



# **INDEPENDENT SCHOOLS INSPECTORATE**

## **BRITISH SCHOOLS OVERSEAS**

### **INSPECTION REPORT ON THE LADIES' COLLEGE, MELROSE**

# INDEPENDENT SCHOOLS INSPECTORATE

## The Ladies' College, Melrose

Full Name of School	<b>The Ladies' College, Melrose</b>
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Principal	<b>Ms Jo Riches</b>
Head Teacher (Melrose)	<b>Mrs Sarah Spurrier</b>
Chairman of Governors	<b>Deputy Peter Gillson</b>
Age Range	<b>2 to 11</b>
Total Number of Pupils	<b>165</b>
Gender of Pupils	<b>Girls</b>
Numbers by Age	<b>0-2: 14    5-11: 133 3-5: 18</b>
Inspection dates	<b>14 Oct 2013 to 17 Oct 2013</b>

## PREFACE

This inspection report follows the *ISI Schedule* for the inspection of British schools overseas. The inspection consists of two parts: a preliminary two-day visit followed by a four-day (team) inspection. The previous ISI inspection was in March 2010.

The Independent Schools Inspectorate (ISI) is a body approved by the British Government for the purpose of inspecting schools in England and overseas. As such, ISI reports to the English Department for Education (DfE) on the extent to which schools meet the relevant Standards for British Schools Overseas and the *ISI Framework* requirements. ISI is also the agency responsible for the inspection of schools in membership of the Associations of the Independent Schools Council (ISC). Accordingly, ISI inspections of British schools overseas are required to:

- help schools to improve the quality and effectiveness of pupils' education and of the care for their welfare;
- provide objective and reliable inspection reports which help schools to recognise and build on their strengths and to identify and remedy any weaknesses;
- inform parents and the wider public of the quality of British schools overseas by placing reports in the public domain;
- report to the DfE the extent to which schools comply with the published Standards for British Schools Overseas;
- where applicable, assure ISC Associations that their member schools maintain the quality of provision expected.

ISI inspection is for the benefit of the pupils in the schools and through public reporting makes the information available to parents, governments and the wider community.

Inspections for British schools overseas follow closely the framework and guidance for independent school inspection in England. The major difference is that schools in England must comply with the Education (Independent School Standards) (England) Regulations 2010, which do not apply with legal validity to schools outside the United Kingdom. However, the inspection of overseas schools takes account where possible of compliance with any local requirements and it judges the extent to which the schools comply with the British Government's Standards for British Schools Overseas. The range of these Standards is as follows.

1. The quality of education provided by the school (Curriculum, Teaching and Assessment).
2. The spiritual, moral, social and cultural development of pupils.
3. The welfare, health and safety of the pupils.
4. The suitability of the proprietor and staff.
5. The premises and accommodation.
6. The provision of information for parents, carers and others.
7. The school's procedures for handling complaints.
8. The quality of provision for boarding.
9. Leadership and management of the 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 or company law.

The report will be placed on the ISI website within two weeks of its issue to the school and will also be published on the Department for Education website. The report will remain on the web sites for 3 years, at which point it will be removed.

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## 1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 The Ladies' College was founded on the Channel Island of Guernsey in 1872. Melrose provides for 165 girls at the Ladies' College between the ages of 2 and 11. It comprises the Pre-School for ages 2 to 4, which opened in 2009, the Preparatory Department for ages 4 to 7 and the Junior Department for ages 7 to 11. Since the school's previous inspection in 2010 the Pre-School has moved into its own building, with a large garden area, and the new 'link' building has added flexible learning space for preparatory and junior pupils.
- 1.2 Governance arrangements for the Ladies' College as a whole are set down in law by the Guernsey States of Deliberation. The chairman is appointed from the parliamentary deputies, while the remaining governors are either appointed by or confirmed by the States. The Melrose head teacher reports to the Ladies' College principal and is a member of the Ladies' College's senior management team.
- 1.3 Melrose is housed in a listed Georgian building, on a site that it shares with the Ladies' College senior school. Facilities include libraries for the Preparatory and Junior Department, a new classroom space for practical activities and areas for outdoor learning. Each part of the school has its own play area. Pupils from Melrose also make use of the playing field, courts, swimming pool and science laboratories at the senior school.
- 1.4 The ability profile of the school is above the English national average. Most pupils are of at least above average ability, with few having below average ability. The school accepts pupils across the ability range and pupils are generally admitted in order of registration until places are full. The large majority of pupils transfer from Melrose to the senior school, while a small minority go on to boarding schools on the mainland.
- 1.5 Around 20 pupils have been identified as having special educational needs and/or disabilities (SEND), and 15 pupils receive additional learning support. A small minority of pupils are bilingual or speak English as an additional language (EAL). The school provides support as needed for any who are at an early stage in learning English.
- 1.6 The school aims to give each girl the confidence to develop and enjoy her talents to the full, while recognising and valuing the qualities of others. It seeks to work hard to provide an environment in which girls can grow up happily, develop wide interests and make lifelong friends.

