



INDEPENDENT SCHOOLS INSPECTORATE

THE RED MAIDS' SCHOOL

INTEGRATED INSPECTION

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The Red Maids' School

Full Name of School	The Red Maids' School
DfE Number	801/6015
Registered Charity Number	1105017
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Head of Senior School	Mrs Isabel Tobias
Head of Junior School	Mrs Gillian Rowcliffe
Chair of Governors	Mrs Jane MacFarlane
Age Range	7 to 18
Total Number of Pupils	594
Gender of Pupils	Girls
Numbers by Age	7-11: 108 11-18: 486
Inspection dates	05 Feb 2013 to 08 Feb 2013

PREFACE

This inspection report follows the *ISI schedule*, which occupies a period of four continuous days in the school. The previous ISI inspection was in September/October 2009.

The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State 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, which replace those first introduced on 1 September 2003, can be viewed on the website www.legislation.gov.uk. Additionally, inspections will consider the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment introduced by the School Standards and Framework Act 1998.

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, although inspectors 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.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to in the published report but will have been considered by the team in reaching their judgements.

Both Ofsted and ISI inspect and report on the Independent School Standards Regulations. However, they apply different frameworks and have different criteria for judging school quality that are suited to the different types of schools they inspect. Both use a four point scale when making judgements of quality but, whilst the ISI terminology reflects quality judgements that are at least equivalent to those used by Ofsted, they also reflect the differences in approach. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement on each aspect of the school's work at the beginning of each section. **These headline statements must include one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory', and where Achievement is 'exceptional' that term may be used for the top grade.** Elsewhere in the report, inspectors may use a range of different adjectives to make judgements. **For EYFS registered provision (for pupils aged under three), reports are required to use the same terminology ('outstanding', 'good', 'satisfactory' and 'inadequate') as Ofsted reports.**

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, reviewed a sample of the extra-curricular activities that occurred during the inspection period and attended registration sessions. 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 Elaine Brook	Reporting Inspector
Mrs Rosemary Martin	Team Inspector (Headmistress, GSA school)
Mrs Caroline Pellereau	Team Inspector (Head of Lower College, GSA school)
Mr Bill Pratt	Team Inspector (Headmaster, IAPS school)
Mrs Irene Robson	Team Inspector (Former Senior Teacher, Society of Heads/ISA school)
Miss Diana Vernon	Team Inspector (Headmistress, GSA school)

