulness and genuine consideration for others.
- 4.4 The pupils' social development is excellent. They are happy to accept responsibility, and are aware of their place in contributing to the community of the school, both boarding and day, and the world beyond. They take an interest in the school council, and are very aware of environmental issues and world poverty. They are involved in fund raising for local and national causes, and in helping those less fortunate than themselves, in Africa in particular. For their age, their developing social, political and economic awareness is advanced. They are happy, friendly, courteous and considerate young people.
- 4.5 Through literature, music and art, the pupils develop a strong understanding of and respect for other faiths and cultures in addition to their own. Boarders' cultural awareness is enhanced by the historic surroundings in which they live. Pupils enjoy further cultural opportunities when they travel to France.

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

- 4.6 Pastoral care of the pupils is excellent and, together with the effective arrangements for their welfare, health and safety, makes a significant contribution to their personal development. The welfare of every pupil is important to the staff involved in every area of school life. The care and concern shown in the boarding community, and in the school as a whole, are outstanding.
- 4.7 Through the tutor system, staff provide highly effective support and guidance for the pupils, in accordance with the school's aims. Relationships are extremely positive and respectful between staff and pupils, and amongst the pupils themselves. Procedures for promoting good behaviour, guarding against harassment and bullying, and dealing constructively with any unacceptable behaviour are positive and effective. They demonstrate a depth of understanding of any learning difficulty and/or disability that pupils may have. In their pre-inspection questionnaire

responses, pupils strongly agreed that the school deals with any bullying that may occur, and that there is always an adult or senior pupil to whom they can turn.

- 4.8 The safeguarding arrangements have due regard for statutory guidance and include procedures for child protection training, which is effectively carried out.
- 4.9 Careful attention is given to ensuring that all necessary measures are taken to reduce risk from fire and other hazards. Arrangements for health and safety are comprehensive and effective, and include well-considered provision for pupils who are ill or injured. The school is dedicated to the continual improvement of educational access for pupils with specific learning difficulties and/or disabilities. Arrangements and risk assessments, for example for the regular trips to France, are meticulous.
- 4.10 Pupils are encouraged to be healthy through developing sensible eating habits and taking regular exercise. They enjoy catering of a very high standard, especially at their formal dinners, and the grounds provide ample space to supplement their curricular games. The admission and attendance registers are suitably maintained and correctly stored.

4.(c) The quality of boarding education

- 4.11 The good quality of the boarding experience plays a valuable part in the pupils' education and personal development, and contributes highly effectively to the achievement of the school's aims.
- 4.12 Relationships within the boarding community are warm, friendly and mutually respectful. In their responses to the pre-inspection questionnaire, boarders commented that they enjoy boarding and that they get on well together in the house.
- 4.13 The range of activities out of school hours during the week is sufficiently broad during the summer months, but not as extensive as the school or the boarders would wish during inclement weather; both parents and pupils commented on this and inspectors agree. The new covered swimming pool has brought an extra, much appreciated option, though the school does not have indoor space for a wide range of activities in the evening. The formal dinners, to which parents are invited, are special experiences that emphasise the family nature of the school.
- 4.14 The quality of accommodation and resources is good, and is continually being upgraded. All improvements are carried out to the highest standard and in keeping with the historic house and its setting. The grounds provide tracks for mountain biking and opportunities for other outdoor pursuits. The attractive public rooms and spaces on the ground floor are always open to the boarders in which to relax and read before bed-time. The school has attended to the recommendations of the most recent boarding inspection, carried out by Ofsted.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is good. In his role as proprietor, the principal is closely involved in the day-to-day life of the school. A demarcation has been established between the roles of principal and headmaster. The professional background and experience of the principal ensure active and effective oversight of the school. Dedication to the school's aims ensures that overall responsibility for educational standards and financial planning is successfully fulfilled, alongside ongoing investment in accommodation, resources and staff.
- 5.2 An excellent insight into the working of the school ensures effective provision of support, challenge and stimulus for growth and improvement, in both the short- and long-term. A clear vision for the school, sense of purpose and high standards contribute greatly to the education, success and happiness of the pupils.
- 5.3 Expert professional advice and guidance are taken to ensure the effective fulfilment of responsibilities for child protection, safe recruitment, welfare, health and safety throughout the school.