- 1.7 English National Curriculum (NC) nomenclature is used throughout this report to refer to year groups in the school. The year group nomenclature used by the school and its NC equivalence are shown in the following table.

School	NC name
Pre-school 1	Nursery (ages 2 to 3)
Pre-school 2	Nursery (ages 3 to 4)
Lower Preparatory	Reception
Middle Preparatory	Year 1
Upper Preparatory	Year 2
Junior Remove	Year 3
Form I	Year 4
Form II	Year 5
Form III	Year 6

## **2. THE SUCCESS OF THE SCHOOL**

### **2.(a) Main findings**

- 2.1 The school is highly successful in achieving its aims. It enables pupils to develop their talents, making the most of the many opportunities available to them. Pupils grow in confidence, gain wide interests and enjoy their friendships. They achieve extremely well across a broad range of subjects, and in a wide variety of additional activities. They make rapid progress and often reach standards that are high for their age. Pupils are extremely well grounded in basic skills and they become excellent readers. The quality of teaching is excellent, fostering creativity and independence, and encouraging pupils to think for themselves. Pupils relish the open-ended challenges that are set for them. Work in lessons is frequently adapted for pupils of different abilities. Occasionally, work and targets are selected as being appropriate for the age group without taking full account of pupils' previous progress. Pupils have excellent attitudes to learning and are highly motivated. Those with SEND are supported extremely effectively, and pupils' particular abilities or talents are recognised and strongly encouraged.
- 2.2 Pupils' personal development is excellent. Pupils are polite and friendly, thoughtful and articulate. They have a strong sense of duty to the community and take their responsibilities seriously. Pupils know how they are expected to behave, and why, and their behaviour is exemplary. Relationships are extremely supportive amongst pupils of all ages, and with adults, and pupils know where to turn if they have any concerns. Pupils are extremely positive about their experience at school. Excellent arrangements are made to ensure pupils' welfare, health and safety, and the safeguarding of pupils is given the highest priority.
- 2.3 The school is well governed as part of the Ladies' College. The small governing body is well led, and committed to further improving its effectiveness. Link governors have been appointed for each part of the school, with a view to extending educational oversight. The school's leadership, with full support from the Ladies' College's senior management team, is highly effective in providing a clear sense of direction and developing the staff team. A sustained focus since the previous inspection on improving the quality of teaching and learning has had a significant impact. The Pre-School gives children an exceptional start to their education. Parents are highly satisfied with the school, as shown in pre-inspection questionnaires responses, although a minority would like more information about their children's progress. Inspectors found that parents are given good quality information that is becoming more detailed.

### **2.(b) Action points**

#### **(i) Compliance with the Standards for British Schools Overseas**

(The range of the Standards for British Schools Overseas is given in the Preface)

- 2.4 The school meets all the requirements of the Standards for British Schools Overseas.

