

Independent Schools Inspectorate

Clifton High School **Standard Inspection**

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Clifton High School

Full Name of School	Clifton High School
DCSF Number	801/6001
EYFS Number	EY255799
Registered Charity Number	311736
Address	Clifton High School College Road Clifton Bristol BS8 3JD
Telephone Number	0117 9730201
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Email Address	headupper@cliftonhigh.bristol.sch.uk
Head	Dr Alison Neill (Upper School) Mr Anthony Richards (Lower School) Mr Guy Cowper (Director of Operations)
Chair of Governors	Mr Hugh Stebbing
Age Range	3 to 18
Total Number of Pupils	510
Gender of Pupils	Mixed (Boys 149: Girls 361)
Numbers by Age	0-2 (EYFS): 0 5-11: 221 3-5 (EYFS): 21 11-18: 268
Number of Day Pupils	506
Capacity for flexiboarding:	n/a
Number of Boarders Total:	4
	Full: 4 Weekly:
EYFS Gender	Mixed
Inspection date/EYFS	26 Jan 2010 to 27 Jan 2010
Final (team) visit	22 Feb 2010 to 24 Feb 2010

Preface

This inspection report follows the STANDARD ISI schedule. It 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 February 2004.

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.

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

Legislation additional to the welfare, health and safety Standard is as follows.

- The Special Educational Needs and Disability Act (SENDA).
- Race, gender and sexual discrimination legislation.
- 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.

ISI is also approved to inspect the Early Years Foundation Stage (EYFS), which was introduced in September 2008 and applies to all children in England from birth to 31st August following their fifth birthday. This report evaluates the extent to which the setting fulfils the requirements of the Early Years Foundation Stage Statutory Framework published by the Department for Children, Schools and Families (DCSF) and follows the requirements of the Childcare Act 2006 as subsequently amended.

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 September 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 Clifton High School is a registered charity governed by trustees. It aims to inspire excitement for learning and to produce pupils who have strong values, social awareness and a respect for others, and who are motivated to achieve excellence in all aspects of their lives.

1.2 Founded in 1877 and situated in the heart of the Clifton area of Bristol, the school occupies a spacious site comprising a number of Victorian buildings grouped around a large lawn and play area. The Lower School has been coeducational since the nineteenth century. The Upper School was a girls' school until September 2008 when boys were admitted. Boys and girls are taught together in the majority of the Upper School but separately for core subjects in Years 7 to 9. A small number of sixth-form pupils are boarders, and live with local host families. The Executive leadership team, comprising the Head of Upper School, the Head of Lower School and the Operations Director, took up their posts in September 2008.

1.3 At the time of the inspection, 510 pupils aged between three and eighteen years were on roll, consisting of 149 boys and 361 girls. In total, 77 pupils were in the sixth form, of whom 4 were boarders. Most pupils come from within a radius of 25 miles of the school. Scores in standardised tests indicate that the average ability of pupils in the school is above the national average, with results showing a broader range of ability amongst the younger pupils. Entry to the school is selective following assessment. One pupil has a statement of special educational needs.

Eighteen pupils do not have English as their principal language, two of whom receive additional language support. The school has identified 95 pupils as having a recognised learning difficulty and disability. Of these, 46 receive specialist additional tuition, 40 of whom are categorised as being 'school action' and five as 'school action plus', using the national code of practice.

1.4 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

2. The Success of the School and Action Points

2.(a) Main findings

2.1 Pupils achieve well and make good progress overall in their learning. They benefit from a wide-ranging curriculum and programme of extra-curricular activities and from good teaching which, in most lessons, provides challenge for the most able and gives support to those pupils who need it. The pupils' excellent attitudes to their studies also contribute to their academic achievement, as does their extremely good behaviour and their excellent relationships with each other and with their teachers and support staff alike. The school has responded to the recommendations of the last inspection report and has taken steps to improve the effectiveness of the Upper School library in supporting learning.

2.2 The personal development of pupils is excellent and is supported by high quality pastoral care and generally effective arrangements for welfare, health and safety. Pupils show a high degree of mutual respect and are highly supportive of each other. Many of them make a valuable contribution to their community, undertaking roles of responsibility and service. Pupils are keenly aware of the needs of others beyond school and give a high level of support to charitable causes, both locally and further afield.