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 The Red Maids' School is an independent day school for girls aged from seven to eighteen. It was originally established in 1634 by the mayor and MP for Bristol to provide education for 40 young women. The school is now a charity, with a single governing body to serve both the junior and senior sections.
- 1.2 The school's core aim is to develop the academic ability of girls from many different backgrounds and cultures and to fulfil their potential by equipping them with the skills and knowledge to succeed in a changing world.
- 1.3 The senior school is set within a 12-acre site and located in the centre of Bristol. A substantial amount of refurbishment has taken place since the previous inspection, the most recent being the opening of the new sixth-form centre in March 2011.
- 1.4 The junior school, opened in 1986 and extended in 2009, occupies a site adjacent to the senior school, linked by a footpath. Although the two schools operate independently on a day-to-day basis, the heads work closely together and all pupils share the sports and dining facilities.
- 1.5 The junior school has 108 pupils on roll from Years 3 to 6. In the senior school, there are 354 pupils in Years 7 to 11 and 132 in the sixth form. Most pupils live within a 20-mile radius of the school. The school has a commitment to the provision of bursaries and scholarships, and pupils come from a broad range of economic backgrounds.
- 1.6 Admission to the junior school is by a range of academic assessments, visits to the school and meetings between the pupil, parents and staff. Entry to the senior school is by selective examination.
- 1.7 The ability profile of both junior and senior pupils is above the national average, with a notable proportion of pupils being of well above average ability. The ability profile of the sixth form is also above the national average, although with a wider range of abilities evident. One pupil has a statement of special educational needs. The school has identified 63 pupils who require some degree of learning support for special educational needs and/or disabilities (SEND), 28 of whom receive specialist tuition. Seven pupils speak English as an additional language (EAL) and four of them receive support with written and spoken English.
- 1.8 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 Throughout both the junior and senior schools, the pupils' academic and other achievements are excellent in relation to their ages and abilities. All pupils, including those with SEND or EAL, benefit from an exceptionally rich and varied curriculum, which also challenges and stimulates the most able. Results in national tests and examinations are consistently high. In the junior school, the tracking of pupils' progress in English, mathematics and science ensures that future learning needs can be clearly assessed but this is not sufficiently rigorous in other subjects. The quality of teaching is excellent in both schools, though the marking of written work does not consistently enable pupils to know how they can improve. A very broad range of extra-curricular activities enables pupils to develop diverse interests, in which their achievement is frequently notable. At all ages, pupils have very positive attitudes to learning and enjoy the prevalent ethos of hard work and achievement.
- 2.2 The pupils' personal development is excellent throughout the school. They are highly confident and articulate, eager to learn and very responsive to the needs of those less fortunate than themselves. They understand the significance of distinguishing right from wrong, and as they mature, debate moral issues with integrity and concern for human rights. These qualities are developed through the very high quality pastoral and academic care. Relationships between staff and pupils and amongst the pupils themselves are usually excellent. A very small number of pupils in the senior school expressed dissatisfaction with the way in which teachers award sanctions and deal with any instances of bullying. Inspectors found that pupils are well supported by good safeguarding policies and meticulous oversight of health and safety arrangements.
- 2.3 Excellent governance, leadership and management support the school very well. The committee structure of the governing body ensures that the development needs of the school are understood and adequately funded. In an improvement since the previous inspection, safeguarding and all other policies are rigorously monitored and reviewed. The heads of the junior and senior schools work collaboratively very well and increasingly share staff expertise, resources and facilities to the great benefit of the pupils. Opportunities for senior pupils to take on mentoring roles with junior pupils are an excellent example of the ever closer alliance. In the senior school, strong leadership gives a clear direction to staff, who respond by initiating new policies and practices. In the junior school, the small leadership team directs the school with energy and strong commitment. In response to the recommendation from the previous inspection, more time has been allocated to managers in the junior school so that they can focus on their management responsibilities. This has led to greater rigour in the monitoring of teaching and in curricular provision, though rigorous assessment of pupils' progress is not fully embedded in all subjects.

2.(b) Action points

(i) Compliance with regulatory requirements

2.4 The school meets 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. In both schools, ensure that the quality of marking is consistent across all subjects, so that pupils can easily see how their work can be improved.
2. In the junior school, ensure that pupils' progress in all subjects is rigorously tracked.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

3.(a) The quality of the pupils' achievements and learning

- 3.1 The quality of the pupils' achievements and learning is excellent.
- 3.2 The senior school fully achieves its aims to develop the academic ability of able girls from many different backgrounds and cultures and to fulfil their potential by equipping them with the skills and knowledge to succeed in the world beyond the school. The junior school also achieves its aims to educate girls of academic ability in a stimulating, warm and caring environment, where expectations are high but where the focus on meeting the individual needs of the pupils allows them to flourish. Throughout both schools, in lessons, in informal conversations and in their enthusiastic participation in extra-curricular activities, pupils' achievement is outstanding. Pupils are confident, articulate, literate and numerate. They are able to think both logically and creatively, showing advanced research skills and independence of thought. In the senior school, the pupils become highly competent users of information and communication technology (ICT). In the junior school, ICT skills are less systematically developed.
- 3.3 The range of extra-curricular achievements is notable. Pupils achieve successes as groups and individuals across a wide range of activities that include tennis, fencing, swimming and judo at county or national level, participation in the British Schools Biathlon Championships and winning the national Junior Memory Championship in 2012. Considerable success is also evident in external music and speech and drama examinations.
- 3.4 Once identified, those pupils who show particular gifts and talents and pupils with SEND are very effectively supported to achieve a good range of success in all areas of school life.
- 3.5 In the junior school, pupils' attainment in national tests at the age of 11 has been well above the national average for maintained primary schools, as measured in the years from 2009 to 2011, the most recent three years for which comparative data has been available. These results indicate that pupils in the junior school make good progress to the age of 11 in relation to the average for pupils of similar abilities. In the senior school, results at GCSE for the same period have been above the national average for girls in maintained schools and similar to the average for girls in maintained selective schools. Results in International GCSE subjects have been higher than worldwide averages overall. The level of attainment at GCSE, and the nationally standardised data that is available, indicate that pupils make good progress to Year 11 in relation to the average for pupils of similar abilities. At A level, results from 2009 to 2010 were well above the national average for maintained schools and in 2011 they were above the national average for maintained schools. Results from 2009 to 2011 have been above the national average for maintained selective schools. Following the introduction of the International Baccalaureate (IB) in 2009, results in 2011 were exceptional in relation to the average for schools worldwide and above the national average for UK schools. Although the comparative data for examinations taken in 2012 is not yet available, data from the school indicates that high standards in GCSE, A-level and IB examinations are maintained. At A level, 43 per cent of results were A grade and in the IB, 46 per cent of pupils achieved a score of 40 or more out of a possible 45 points. By the time they leave the sixth form, girls make good or better progress in relation to the average for pupils of similar abilities.