#### **(ii) Recommendation for further improvement**

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

1. Ensure that the work planned and the targets set for each age group take full account of pupils' previous progress.

### **3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS**

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

- 3.1 Pupils' achievement is excellent. The school is highly successful in realising its aim of giving pupils the confidence to develop and enjoy their talents to the full. This is seen in the breadth and variety of pupils' achievements, and in their eagerness to learn and to make the most of the opportunities available to them.
- 3.2 Children make an excellent start in the Pre-School, where their thirst for knowledge and their curiosity about the world are skilfully channelled so that they make rapid strides in learning. As they progress through the school, pupils acquire a thorough grounding in basic skills. They speak and listen extremely well, read and write fluently, and apply their skills to a high standard in mathematics and information and communication technology (ICT). They express themselves creatively, and become independent in pursuing enquiries and in carrying out their own research.
- 3.3 Pupils excel in drama and achieve highly in music and art, as seen in their competitive success in the annual Guernsey Eisteddfod. They sing extremely well. Pupils achieve highly in a wide variety of physical activities including swimming, dance and a range of sports, succeeding as individuals and in teams.
- 3.4 Pupils' attainment cannot be measured in relation to average performance in English national tests but, on the evidence available, it is judged to be high in relation to English national age-related expectations in English and mathematics. This level of attainment, as judged, indicates that pupils make good progress relative to the average for pupils of similar ability, as shown by standardised measures of progress.
- 3.5 Individuals make good and sometimes exceptional progress from different starting points. Most make extremely good progress in reading, supported from the start by a thorough understanding of how sounds make up words, and they become avid readers. Those with SEND make excellent progress because of precisely focused support within the class and in individual sessions. Pupils with EAL are supported effectively so that they can achieve in line with their peers. Able pupils, identified by the school as being 'skilled, motivated and talented', achieve well in making the most of their diverse talents. Across the school pupils make rapid progress, often beyond the expectation for their age, although this is not always taken fully into account in the work and targets set in subsequent years.
- 3.6 Pupils are extremely good learners. They become deeply involved in their work, concentrate well and take pride in doing as well as they can. They relish the challenges set for them or which they pose for themselves. Since the previous inspection, the school has been successful in encouraging pupils to be more active in their learning, and more prepared to take the initiative and express their own ideas.

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

- 3.7 The quality of curricular and extra-curricular provision is excellent. The curriculum makes a significant contribution to pupils' learning and achievements. It fully reflects the aims of the school in enabling pupils to enjoy their talents and to develop wide interests.
- 3.8 The Pre-School curriculum is characterised by a highly creative approach that is well served by the configuration of the new building. The outdoor area has been developed with great imagination and sensitivity in responding to the interests of young children. As a result, children gain extensive knowledge and understanding across all the areas of learning. They learn the sounds of letters and are well prepared for a rapid start to reading by the time they enter Reception.
- 3.9 Building on the success of the Pre-School curriculum, the curriculum in the preparatory and junior forms provides a thorough grounding in basic skills. The teaching of phonics and regular guided reading sessions are highly effective in building reading skills. The curriculum has been successfully developed since the previous inspection to promote an attitude of enquiry and encouragement for pupils to think for themselves. Pupils respond extremely well to the thought-provoking questions posed in the weekly higher order thinking skills (HOTS) sessions, and to the challenging questions displayed in all classrooms.
- 3.10 Class teaching is supported by specialist teaching in French, science, drama, music, dance and physical education that extends opportunities for pupils. By Year 6, pupils are confident in conversational French, speaking with expression and an authentic accent. Older pupils are challenged by scientific investigations using the resources of the senior school laboratories.
- 3.11 Pupils participate in weekly drama lessons, building skills and confidence in performance which are demonstrated in plays and musical productions of a high standard. For many, drama is a highlight of their school experience. Pupils have many musical opportunities. Most learn at least one musical instrument and many sing in the school's popular and successful choir.
- 3.12 Provision for more able pupils, and for pupils with SEND, is carefully tailored to their individual needs. Learning support is provided individually or in groups; well-devised programmes offer additional challenge or support, in and out of the classroom, and teaching assistants make a valuable contribution to this.
- 3.13 The school regularly reviews its curriculum, and is developing the role of subject leaders to assist in this. It recognises that some units of work do not sufficiently add to what pupils already know.
- 3.14 The school offers a weekly curriculum enrichment afternoon in the Junior Department. This is extremely well designed to complement the curriculum and to help pupils develop their interests and apply their talents. Each form in rotation participates in a woodland learning environment programme that engages pupils in study and appreciation of the natural world.
- 3.15 The provision for extra-curricular activities is excellent. Pupils have many opportunities for participation in clubs, particularly in the Junior Department, ranging from art, cookery and orchestra, to netball and fencing. Pupils enjoy visits to places of interest that bring learning to life, as on a recent Victorian Day for Year 6. Visiting speakers extend the curriculum by giving pupils insight into the wider world.

