



INDEPENDENT SCHOOLS INSPECTORATE

MAIDWELL HALL SCHOOL

STANDARD INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

Maidwell Hall School

Full Name of School	Maidwell Hall School		
DfE Number	928/6005		
Registered Charity Number	309917		
Address	Maidwell Hall School Maidwell Northampton Northamptonshire NN6 9JG		
Telephone Number	01604 686 234		
Fax Number	01604 686 659		
Email Address	headmaster@maidwellhall.co.uk		
Headmaster	Mr R A Lankester		
Chairman of Governors	Mr R H Cunningham		
Age Range	7 to 13		
Total Number of Pupils	102		
Gender of Pupils	Boys		
Numbers by Age	0-2 (EYFS):	0	5-11: 51
	3-5 (EYFS):	0	11-16: 51
Number of Day Pupils	2	Capacity for flexi-boarding:	n/a
Number of Boarders	Total:	100	
	Full:	96	Weekly: 4
Inspection date	11 May 2010 to 12 May 2010		
Final (team) visit	24 May 2010 to 26 May 2010		

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 2003.

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 2003 as subsequently amended with effect from January 2005, May 2007 and February 2009. The range of these Regulations is as follows.

- (a) The quality of education provided (Curriculum)
- (b) The quality of education provided (Teaching)
- (c) The spiritual, moral, social and cultural development of pupils
- (d) The welfare, health and safety of pupils
- (e) The suitability of staff, supply staff and proprietors
- (f) The premises and accommodation
- (g) The provision of information
- (h) The manner in which complaints are to be handled

Legislation additional to the welfare, health and safety Standard 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 Children's Directorate of the Office for Standards in Education (Ofsted), 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 November 2009 and can be found at www.ofsted.gov.uk under Inspection reports/Boarding schools.

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

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Maidwell Hall aims to encourage all children to discover their talents, and to develop these to the full. Equally, the school encourages the development of spiritual and moral values. The school provides education for boys aged from seven to thirteen, all but six of whom are full-time boarders. The school is a registered charity and is governed by a board of trustees, who serve as its governors headed by the chairman. The headmaster also serves as the company secretary.
- 1.2 The school moved to Maidwell Hall in 1933. It is an independent, preparatory boarding school set in large grounds in the village of Maidwell, Northamptonshire. The Hall is a grade II listed building dating from 1637, but substantially altered in the nineteenth century. The school has made major additions to the building; the most recent of which are a new dining hall, indoor swimming pool and dormitory wing. A sports hall was built in 1983 and a new classroom block in 1993.
- 1.3 At the time of the last inspection there was a small number of girls, and some pupils in Years 2 and 3, but for the last six years the school has reverted to being all boys aged from seven to thirteen. There are currently 96 full-time boarders, four weekly boarders and two day boys.
- 1.4 The school does not enter pupils for national curriculum tests at the age of seven or eleven. Ability and progress is monitored using nationally standardised testing. During the inspection, pupils' average ability was judged to be above the average for maintained primary schools in England, but the spread of ability varies between cohorts. Pupils are accepted from all over the United Kingdom and are required to attend an assessment morning. A small number of pupils come from overseas. The school welcomes a broad range of ability and a strong learning support department enables the school to accept pupils with mild learning difficulties. New boarders are invited for an overnight boarding trial.
- 1.5 The school has identified 22 pupils with learning disabilities and/or difficulties (LDD), but 44 receive some specialist learning support from the school. Eight pupils have English as an additional language (EAL) and all receive support.
- 1.6 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 table.