2.3 The aims of the school are successfully met, fostered by the governing Council which is committed to the further development and success of the school. Together with the Executive, it has responded to the recommendation of the last inspection report and has drawn up a detailed and costed development plan to give direction to the future work of the school. However, in the past there has been less rigour in checking the procedures for the recruitment of staff and in recording those checks. The Executive gives strong and supportive leadership to all members of the school community, in addition to managing the day to day running of the school. Those with responsibility for pastoral care undertake this effectively, although some with oversight of the curriculum in the Lower School do not yet have adequate time to monitor effectively the teaching and learning, as recommended in the last inspection report. The school has excellent links with parents. Replies to the parents' preinspection questionnaire demonstrated an extremely high level of satisfaction with all aspects of the work of the school.

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 did not meet all the requirements of the Independent School Standards Regulations 2003, as subsequently amended, and therefore it was required to:

- ensure that all staff appointment checks are carried out and entered correctly in the central register of appointments [Regulations 3.(2)(b), under Welfare, health and safety, and 4.(2)(a), (b) and (c), 4B.(4)(a) and (c), 4B(5), 4C.(2)(c), (d) and (e), and 4C.(3), under Suitability of staff and proprietors].

2.5 At the time of the final team visit, the school had in place a robust procedure to ensure that this requirement is met.

2.6 In order to comply with the welfare requirements of the Early Years Foundation Stage, the school was required to:

- ensure that it has obtained an enhanced disclosure for all adults before they begin work.

Since the Early Years Foundation Stage provision is inspected under a different system of regulation, within a two-day limit, the report cannot mention any regulatory deficiencies which are remedied by the end of the standard inspection.

(ii) Recommended action

2.7 The school is advised to make the following improvements.

1. In the Lower School, ensure that work in all subjects is matched to the ability of pupils and provides sufficient challenge, especially for the more able.
2. Develop more formal procedures to support the learning of those pupils for whom English is an additional language and those pupils identified as being gifted and talented.
3. The Early Years Foundation Stage setting should continue to maintain its strong links with parents by involving them with the areas of learning and development identified.

3. The Quality of Academic and Other Achievements

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

3.1 The quality of pupils' achievements and their learning, attitudes and skills is good. The school achieves its aims to bring out the best in each pupil in a friendly, happy and lively atmosphere. It is very successful in providing opportunities for pupils to develop their talents and personalities, and acquire confidence. The pupils are well educated and develop good levels of knowledge, understanding and skills. They write and read well and they are extremely articulate. They work well both individually and collaboratively, showing a high degree of mutual support when working in groups or teams.

3.2 Recent cohorts for GCSE and A-level examinations have solely consisted of girls and their results, in the last three years for which comparative data is available, have been high when compared with the national average for girls in all maintained schools, and similar when compared with the average for girls in maintained selective schools. Pupils in the Upper School make good progress over time in relation to their ability profile, which is above the national average. Standardised measures of progress show that pupils in the Lower School make at least appropriate progress over time in relation to their ability profile, and good progress in literacy.

3.3 Achievements in extra-curricular activities are good across the school. High standards are achieved in creative areas such as art, music and drama, as well as in sport where teams and individuals play to a good standard and several pupils have achieved national recognition. Pupils' achievement in all areas of school life is

supported by their excellent attitudes to learning, their extremely good behaviour and the excellent relationships they have with each other and with staff. They are well motivated, and they show enthusiasm and enjoyment for their work and in their activities.

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

3.4 The contribution of curricular and extra-curricular provision is good. The school offers a broad and balanced curriculum that is effective in covering the requisite areas of learning and is well suited to the ages, abilities and needs of the pupils, and that supports the aims of the school. Parents' responses to the pre-inspection questionnaire demonstrate a high level of satisfaction with the curricular and extracurricular provision and the vast majority of pupils say they find the work they do interesting. The Upper School offers a good range of subjects, including three modern foreign languages, and the option, at GCSE, of either three individual science subjects or science and additional science. Choices of subject at A level are equally good. Recent additions to the Upper School curriculum include graphic design for Years 7 to 9 and A-level government and politics. The school works hard to ensure flexibility with GCSE and A-level option blocks, thus enabling pupils to study their first choice subjects. The Lower School curriculum offers a good range of subjects, including French and Latin from Year 3. Additions to the Lower School curriculum since the last inspection include the introduction of Jolly Phonics for pupils in Reception to Year 2, a writing scheme for Years 1 to 6 and close links with Abbots Leigh Farm for Year 1.