### **3.(c) The contribution of teaching**

- 3.16 The quality of teaching is excellent. This contributes to pupils' rapid progress and high achievement across a wide range of subjects and activities. Teaching engages, interests and motivates pupils, inspiring them to do their best. It successfully supports the school's aim of helping pupils to enjoy and develop their talents.
- 3.17 Since the previous inspection the quality of teaching has developed significantly; it fosters pupils' independence and promotes creativity more effectively. Teaching now regularly offers challenges that prompt enquiry and extend thinking while generating pupils' interest and curiosity. As a result, pupils have become increasingly confident about solving problems for themselves and taking risks when not sure of the right answer.
- 3.18 Lessons are well planned, using methods and approaches that engage and motivate pupils. Classes are managed extremely well, and so pupils' behaviour and concentration on the task in hand are impeccable. Collaboration and teamwork are encouraged, for example in sharing ideas with a partner, so that pupils readily express their ideas in smaller and larger groups. Probing questions are often asked to check understanding and to pose further challenge. Work is marked carefully, with helpful feedback provided. Pupils are helped to evaluate their own work and to comment constructively on the work of others.
- 3.19 Teaching is usually well matched to pupils' abilities, with well-considered adjustments for different groups, including support for those with SEND and extra challenge for the most able. On occasions, topics selected as appropriate for the age group, although interestingly presented, are found by some pupils to be too easy.
- 3.20 Assessment arrangements have been developed since the previous inspection to give a clear picture of each pupil's attainment and progress, term by term and year by year. The results are being used with increasing effect to pinpoint any slow progress and to highlight where action is needed. Pupils know the targets they are working towards, particularly in writing and mathematics, and usually find these helpful, though some group targets are not pitched sufficiently high.
- 3.21 Teachers select and use resources well to illustrate and enliven learning, making effective use of technology. They share enthusiasm and a love of learning, so that pupils become fully involved in their work. Lessons are organised well to encourage practical learning and classrooms are often busy with activity. Homework is carefully planned, and good use is made of ICT to encourage research and the practising of skills.
- 3.22 Specialist teachers in a range of subjects offer a high level of knowledge and expertise that inspires pupils to aim high. In the Pre-School, staff are extremely knowledgeable about how young children grow and develop. They create an environment where learning flourishes and teaching helps children to make sense of their experience and to build on what they know.

## **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 pupils' spiritual, moral, social and cultural development is excellent. The school is extremely successful in realising its aims concerning the personal development of pupils. Pupils develop confidence in themselves, while recognising and valuing the qualities of others. They grow up happily at school and greatly value their friendships.
- 4.2 Pupils are highly self-aware, reflective, thoughtful toward others and interested in the wider world. Assemblies encourage spiritual reflection on non-material aspects of life, and on values of true significance. Pupils develop a sense of wonder and strongly appreciate the beauty of their natural surroundings, relishing outdoor play and learning from their time in Pre-School onwards.
- 4.3 Pupils develop an extremely strong moral sense. Respect and concern for others are demonstrated in pupils' co-operative behaviour, courtesy and thoughtfulness. Pupils understand the basis of the school's rules. They aspire to assuming the characteristics of being polite, considerate, imaginative and hard working. Pupils are quick to recognise and to celebrate each other's achievements, and they value the recognition and rewards given for good behaviour and achievement in learning.
- 4.4 The social development of pupils is outstanding and reflects the trusting and open relationships enjoyed within school. Pupils consider that they have a part to play in making the school a positive place for everyone. Pupils readily take responsibility, enjoying being designated as 'helping hands' for the week in their form. Year 6 girls take pride in attaining specific positions of responsibility. They are good role models for younger pupils, who readily turn to them for help, and they willingly look after younger children at playtimes. Members of the school council represent their peers in a confident manner, appreciating that their views are listened to and frequently acted upon. Pupils are eager to contribute ideas for consideration by the council. They have a sense of social responsibility to the local community and contribute with enthusiasm to local events and fund-raising activities. They support international charities that are dedicated to meeting children's needs and promoting the education of girls, and they understand some of the difficulties faced by children around the world.
- 4.5 Pupils' cultural awareness is excellent. Pupils take a keen interest in other cultures and faiths, through work in religious education, geography and other areas of the curriculum. Pupils learn about different countries, for example, in Pre-School, finding out about Italy, visiting a pizza restaurant and learning to count in Italian. Older pupils make a residential visit to France. Pupils learn about the distinctive nature of their island community. They appreciate the variety of heritages represented within the school and show respect for other customs, traditions and languages. Pupils value the arts and delight in creative expression, through music, drama and art.