Preparatory

School	NC name
Form I	Year 8
Form II	Year 7
Form III	Year 6
Form IV	Year 5
Form V	Year 4

2. THE SUCCESS OF THE SCHOOL AND ACTION POINTS

2.(a) Main findings

- 2.1 Boys of all abilities and needs are successful in their learning and personal development. The school fully meets its aim to educate the whole person. Academically, the boys make good progress to fulfil the aim to provide an excellent all-round education, and the boarding provision contributes to this strongly. Boys of all abilities are appropriately supported in their learning and many receive beneficial additional help through learning support in English, mathematics and the teaching of EAL. Although overall the average ability of the boys is above the national average, the school is able to manage a very wide range of ability through effective learning support. The principal academic focus of the school is to achieve good common entrance results, and recently all boys have been accepted for their first choice schools. The quality of teachers' marking has improved since the last report, and in a number of subjects it is now excellent. The boys' overall success is promoted by effective teaching and by their own positive attitudes, together with the breadth of the curriculum and their extra-curricular experiences.
- 2.2 The quality of the boys' personal development is outstanding. The quality of boarding contributes strongly to their excellent development. They have a highly developed sense of self-reliance. The boys have care and consideration for others. There are many opportunities for them to take responsibility. Boys' views are represented on the school council and through the catering committee. The range and quality of extra-curricular activities develop initiative and responsibility. The outstanding quality of pastoral care and the excellent relationships between staff and boys ensure a highly positive educational experience. The pupils' questionnaire was fully supportive of both the boarding and the educational provision.
- 2.3 Governance, leadership and management are highly effective, and support the school's aims to provide an excellent all-round education. The school has been successful in adopting the main recommendations of the previous inspection through overcoming regulatory failures, improving information communication technology (ICT) facilities, developing library provision, the use of assessment information and in strengthening the monitoring and evaluation of teaching and learning. The recent Ofsted boarding report affirmed the high standards achieved and its recommendations have been adopted. Governors and managers have made great efforts to ensure compliance with the regulatory requirements and no deficiencies were found. The school maintains close parental contact and this aids the development of an outstanding happy family atmosphere. Almost all parents responded to the pre-inspection questionnaire and their comments were wholly favourable.

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 2003, as subsequently amended.

(ii) Recommended action

- 2.5 The school is advised to make the following improvements.
1. Improve the quality of teaching and learning by the sharing of good practice.
 2. Strengthen the use of information communication technology (ICT) across the full range of the curriculum.
 3. Develop the use of target setting in the marking of pupils' work.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

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

- 3.1 Boys are well educated in accordance with the school's aims to develop the whole person. The ability profile on entry is generally above average for all maintained schools but the number and ability cohorts vary substantially from year to year. The school also accepts a small number of overseas students who require substantial support with the English language. The learning support department provides support for 44 pupils in English, mathematics and EAL. Individual educational plans (IEPs) of high quality are produced. The quality of this support enables the school to accept a wide range of ability. Study skills are taught in the first year, Year 5 lessons are taught in subject-based classrooms and Years 7 and 8 follow common entrance courses. Gifted pupils have the opportunity to learn advanced art, take part in scholarship seminars and Greek is offered to the more able.
- 3.2 Boys develop excellent speaking and listening skills and are able to order appropriate facts to support a point of view. A wide variety of written work of a high standard was seen. The teaching has a considerable effect on the improvement in oral communication and building of self-confidence. In mathematics there is a good application of basic knowledge, skills and understanding and boys are appropriately challenged by high expectations and appropriate problem solving. They have good data handling skills and present their results in graphical form.
- 3.3 Scientific skills are suitably developed by fostering natural curiosity and the boys benefit from this approach. They use apparatus from an early age and are encouraged to be flexible in their thinking. Investigations and experimentation enhanced by good use of ICT are central to the provision.
- 3.4 Boys are confident in using ICT skills to develop their learning, and the provision of laptops has supported the increased use that teachers can make of the new technology. Boys work well individually and in groups where all views are valued and they are able to comment constructively on the work of their peers.
- 3.5 For the last ten years there have been no failures at common entrance and all boys have been suitably guided in order to obtain their first choice schools. Additionally, nine scholarships from several selective senior schools have been awarded in the last six years.
- 3.6 The school is successful in obtaining numerous passes in music grade exams and they have significant achievements in non-academic work. They were national clay pigeon shooting champions for a number of years, and national cross-country champions.
- 3.7 Boys' attitudes to learning are outstanding. They are polite, caring of the views of others, and settle to work quickly. They relish challenge, and respond positively. All boys feel valued and have an innate sense of what is right and wrong, and that pervades their behaviour.