The school has previously identified the need for enhanced learning support provision for those pupils with learning difficulties and disabilities, and provides extra staffing to ensure pupils are effectively supported in this area. Individual staff care and attention for those pupils for whom English is an additional language and for those identified as gifted and talented mean these pupils are well catered for on an informal basis, but more formalised procedures are needed to ensure these pupils progress to their full potential.

3.5 The school offers an excellent range of extra-curricular activities and links with the wider community. Pupils are encouraged to become involved in drama, music and sport, and both parents and pupils are highly satisfied with the range of activities on offer. Some of the activities, for example the Year 8 book club, are initiated and run independently by pupils. A good range of visits, including to theatres and museums, and overseas trips, enriches the curriculum. Community links are strong, with representatives of local organisations frequently coming into school to talk to pupils about a range of topics, and with pupils regularly visiting both Bristol Cathedral and the local parish church for special services such as the Rose Day service.

3.(c) The contribution of teaching

3.6 Teaching across the school is good, and in some cases excellent, and enables most pupils to make good progress, in line with the aims of the school. Teaching in the Upper School is strong and, in the majority of lessons, the needs of all pupils are met, including sufficient challenge for the more able pupils who consequently made significant progress in their learning,

for example, as seen in a Year 10 history lesson where excellent use was made of open-ended questions to challenge pupils' thinking and in a Year 13 biology lesson where extension tasks were used to good effect to challenge the more able. Such challenge was not as apparent in some lessons in the Lower School. Across the school, in those few lessons that did not reach such high standards, the work was not sufficiently matched to the ability of the pupils, resulting in a loss of concentration and focus.

3.7 Pupils' work is marked regularly and, in the best practice, the feedback given is greatly valued by pupils who appreciate knowing what they have done well and what they need to do to improve their work in the future. The school has recently implemented a new system for assessing pupils' work and, using the knowledge gained, to set targets and plan future learning. The school is aware of the need to review systematically the impact of this system on learning and achievement.

3.8 Resources in the school are used well by teachers to support the teaching and learning. In the Upper School there was evidence of good use of interactive whiteboards by staff to enhance teaching and learning. However, this was not as evident in the Lower School. In response to the recommendation made in the last inspection report, a full-time librarian has been appointed to oversee both the Upper and Lower School libraries. The libraries in the Upper and the Lower School have been reorganised to create fiction and non-fiction libraries, and library lessons have been introduced into the Year 7 curriculum.

4. The Quality of the Pupils' Personal Development

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

4.1 The personal development of the pupils is excellent and is a significant strength across the whole school, successfully meeting the school's aims of producing pupils who have strong values, social awareness and a respect for others. A caring and supportive ethos permeates all aspects of school life and is very evident in the excellent relationships amongst pupils, and between pupils and staff.

4.2 Spiritual development is good. Pupils show self-confidence, yet are also caring and sensitive to other members of the school community, and celebrate the success of others with real generosity of spirit. Well-planned, thought-provoking assemblies, such as the one on Holocaust Memorial Day, offer pupils the opportunity for reflection. Christian festivals as well as festivals from other faiths are recognised and celebrated. From their work within the curriculum and from the many cultural events the school provides, pupils develop a strong aesthetic sense, enabling them to appreciate the non-material aspects of life. Pupils' moral development is excellent and they show a strong sense of the principles that distinguish right from wrong. They know the school's code of conduct and understand the need for it. They are aware that there are clear boundaries of acceptable behaviour and are supported in this through the excellent role models and high expectations provided by the staff. The pupils are thoughtful and considerate of others, and the careful fostering of these attitudes creates a happy atmosphere in which they are relaxed and confident yet respectful.

4.3 Social development is excellent and pupils show a highly developed awareness of social responsibility as a result of the value the school places on respect for others. Pupils across the school are given a wide range of responsibilities and there is a strong sense of community, underpinned by a house system that promotes a sense of belonging and encourages team spirit. The 'pupil committee' provides an excellent opportunity for pupils in the Upper School to put forward their own views, and to represent and consider the views of others, and, in doing so, contribute to the life of the school. Pupils throughout the school raise significant amounts of money for various charities and speak proudly of having done so. A good number of older pupils are involved in a variety of voluntary work in the local area including teaching German, salsa dancing and texting to a local group for the elderly and working with Bristol Young Volunteers.

4.4 The programmes of study for personal, social and health education (PSHE) are of high quality. They make an important contribution to pupils' moral and social development and to their knowledge of public institutions. Pupils have many successful opportunities to learn about and appreciate cultural traditions different from their own, and within lessons and through the many activities that enrich the curriculum, they deepen their understanding of their own heritage and that of others. Pupils' cultural awareness also develops well through the appreciation of music, art and literature in their lessons and they derive great benefit from their participation in concerts, choirs and plays, and through external visits.