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

- 4.6 The quality of pastoral care and arrangements for welfare, health and safety is excellent. This contributes significantly to achievement of the school's aims, through the provision of an environment in which pupils can grow up happily and enjoy constructive friendships. Teachers know their pupils well and are sensitive to their needs. Pupils' views are sought and listened to. The youngest pupils are introduced from the start to clear routines so that they feel secure and able to exercise independence within a safe framework. Highly effective pastoral policies ensure that pupils feel well supported as individuals. A comprehensive programme of personal, social and health education extends pupils' understanding of themselves and their relationships with others.
- 4.7 Pupils say that any unkind behaviour is rare and transitory. Pupils trust their teachers and feel confident in approaching staff for support if needed. They are aware of posters around the school that provide guidance on where to seek help if they have concerns. An excellent system has been put in place to log any disquiet amongst pupils and this helps to prevent friendship issues from escalating.
- 4.8 Weekly pastoral briefings are provided for all staff, and they are kept well informed about issues that may affect the happiness or progress of pupils in their care. The excellent learning support provided for individuals in accordance with their needs and the careful fostering of special abilities and talents sustain pupils' confidence so that they can all aim high and succeed.
- 4.9 Pupils are extremely well prepared for transitions from year to year and between different parts of the school. A smooth transition to the senior school is aided by continuity in the provision of learning support, and by work across both parts of the school to secure stronger curriculum links. These links are developing well, though are not yet fully established in all areas.
- 4.10 Safeguarding arrangements are robust and supported by strong relationships with the relevant local agencies. Welfare, health and safety policies and procedures are thought through with great care and consistently implemented. Staff are appropriately trained in child protection, and all necessary measures are taken to reduce risk from fire and other hazards.
- 4.11 Pupils have access to a school nurse who visits regularly. Qualified first aiders ensure that pupils receive appropriate medical care when needed. The pupils themselves also receive first-aid training. Any accidents and injuries are fully recorded, and parents are kept informed. Pupils are supervised well throughout the day, and enjoy their time in the well-organised before- and after-school clubs.
- 4.12 Pupils are strongly encouraged to cultivate a healthy lifestyle that includes healthy eating and regular physical exercise. Good habits are encouraged through the provision of a well-balanced and nutritious lunch although pupils may opt to bring a packed lunch. Physical education is a strength of the school and this is supplemented by energetic activity at playtimes by pupils of all ages, encouraged by the good range of outdoor play equipment.
- 4.13 Admission and attendance registers are well maintained and accurate.

## **5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT**

### **5.(a) The quality of governance**

- 5.1 The quality of governance is good. The governing body offers a valuable range of expertise within its small membership. Governors are highly supportive of the school, committed to its well-being and active in planning to improve its facilities. Since the previous inspection, the Melrose head teacher has been invited to make regular reports to the governing body. Governors are increasingly well known by staff and their interest is much appreciated.
- 5.2 The governing body is well led and, through rigorous self-evaluation, has a clear sense of direction in improving its own effectiveness. To this end, it is reviewing its size and constitution in order to achieve greater flexibility in meeting the needs of the school.
- 5.3 The governing body is effective in planning the school's physical development and investment in resources. It is extending its oversight of educational standards. Governors have been informed about the school's use of assessment and how pupils' progress is monitored. Link governors for Melrose and the Pre-School have been appointed, with a view to strengthening governors' insight into teaching and learning priorities within the school's development plan.
- 5.4 The governing body fulfils its responsibilities for child protection and for welfare, health and safety extremely well. The safeguarding policy is reviewed annually by the governing body. A designated governor regularly checks compliance with regulatory requirements.