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

- 3.8 The curriculum provided is well constructed and offers excellent coverage of all the subject areas, supporting the school's aim to allow all boys to fulfil their potential. It is broad and well balanced, suitably resourced, and has a positive impact on achievement and boys' personal development.
- 3.9 The school broadly follows the 13+ common entrance syllabus including Latin and older pupils have the opportunity to study Greek. In addition, each boy has one lesson a week in Personal, Social, and Health Education (PSHE). Creative and performing arts, including music, art, drama, and design and technology (DT), are particularly strong. This is evident from the excellent displays around the school and the boys have many opportunities to be creative.
- 3.10 Sporting activities are outstanding with a wide range of sport available. The programme of team games is extensive. There are opportunities for boys of all abilities to star. The range and quantity of extra-curricular activities for all boys are excellent. These take place during extended morning breaks and in the evenings. Sport and music are well represented, including baseball, squash, croquet, guitar group and wind band. Other options vary from carpentry to kite making, and gardening to advanced art, or assisting in the production of the excellent school magazine 'Maidwell Matters'.
- 3.11 Curriculum planning is thorough, comprehensive and provides continuity to the curriculum. All subjects have policies and schemes of work which are effective and consistent with the school's aims. Termly plans are detailed and promote the development and application of a broad range of skills. Prep/homework is planned effectively to consolidate and extend learning. Boys with LDD or EAL receive good individual support from specialist teachers. IEPs are implemented for these pupils.
- 3.12 The curriculum is further enhanced by many educational visits both locally such as Naseby and Market Harborough and further afield with geography field studies in the Peak District or Suffolk.

3.(c) The contribution of teaching

- 3.13 Overall the quality of teaching is good; it is effective in promoting boys' progress and supports the aim of the school to educate the whole person. The small classes and the subject knowledge of the teachers ensure that lessons are tailored to the needs of individual boys. The work and the ability of all boys is re-assessed individually at the beginning of each term with considerable contributions from the learning support department, and identification of progress shown in standardised tests. All staff have computer access to the individual academic records of boys.
- 3.14 Many academic lesson plans specifically refer to the differentiation required for the wide ability range of boys, and even the smaller classes are divided into groupings with different expectations. The use of prior assessment in lesson planning has improved since the last inspection. Similar improvement applies to the display of pupils' work. Current displays show a wide range of boys' work, some of which is outstanding. This particularly applies to the range and quality of the art work. Development plans for subject areas are now detailed.

- 3.15 The boys' achievements are strongly promoted by stimulating and effective teaching, some of which is excellent and enables most boys to make good progress. Good basic skills are emphasised in mathematics and English. The library has been re-sited and improved. It is well used by boys, especially in the after-lunch reading session. Boys are interested in current affairs and follow events in the daily newspapers provided. Teachers are knowledgeable in their subjects, make good use of their time and use resources effectively.
- 3.16 On most occasions the tasks set are varied and well-matched to the boys' abilities. The best lessons are characterised by open-ended questioning, academic tasks with strict time limits and a brisk pace. In a very few lessons these high standards were not reached and there was a slower pace of working and a lack of challenge. In the vast majority of lessons good organisation, prior assessment and brisk pace ensures successful learning and high levels of achievements. Staff generally use a wide variety of teaching strategies to ensure that the lessons suitably challenge all boys such as in art where they were individually tasked with a wide variety of techniques.
- 3.17 Effective pre-assessment gives the teachers understanding of the boys' current levels, and is used to inform planning. Additionally, peer assessment is also well used to ensure that boys presenting their own work are provided with helpful comments. Teachers' marking is thorough with positive support and in a few areas some useful targets are being set, but this needs to be further developed. Teaching benefits from the current programme to review the quality of teaching but this needs to be developed in order to share good practice and raise standards.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