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

4.5 The contribution of arrangements for welfare, health and safety is good. The staff provide excellent support and guidance for the pupils in accordance with the school's aims. Overall, the school has highly effective procedures for ensuring the welfare, health and safety of its pupils. These promote extremely good behaviour and guard effectively against harassment and bullying, and the school deals effectively with any unacceptable behaviour. Pupils feel well cared for and supported and are confident that, should any bullying occur, it would be dealt with promptly and effectively. The excellent relationships between staff and pupils and amongst the pupils themselves are strengths of the school. Pupils are unanimous in praise of the support they receive from the staff and from their fellow pupils. At the time of the first visit, safeguarding procedures were not compliant with requirements. There had been insufficient rigour in the past in ensuring that all staff appointment checks were carried out and that those checks were entered correctly in the central appointments register. The school now has in place a robust system to ensure that these requirements are met. Arrangements to ensure health and safety are good, including provision for pupils who are ill. All necessary measures are taken to reduce risk from fire and other hazards. Since the last inspection, the school has appointed a health and safety officer. The school has also appointed a counsellor who the pupils can consult to discuss any concerns. A large number of the staff are trained in first aid. The school has a suitable plan to improve educational access for pupils with disabilities.

4.6 Pupils are encouraged to be healthy through developing healthy eating habits and taking regular exercise. This healthy lifestyle is also promoted by the excellent PSHE programme. The elected 'pupil committee' in the Upper School has made suggestions about how the school lunches could be improved and the pupils report very favourably upon the food provision and the efforts made by the catering manager. The admission and attendance registers are properly maintained, and correctly retained for the previous three years.

4.7 Although a very small number of pupils who responded to the pre-inspection questionnaire commented that the school does not listen to their views and that teachers do not show concern for them as individuals or are not fair in giving rewards and sanctions, all the pupils spoken with during the inspection feel valued and well supported by the school and its staff. The overwhelming majority of parents who completed the pre-inspection questionnaire are very happy with the guidance given to their children, and feel that the school promotes worthwhile values and achieves high standards of behaviour.

4.(c) The quality of boarding education

4.8 For those pupils who board, the boarding experience plays a valuable part in their education and development, and contributes effectively to the school's aims, as was clear from the recent Ofsted report on boarding which judged the provision to be outstanding. The boarders express themselves highly satisfied with the host family boarding arrangements. They feel well cared for by the families and well supported by the boarding coordinator and the school. They feel well integrated into the life of the school, and appreciate the opportunities to be a pupil at Clifton High and to learn about the cultural context.

5. The Effectiveness of Governance, Leadership and Management

5.(a) The quality of governance

5.1 The governing Council is highly effective in helping to move the school forward in line with its aims. Via various committees working in conjunction with the full Council, it discharges with due care its responsibilities for educational standards, financial planning, and investment in staff, accommodation and resources. It has responded fully to the recommendation of the last inspection report and now has in place a detailed and costed development plan for the school, covering all aspects of its work and future development. Council members have an excellent understanding of the needs and work of the school. They are frequent visitors to the school, attending events and meeting with staff. They receive frequent and detailed reports on the work of the school from each member of the Executive, and work closely with them, providing support and clear direction for the future development of the school. The Council takes seriously its responsibilities in approving all policies and in checking their effectiveness, particularly the policies and procedures for child protection, welfare, health and safety throughout the school. However, in the past, there has been less rigour in ensuring that all staff appointment checks were carried out and that those checks were correctly entered in the central appointments register. The school now has in place a robust system to ensure that this requirement is met.

5.(b) The quality of leadership and management

5.2 The Executive, comprising the Head of Upper School, the Head of Lower School and the Operations Director, gives strong and supportive leadership, encouraging all to seek to achieve the school's aims. The Executive, along with the Foundation Stage Coordinator, is highly effective in evaluating the needs of the school and its future direction, and in setting priorities and ensuring those priorities are achieved. In addition, the Executive is responsible for the day to day running and management of the school and its operations, which it carries out with a high degree of commitment and efficiency. The Executive and the Foundation Stage Coordinator provide clear direction, particularly in the high quality of pastoral care provided by the school and in the pupils' personal development. They are successful in securing high quality staff and in supporting them in their work. Staff are encouraged to self-evaluate their work and a more regular, rigorous and manageable appraisal system has recently been introduced. Staff with designated responsibility are successful in providing high quality pastoral care and guidance for pupils. However, although there has been some progress since the last inspection, those staff who oversee the curriculum in the Lower School do not yet have enough time to ensure detailed and thorough oversight of the teaching and learning. Non-teaching staff are well deployed, and make a valuable contribution to the pupils' personal and academic development through their friendly welcome and through their support roles within the school community.