3.6 Such levels of attainment and progress reflect overwhelmingly positive attitudes to learning overall. Pupils demonstrate excellent skills for learning independently and organise their work very well. At all levels, pupils show enjoyment and gain much satisfaction from producing work of excellent quality. They are fully engaged in their learning and in the wider life of the school. At the age of 11, most pupils transfer to the senior school and at 16, at least 75 per cent of pupils progress into the sixth form. On leaving Year 13, almost all pupils proceed to higher education or take a Gap Year.

3.(b) The contribution of curricular and extra-curricular provision

3.7 The contribution of curricular and extra-curricular provision is excellent.

3.8 The high standard of provision is fully in line with the aims of the school. The curriculum provision is broad and covers all the requisite areas of learning, very effectively meeting the needs of all pupils. The personal, social and moral education (PSME) programmes support the main academic curriculum very well. In the junior school, the pupils experience a comprehensive programme of general subjects, supplemented by the teaching of Mandarin and Latin. This provides an excellent opportunity to challenge able pupils. Clear programmes of study are carefully planned for all subjects. The curriculum provision in the senior school is exceptionally broad and very well suited to the abilities and needs of the pupils. The comprehensive range of modern foreign languages offered, which includes French, Latin, Russian, German and Spanish, enhances provision. The wide range of option choices at GCSE ensures that pupils can select a course of study that is very well fitted to their abilities and interests. All pupils in Years 10 and 11 follow an exciting enrichment programme, which includes such topics as philosophy through film. These lessons are very effective in enabling pupils to develop advanced study skills, as they research and debate issues outside the examination curriculum.

3.9 Pupils in the sixth form benefit from the wide range of subjects offered. A key feature of the school's success at this stage is that pupils are carefully assessed and guided through subject options and examination courses. They are helped to make appropriate choices that suit their abilities and career aspirations. The flexibility of subject and examination choice at A level allows for the most able pupils to take up to five subjects. In addition, increasing numbers of pupils complete the Extended Project Qualification. The introduction of the IB in 2009 has strengthened the provision, giving opportunities to study an even greater breadth of subjects. A well-balanced life skills programme, looking at topics such as careful budgeting and developing effective communication skills, gives pupils very effective preparation for life beyond school.

3.10 Provision for learning support is extremely effective in meeting the needs of pupils with SEND, through carefully planned support clinics. The development of a virtual learning environment is underway in the senior school and this very positive innovation has allowed for additional, excellent support resources to be available online for all pupils.

3.11 A wide and varied programme of highly successful extra-curricular activities stimulates and challenges all pupils, including those whom the school has identified as gifted and talented. Pursuits range from kayaking, archery and skiing to engineering events and robotics. External speakers visit the school on a regular basis. Sixth-form linguists run language clubs for junior pupils; they enjoy this responsibility and benefit from the opportunity to develop leadership skills.

Participation rates in all extra-curricular activities are high. There is something on offer for every level of ability and interest.