- 4.1 The quality of personal development is excellent, the main contributory factors being the ethos of the school and the strength of pastoral care. The boys' spiritual development is outstanding. It is nurtured through the experience of daily prayers, church on Sundays, religious studies (RS) lessons and role models throughout the school. Boys are guided towards a sense of well-being, fulfilment and purpose by the secure and caring environment in which they live. All boys feel valued and this helps them to grow in self-esteem and self-confidence. This is supported by the good personal and social education in the school.
- 4.2 Boys are given knowledge of a wide variety of faiths, enabling them to understand and compare what unites different value systems and to begin to develop their own responses. Boys show a mature understanding when they speak about what they and their friends hold important in their lives. Further opportunities for boys' experience to transcend the mundane occur in music, drama and art. This is reinforced by quality displays around the school, which provide a sense of awe and wonder.
- 4.3 The school successfully engenders a strong moral code through its ethos, its curriculum and through the staff acting as role models. The boys develop in a morally aware environment where everyone matters. The school rules are overlaid with Christian moral values and morning prayers often have a strong moral theme with boys taking an active part.
- 4.4 Boys develop a growing sense of direction and purpose as they look beyond their school to help others. Boys are encouraged to be aware of the needs of those less fortunate than themselves and show care and moral responsibility. Boys support a selected charity each year and every third year this is an overseas charity. This year they are supporting a poor region in Peru and the oldest boys are involved in a sponsored walk and cycle ride to raise money.
- 4.5 Boys' social development reflects the school's emphasis on the promotion of understanding of others. Boys learn to interact with their peer groups and with other age groups. There are many opportunities for boys to take on positions of responsibility, whether as head boy, prefects, dormitory captains, house captains or librarians. The school council, which meets several times each term, has representatives from each year group elected by their peers. In addition, a catering committee with representatives from each year meet fortnightly with the headmaster's wife to discuss the menus.
- 4.6 Boys work collaboratively in lessons and out of the classroom where they compete in a range of sporting activities which includes not only rugby, football and cricket but golf, basketball and clay pigeon shooting. During the year all boys take part in a poetry competition. The boys are given a theme. This year it was 'Conflict'. The best poems are read to the parents on Guy Fawkes Night and an independent adjudicator judges and presents the prizes. Boys also enjoy taking part in the house debating competition. Each year the school presents a school play or musical; the production this year was 'Pirates of Penzance'. In addition, boys have the opportunity to perform in both informal and formal concerts which include soloists, groups and the choir.

- 4.7 The academic curriculum includes many references to other cultures and the winter programme of lectures for the boys reinforces this. Boys' understanding of other peoples' cultures has been enhanced by the school becoming more international with pupils attending from Spain, China, Russia and Thailand. The RS syllabus teaches the important aspects of faiths including Islam, Hinduism, Buddhism and Sikhism. In addition, the boys develop a strong awareness of other cultures through visits abroad. Year 7 spends a week in Normandy for cultural immersion and language experience. Boys have gained much from their cricket tours to Antigua and South Africa where they played one of their matches in a township.