### **5.(b) The quality of leadership and management**

- 5.5 The quality of leadership and management is excellent. The school is highly effective in pursuing and achieving aims, which are clearly reflected in its ethos and in every aspect of school life. Its leadership provides a strong sense of direction, with a sustained focus on improving the quality of teaching and learning. This is demonstrated by evident improvement since the previous inspection in the effectiveness of teaching, and in pupils' creativity, independence and active engagement in learning.
- 5.6 The head teacher and senior leadership team liaise extremely effectively with the college's principal and senior management team. They cultivate a strong and united staff team. Subject leadership is being developed effectively to review and refine areas of the curriculum across the school. All staff are regularly appraised. Strategies such as organised visits of the school's learning areas to explore ways of teaching and learning, scrutiny of samples of pupils' work and observations of teaching in other classes are prompting reflection on what works best and what could be improved. The staff have a shared understanding of the school's strengths and areas for development, and are committed to pursuing priorities identified in the school's development plan.
- 5.7 The Pre-School is extremely well led. Its provision is rooted in a deep understanding of children and their delight in learning. The organisation of the outdoor environment is exceptionally well tuned to young children's interests and desire to explore, as seen in the pretend 'explorer suits' that equip them to go outside in all weathers.

- 5.8 Since the previous inspection, the school has improved its use of assessment in order to provide for individual pupils according to their needs. The results of assessment are beginning to be scrutinised intensively to check pupils' individual progress. Senior leadership works with staff to identify where additional support or challenge is required. Well-focused individual education plans are drawn up for pupils identified as requiring learning support. The leadership has initiated excellent provision for pupils identified as being particularly 'skilled, motivated and talented' in different aspects of the curriculum.
- 5.9 Despite challenges of island recruitment, the leadership is highly effective in deploying and developing staff in ways that strengthen the team and enrich outcomes for pupils. Visits to schools on the mainland have been used by the senior leadership team to extend its vision, and full use is made of local training opportunities.
- 5.10 The leadership gives the highest priority to safeguarding pupils and ensuring their welfare, health and safety. The staff are well trained and keenly aware of their responsibilities in these areas. Thorough checks are made to ensure the suitability of adults working in the school. Policies and procedures are carefully thought out and regularly reviewed to ensure effective implementation.

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

- 5.11 The quality of links with parents is excellent. The school has a strong partnership with parents, for the benefit of pupils. Excellent relationships with parents and carers are established from the start in the Pre-School, where a strong family atmosphere prevails. The school operates an 'open door' policy so that teaching staff and the head teacher are available to parents each day. Frequent newsletters and the website, which has been recently improved, keep parents apprised of news and forthcoming events. The school offers workshops on significant aspects of learning and these are appreciated by parents.
- 5.12 The highly active Parent Teacher Association arranges many school events and extends a warm welcome to parents of pupils joining the school. Parents help in school in a variety of ways, and are also invited to share particular skills and experiences, for example of other countries, that help to broaden pupils' horizons. Parents can access school policies and useful information through the website and this information is also available in the school office and the Pre-School.
- 5.13 Parents' opinions are sought annually through a survey and the school is very responsive to any concerns they raise. This has led, for example, to changes in the catering arrangements, and pupils report that lunches have improved as a result.
- 5.14 Parents are well satisfied with the school, as shown in responses to the parents' pre-inspection questionnaire. Parents particularly appreciate the wide range of experiences offered by the school, the worthwhile values it promotes and the high standards of behaviour achieved. A significant minority of parents, particularly of pupils in the Preparatory Department, would like more information about their children's progress. The school has recently extended its assessment and analysis of pupils' progress and is beginning to share the detailed results with parents in the Junior Department. Inspectors found that this helpful approach that has yet to be extended to the preparatory year groups, although the school has begun to consider this. Parents receive a good range of information in two reports each year, as well as termly learning support reports where appropriate. They are invited to parents'

meetings in the autumn and spring terms and after the end-of-year report is sent home.

- 5.15 Parents of children in the Pre-School receive excellent information about their children's progress in a learning journal, now being completed electronically. This provides a vivid account of children's development and learning in the Nursery years.

## **INSPECTION EVIDENCE**

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

### **Inspectors**

Mrs Joy Richardson

Mrs Joy Gatenby

Reporting Inspector

Head, GSA school, UK