5.(b) The quality of leadership and management

- 5.4 The good leadership and management of the school are effective in meeting its aims. Managers successfully carry out their delegated responsibilities, particularly those for policy implementation in relation to the welfare and safeguarding of pupils.
- 5.5 Under the positive leadership of the headmaster, the management is successful in its role in the overall educational direction of the school. This is reflected in the high quality of the pupils' education, their success in acquiring learning strategies to overcome their difficulties, their consequent good academic achievement and progress, and the high standard of their personal development. Guided by senior management and the needs of the pupils, the headmaster and the principal have main responsibility for development planning, and have successfully identified priorities and made substantial improvements over recent years.
- 5.6 The school has developed considerably since the previous inspection; those in leadership and management positions have been highly involved in ensuring that the individual educational and pastoral needs of the pupils are met. In this, they have been very successful and have worked with the utmost dedication. Senior managers have managed their individual roles well as the school has grown, although roles themselves, both at this level and at subject leadership level, lack clarity and definition. The recent appointment of a director of studies with responsibility for establishing a monitoring system provides an opportunity for further clarity and cohesion in the oversight of the curriculum and associated planning, and thereby the academic success of the school, but this is not yet fully established.
- 5.7 Management is successful in securing high quality, well-motivated and appropriately qualified members of staff, who play a key role in the fulfilment of the school's aim for each boy to reach his potential. In order to support, develop and further motivate staff, the school arranges in-service training for those with subject degrees to enable them to gain teaching qualifications; and specialists from a dyslexia centre provide in-service training for all teaching staff, observe lessons and provide feedback. The

school does not make full use of the outstanding teaching that exists in some subjects as a model for excellent lessons and the dissemination of good practice.

- 5.8 In addition to the provision of suitable training for their roles in meeting the needs of all pupils, staff also have regular training in aspects of safeguarding, welfare, health and safety. The school has thorough arrangements for checking the suitability of staff and these checks are recorded appropriately.

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

- 5.9 The school maintains an excellent and constructive relationship with parents, who are very supportive of its aims. The Friends of Bruern group has been established to be wholly independent of the proprietor, and guided by the school development plan and the advice of the headmaster, decides how parental donations should be used for the benefit of the pupils and others in the school and the wider community.
- 5.10 In their responses to the questionnaire, a very high proportion of parents were strongly supportive of the school, with very few concerns expressed. Parents state that they are extremely happy with and appreciative of the education and support provided for their children, the quality of communication with the school and the rapid response to their queries. They praise highly the help provided for their children's specific educational needs. The inspection team agrees with these views.
- 5.11 Parents praised the range of extra-curricular activities overall, though a few parents referred to the relatively modest range available in the evenings, expressing that the lack of a sports hall or similar large area limits indoor provision for games or drama. Parents also praised the school's resourcefulness in the use of spaces presently available for music and drama productions. The school is continually considering ways of providing more activities and facilities.
- 5.12 Parents are very welcome in the school. The 'open door' policy and the tradition of hospitality at matches and other school events give them good opportunities to meet staff and to be as actively involved in the work and progress of their children as distance permits. Parents appreciate the regular record cards that enable them to track their children's progress, and the end-of-term clear and useful reports that contain more detailed information about attainment, work and progress.
- 5.13 Parents of current and prospective pupils are provided with the required information about the school. All parents agree that the school handles their concerns and complaints with care; its published procedures are followed.

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 proprietor, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited the boarding house and 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 Danice Iles

Reporting Inspector

Mrs Susan Hulmes

Head of Learning Support, IAPS school