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

- 4.8 The care that staff devote to the well-being of their boys is outstanding. Staff know their boys very well and relate well to them. Positive relationships which promote effective learning and a caring atmosphere prevail, and this enables boys to feel confident, in fulfilment of the school's aims. The family atmosphere that is kindled successfully nurtures the importance of being supported by a wider school family.
- 4.9 The structures, policies and procedures established to support and secure the well-being of boys are well thought out and efficiently applied. The staff handbook gives clear guidance on the various pastoral roles. All teachers play a significant role in caring for boys. The excellent relationships between staff and boys, and between boys, are a strength of the school.
- 4.10 Boys are familiar with all school procedures regarding discipline and behaviour and are clear about what they should do if they have concerns. Measures to promote responsible behaviour are clear, and focus on encouragement and positive reinforcement. Boys respond positively to the various reward systems throughout the school which include house points and merits. The anti-bullying policy operates effectively because the school makes sure that all know the procedure and that their concerns will not be brushed aside.
- 4.11 The safeguarding policy is compliant with requirements and implemented successfully. The child protection officer (CPO) is fully trained, and child protection training is in place with a three-year cycle for existing staff and is part of the induction of new staff. The governors carry out a termly audit of safeguarding and there is an appointed child protection governor.
- 4.12 There is a health and safety committee chaired by the headmaster. There are annual reports to the governing body by the health and safety officer. The school's health and safety arrangements are audited annually by an external consultant. Medical records are kept in matron's office and in the staffroom where they are readily available for staff to consult. First aid boxes are located around the school. Matrons have completed the higher level first aid course with a substantial number of staff also trained in first aid. An accessibility plan is in place which is designed to improve the education provision for those with disabilities and is in line with the Special Education Needs and Disability Act (SENDA).
- 4.13 Boys are very aware of health and safety issues. The quality of the catering is excellent and much appreciated by the boys. The school also recognises the importance for the boys to have plenty of exercise. Boys are well nurtured, their welfare is carefully fostered and they are happy and proud of their school. Admission and attendance registers are completed accurately.

4.(c) The quality of boarding education

- 4.14 The quality of boarding education is outstanding. Almost all boys are full boarders and the boarding experience plays an outstanding part in the boys' education and development contributing significantly to the school's aims.
- 4.15 The boys' personal development benefits greatly from the happy, caring family atmosphere. Boys feel secure, well supported and grow in self-confidence. Dormitories are regularly re-arranged to ensure boys mix with a wide variety of their peers.
- 4.16 The Ofsted report in November 2009 judged the overall quality rating as outstanding. This was reinforced by the boys themselves who expressed a strong sense of belonging to the school. The criticisms expressed in the Ofsted report related to the flooring and carpeting in a small area and ensuring the keeping of a separate written record for each boarder setting out prescribed or non-prescribed medication. By the time of the initial visit the school's action plan to remedy these had been accepted and all relevant work has been planned to take place before the commencement of the next academic year.
- 4.17 The boarding provision is well ordered, with a relaxed atmosphere, and the boys are happy and at ease encouraging confidence and all-round development. Relationships between the boys of all ages are outstandingly positive and newcomers are carefully monitored to ensure they benefit from the provision. Senior boys play a strong, caring role as dormitory captains and prefects. Many staff are involved in the boarding provision and they act as excellent role models, and there is a strong matron team. There is an outstanding activities programme available during the extended morning break and in the evenings, covering a very wide range of sport, education and hobbies. There is a strong lecture programme, and many visits are arranged. Many boys stated that Saturday or Sunday was their most favoured day.
- 4.18 In the last Ofsted report it was noted that boarders expressed a high level of satisfaction with the school which 'created in them confidence, a balanced perspective and in some instances reasonableness beyond their years'. The current inspection and the pupils' questionnaire overwhelmingly support those comments.
- 4.19 There is a ten-year development plan which envisages the building of a new boarding house for girls and for the boys identifies a need to improve some washing facilities, common room space and private study space which are currently inadequate. Boarders are encouraged to be healthy and they describe the catering arrangements in both quantity and quality as excellent.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is outstanding. The governing body provides clear oversight of the school in line with its aims and gives effective support and guidance to the headmaster in overall policy; governors have a clear distinction between overall policy and executive decision making. The governors work very well in co-operation with the headmaster. The members of the governing body encompass a strong range of business, financial and educational experience.
- 5.2 The governing body meets once a term, with committees for finance and marketing meeting as necessary. The chairman of the governing body is the chairman of the finance committee. One governor is the chairman of the development fund and others have specific responsibilities for matters such as child protection, inspection and compliance and conflict of interest declarations. There is a good mix of current and past parents and those with no direct connection to the school. Governors exercise close control over educational standards and, in particular, financial planning, so as to ensure the future development of the school. A major decision to admit girls has been properly considered and planned, and will be implemented in September 2010. Governors receive a detailed report from the headmaster at each meeting. It is comprehensive and includes staff development.
- 5.3 Governors take their legal responsibilities seriously and ensure that safeguarding and conflict of interest appears at the beginning of the agenda of all meetings. The chairman is in regular contact with the headmaster and, together with other governors, regularly visits the school. Governors employ an independent company to audit health and safety and to provide staff training. Governors have been effective in the discharge of all of their duties. Governors review their own proceedings, attend training and have recently prepared an induction package for new governors. All major recommendations from the last ISI report have been addressed. However, although the provision of ICT facilities has substantially improved, its use in cross-curricular areas still requires attention.