- 3.12 The school's extensive links with the local community, as well as with other communities and cultures, enhance the curriculum. Charity ventures are encouraged and the pupils show a keen interest in raising money for their partner schools overseas. The older girls support a local academy through a reading recovery scheme and junior girls visit residents in a home for the elderly.

3.(c) The contribution of teaching

- 3.13 The contribution of teaching is excellent.
- 3.14 The teaching fully supports the aims of the school, providing a stimulating and caring environment for pupils of all ages. The high quality of the teaching promotes an ethos of hard work and fosters a sense of pride in personal achievements. Pupils are ambitious and appreciate their teachers' active and structured encouragement.
- 3.15 Lessons are generally very well planned and meet the needs of all pupils, including those identified as gifted and talented as well as those with SEND. Teachers use their enthusiasm and excellent subject knowledge to inspire learning, through highly effective questioning and individual monitoring. An excellent rapport exists between teachers and pupils; pupils feel well supported and know that help can be sought and will be given. The small number of pupils with EAL follow a programme tailored to their needs and are quickly integrated into the full life of the school.
- 3.16 Both the senior and junior schools are aware of a need to extend the provision for the more able in some year groups and this is embedded in future planning. The senior school has established a teaching and learning group so that staff can share good practice.
- 3.17 Overall, the quality of marking is inconsistent. In the majority of subject areas, it is very good and constructive and detailed comments are used well, enabling pupils to see how they can improve their work. In a small number of subjects, however, work is marked with a tick only and not dated or annotated, so that it is hard to assess if sufficient progress is being made and not possible for pupils to see what they need to do to improve. An annual review of progress in each department in the senior school is very effectively used to inform departmental planning. This good practice is not yet embedded across all subjects in the junior school.
- 3.18 The use of attainment data to inform planning is excellent in the senior school and good in the junior school. In response to a recommendation from the previous inspection, the use of standardised data to monitor academic progress in the sixth form is now outstanding. Formal tracking of progress in the junior school is well developed in English, mathematics and science but not in other subjects, so it is not sufficiently clear how well the pupils have reached all of the desired outcomes.
- 3.19 A variety of resources is well used to aid progress and foster the enjoyment of learning. The effective use of interactive whiteboards helps to maintain the rapid pace of the best lessons, and pupils' understanding is extended with the judicious use of short videos, visual stimuli and interesting source material.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

- 4.1 The spiritual, moral, social and cultural development of pupils is excellent.
- 4.2 Maintaining the quality noted at the previous inspection, pupils of all ages show highly developed personal skills, fully meeting the school's aims. By the time they leave the school, the pupils' standard of personal development is outstanding. They derive benefit from excellent opportunities to develop their self-knowledge, self-esteem and self-confidence.
- 4.3 The spiritual development of pupils is excellent. They hold a strong set of values and principles that inform their perspective on life and their behaviour. They are confident and show respect for themselves and for others, and can consider in depth non-material aspects of life.
- 4.4 Pupils are encouraged to distinguish right from wrong and to respect civil and criminal law. Through the PSME programme, pupils in the senior school are made aware of the law and how it might affect their decisions. In the junior school, age-appropriate instruction is given to help pupils to understand the significance of respecting the rules in public institutions or in a democracy. Through a varied programme of speakers, appropriate to their age, including the local constabulary and a drugs education unit, both senior and junior pupils develop understanding about challenging moral and political choices and issues.
- 4.5 The pupils' social development is excellent. They demonstrate a well-developed understanding of how they can contribute positively to the lives of those living and working in the locality and further afield. Notable examples include the clubs which sixth-form pupils organise for junior pupils and the level of participation in clubs such as the Christian Union and Amnesty International, which encourage debate and discussion on topical issues. Pupils of all ages readily seek and take on positions of responsibility and show considerable initiative at all levels. They develop an excellent understanding of how the British democratic system works through the election process for a variety of roles, such as 'social service' year group representatives and head girl. The introduction of the new house system in the junior school provides an excellent opportunity for pupils at this level to assume roles and responsibilities appropriate to their age. Throughout, pupils' concern for others extends well beyond the school. They show considerable empathy for those less fortunate than themselves through their many fund-raising charitable initiatives. An excellent link between the school and a local maintained academy involves sixth-form pupils supporting and raising the aspirations of Year 7 pupils.
- 4.6 Mutual respect for other faiths and cultures is effectively reinforced throughout, and embodied in the junior school's Five Golden Rules and in the recent adoption, by election in the senior school, of a new motto, Laetitia, Libertas, Liberalitas (Happiness, Independence and Kindness). Pupils very much appreciate the thought-provoking and memorable assemblies that further reinforce respect for all members of the community, in both the senior school and the junior school. Time for contemplation at the end of the senior school assemblies and quotations for the day on the school's electronic display screens encourage further reflection and respect for all faiths within the school. The school's international links are outstanding and extend across the globe, from Nepal to Cambodia and Uganda, and from Moldova to