5.(b) The quality of leadership and management

- 5.4 Leadership and management at all levels are excellent. The school is well led with a clear vision for the future. The senior management team, consisting of the headmaster, deputy head, the assistant head, who is also director of studies, and the housemaster, who is director of boarding, meets once a week. They are effective overall and work well to support the aims of the school. The team performs an important liaison function, acting as a channel of communication between the headmaster and the common room, and plays a central role in the staff appraisal process.
- 5.5 Leadership and management provide clear educational direction, and there is a formal scheme for evaluating and improving both educational standards and the teaching. The director of studies is responsible for the oversight and development of the academic life of the school and oversees the role of heads of department, including the review of schemes of work and monitoring of departments. Exercise books are regularly reviewed by heads of department and the director of studies.

- 5.6 Standards of teaching within departments are monitored through regular lesson observations, and marking and assessment are monitored to ensure continuity of practice and the progression of learning. However the monitoring of some departments has not been consistent.
- 5.7 All teaching staff are regularly appraised through lesson observations and their extra-curricular involvement. This data needs to be more effectively used in order to share good practice throughout the academic curriculum. Members of the common room are also asked to comment on the managerial role of the appraiser. Support staff are also appraised. An academic forum of common room staff also provides an effective channel of communication. The senior management team successfully monitors the standard of boys' personal development and ensures that high standards are maintained.
- 5.8 Management at all levels has been successful in securing and supporting sufficient high quality staff and there is a well-developed induction programme. Staff are suitably trained for their roles in safeguarding, welfare, health and safety, and the school has developed thorough arrangements for legal compliance regarding the suitability of staff, volunteers and governors.

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

- 5.9 Links between school and parents are excellent and strongly support the academic and personal development aims of the school. Responses to the pre-inspection questionnaire indicate that parents are highly supportive of the school and are very happy with the education their sons receive.
- 5.10 Parents of current and prospective pupils receive all relevant information about the school, which includes a comprehensive prospectus, suitably updated to include the admission of girls, and the required policies are available on the school website.
- 5.11 When pupils join the school, included in the information pack are the names and addresses of other new parents, which allows parents and pupils to communicate and meet before starting. Brief reports are sent to parents every two or three weeks and a full report is sent at the end of each term. These reports are of a good quality presenting a clear picture of boys' achievements. During the year each form has a parents' evening to discuss boys' progress.
- 5.12 Communication is excellent and has been improved by the availability of staff e-mail addresses on the website. The housemaster has direct contact with parents, and matron is responsible for communication regarding medical issues. Although there is no parents' association, parents are welcomed into the school on many varied occasions.
- 5.13 Parental concerns are dealt with promptly. The school's policy for handling complaints from parents complies with regulations, although it has not, as yet, been invoked.

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 chairman of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited boarding houses and the 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 Terry Fawell

Mr Howard Bourne

Mrs Barbara Ottley

Reporting Inspector

Team Inspector (Senior Master, IAPS school)

Team Inspector (Former Head, IAPS school)