Australia and the USA. Pupils demonstrate an aesthetic appreciation of a diverse range of cultures.

4.(b) The contribution of arrangements for pastoral care

- 4.7 The contribution of arrangements for pastoral care is excellent.
- 4.8 Teachers provide highly effective support for the pupils in accordance with the aims of both schools. In Years 7 to 13, dedicated pastoral leaders ensure a high level of care for pupils, who also appreciate the opportunity to consult a confidential counsellor as required. In the junior school, more informal pastoral care systems provide the pupils with excellent support and guidance appropriate to their age. The nurse provides a warm and friendly presence and attends very well to the medical needs of all pupils during the school day.
- 4.9 Relationships between staff and pupils and amongst the pupils themselves are exceptionally strong. Older pupils are encouraged to act as mentors to both individuals and tutor groups in both the junior and senior schools. Pupils state that there is always a member of staff they can turn to if required. They are encouraged to develop healthy eating habits and enjoy the school lunches, which offer a wide range of healthy dishes. Both the curriculum and the programme of extra-curricular activities include numerous opportunities for exercise.
- 4.10 The school is effective in promoting good behaviour and has a well-publicised code of conduct in relation to the prevention of bullying. A small minority of pupils in the senior school felt that bullying is not always dealt with quickly or effectively. The evidence available to inspectors indicates that systems are in place to deal appropriately with incidents and to safeguard pupils from harassment and bullying.
- 4.11 The school is keen to consult pupils. The head of the junior school holds a regular meeting with the pupils to address any concerns. The student council in the senior school offers a similar opportunity for older pupils.
- 4.12 The school has a suitable plan to improve educational access for pupils with special educational needs and/or disabilities.

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

- 4.13 The contribution of arrangements for welfare, health and safety is excellent.
- 4.14 The school takes its responsibilities seriously, ensuring compliance with statutory regulations. Outstanding management systems and communication, coupled with extensive use of professional agencies, result in excellent provision for pupils. Regular meetings at all levels ensure rigorous discussion of relevant topics. There are very good and detailed risk assessments in place for the premises and for school trips.
- 4.15 The school has robust arrangements to safeguard pupils, which are implemented with great care. Staff training is undertaken on a regular basis and procedures are fully understood by all members of staff, including the teaching, administration, maintenance and catering staff. Staff have a comprehensive knowledge of procedures, should an issue or concern arise. Checks required to ensure the suitability of staff are carried out thoroughly and appropriately recorded. Arrangements for the supervision of pupils whilst on site are very good, and the movement of pupils between the two schools is monitored carefully.

- 4.16 The school has a clear fire policy, with concise and efficient arrangements in place. Regular fire practices are held in all areas of the school and the timings of evacuations recorded.
- 4.17 Pupils who are ill or injured are well looked after. A good number of staff are qualified in first aid, and the school nurse oversees all arrangements for pupils who are unwell. The needs of pupils with SEND are exceptionally well catered for.
- 4.18 Admission and attendance registers are suitably maintained and correctly stored.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is excellent.
- 5.2 Careful and considered governance provides a clear framework for the development of the school which is fully in line with its aims. It supports the pupils' excellent achievement and personal development, and makes a valuable contribution to the well-being of the whole school community. Governors are well known to all and are a familiar presence in both junior and senior schools. They have an excellent insight into the work of the school as a whole and are highly successful in providing support, challenge and stimulus for growth. Governors bring a wide range of specialist skills, and conscientiously discharge their responsibilities for educational standards, financial planning and investment in staff, accommodation and resources. Communication between governors and the senior managers of the school is excellent. Governors are well aware of their legal responsibilities and discharge them carefully. They rigorously review the school's policies and practice with regard to the appointment of staff and to safeguarding and child protection. This is an improvement since the previous inspection, when such monitoring was insufficiently thorough. Health and safety policies and the associated risk assessments are also scrupulously monitored. The appointment of a compliance officer to ensure that the school complies with all regulatory responsibilities reflects the governors' commitment to high standards of care and welfare.

5.(b) The quality of leadership and management, including links with parents, carers and guardians

- 5.3 The quality of leadership and management, including links with parents, carers and guardians, is excellent.
- 5.4 The leadership and management of both junior and senior schools are highly successful in achieving their aims and in promoting the excellent standards of pupils' achievement, personal development and care. Careful oversight ensures that policies are well formulated and fully implemented. Since the previous inspection the school has ensured that recruitment procedures are robust, and detailed reports to governors ensure that they have the requisite information to carry out their role in ensuring regulatory compliance. The heads of both schools work closely and extremely effectively together, to ensure that the school has a clear and shared educational direction.
- 5.5 In the senior school the strong leadership empowers and motivates staff, who feel enabled to contribute ideas and initiatives which they know will be given serious consideration. Senior managers are highly effective in their drive for continual school improvement, and are fully committed to the process of reflection on present practice and planning for on-going improvement in teaching and learning. They set priorities and oversee agreed initiatives rigorously. The monitoring of academic progress in the sixth form is an excellent example of how a well-considered and carefully implemented initiative has led to improved outcomes for pupils in public examinations. The school intends to extend this practice throughout the junior school as well as the senior school.

- 5.6 Due to the relatively smaller size of the junior school its management is less formally structured, but the vision, energy and enthusiasm of the school leaders ensure the continuance of high standards of expectation and achievement. They are a familiar and highly regarded presence in the school and energetically lead the staff team by example. They know the individual strengths of their pupils very well, though formal monitoring systems to assess pupils' progress in all subjects is insufficiently rigorous.
- 5.7 As recommended at the previous inspection, the senior managers in the junior school have been allocated more time to carry out their management roles and responsibilities. This has already resulted in the effective introduction of new initiatives to chart progress in English, mathematics and science, and in an increasingly closer alliance with the senior school, in terms of sharing expertise and facilities.
- 5.8 Throughout both schools, staff are carefully appointed, with a sharp focus on the needs of the school and on their suitability to be involved in the education of children. Excellent strategies for the induction of new staff are in place. Professional development of staff is very good and staff are well trained in their individual roles. In addition, the school's appraisal system is of high quality and plays a significant role in individual staff development.
- 5.9 The administration of the school is highly efficient. Financial management is careful and thorough, and the school is meticulous in its emphasis on following appropriate procedures to ensure the safeguarding, welfare, health and safety of all pupils.
- 5.10 Excellent links with parents have been established at all stages. The overwhelming majority of the parents who responded to the questionnaire stated that they believe the school is well led and managed, and that they are satisfied with the information provided about progress. The introduction of electronic newsletters has provided a welcome weekly source of information and the school's website is comprehensive and informative.
- 5.11 The school maintains a constructive relationship with parents in accordance with its aims, and handles any concerns carefully, as detailed in its published procedures. Parents have many excellent opportunities to be actively involved in the work and progress of their children. Parents' evenings are held annually for each year group in the senior school and termly in the junior school. Both heads are readily available to see parents, and in the senior school a parents' discussion group is held four times a year with the headmistress. There are pastoral evenings for the parents of pupils in Years 7 to 10. The Friends groups raise funds, organise a range of social events and provide valued commercial advice to pupils through the entrepreneurs club.
- 5.12 Parents of current and prospective pupils are provided with a wealth of information about the school to enable pupils to settle happily and easily. Parents receive regular, clear and informative reports about their children's work and progress, either as a brief statement of academic grades or as a comprehensive account of progress. The detailed annual full reports clearly state current achievement and set out appropriate targets for improvement.

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