5.3 The school has in place detailed and well thought through policies and procedures that successfully underpin its work in all areas. All staff receive appropriate and regular training for their roles in safeguarding, welfare, health and safety. However, in the past, there has not been sufficient rigour in ensuring that all staff appointment checks were carried out and that those checks were correctly entered in the central appointments register. The school now has in place a robust system to ensure that this requirement is met.

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

5.4 The school maintains an excellent relationship with parents in accordance with its aims. Parents are made to feel very welcome by the school. Parents are highly satisfied with the education and support provided for their children, and with the quality of communication with the school. Those parents who responded to the questionnaire were overwhelmingly supportive of all aspects of the school's work. The school makes excellent use of email in contacting parents and encouraging them to make contact with staff. Parents have excellent opportunities to be actively involved in the work and progress of their children, and many parents make the most of these and the opportunities they have to attend the many concerts, plays and sporting events. Parent class representatives allow the parents to communicate their views to the Executive. In the Lower School, parents are involved in listening to the children read and, across the school, in taking assemblies and acting as ambassadors to new parents.

Discussion suppers enable the parents to discuss school issues openly with the Executive. An active parents' association organises fund raising activities for the school. Parents of pupils and of prospective pupils are provided with extensive information about the school. The website is easily navigable and is an excellent tool which the school fully utilises to keep current and prospective parents informed of school news and information. Fortnightly newsletters keep parents informed of the activities throughout the school. Parents receive frequent, very clear and useful reports about their children's work and progress. The school handles the concerns of parents with due care and attention. The one formal complaint that the school received in the previous year was handled in accordance with the guidelines set out in the school's complaints procedure policy.

6. The Effectiveness of the Early Years Foundation Stage

6.(a) The overall effectiveness of the early years provision – how well the school meets the needs of children in the Early Years Foundation Stage

6.1 This is an effective setting which meets the needs of children well and fulfils its aim to provide a safe, stimulating and flexible experience that builds on their individual strengths, promoting their view of themselves as successful problem solvers and learners. They make good progress and some make rapid progress from their starting points. Children's welfare is given high priority, with risk assessments carefully undertaken. The Early Years Foundation Stage leadership team has an accurate understanding of the strengths and weaknesses, and regularly evaluates the provision to effect improvement.

6.(b) The effectiveness of the leadership and management of the Early Years Foundation Stage

6.2 Leadership and management are good, with some outstanding features. The committed management team has a clear vision for the future, and undertakes regular policy and practice reviews to ensure that standards are maintained and improved. The school had not been sufficiently rigorous in the past in carrying out the required recruitment checks on a few members of staff before appointment. This deficiency has been rectified and all other welfare policies and procedures are effectively implemented, thereby ensuring that the needs of children are met very well. Links with parents are strong. The parental pre-inspection questionnaire and subsequent conversations indicate that parents are very happy with the education and care given to their children. Nevertheless, the setting has identified areas of learning and development that it would like to share with parents. Effective use is made of a wide range of good quality resources. Staff benefit from regular training courses.

6.(c) The quality of the provision in the Early Years Foundation Stage

6.3 Adults strongly support learning and development through thorough planning. The covered outdoor classroom and the attractive garden provide abundant learning and play opportunities. Nursery children willingly accepted the challenge to make a ball travel along the climbing frame without standing on the frame. Practitioners' comprehensive knowledge of the children, together with regular observations and assessments, enables them to provide interesting activities that are well matched to individual needs and abilities. Children are suitably challenged and those identified as needing extra help are well supported. A good balance is achieved between activities children choose and those led by adults. Children are effectively supported by their key person who promotes their welfare and encourages them to observe good hygiene routines, such as hand washing. Daily checks of the learning environment ensure that all equipment is safe.

6.(d) Outcomes for children in the Early Years Foundation Stage

6.4 Children's achievements are considerable. They are happy, approach all activities enthusiastically and confidently, and are highly motivated, responding very well to the high expectations of the staff. Children are articulate, engaging in interesting conversations and sharing their experiences. Their knowledge and understanding of the world are excellent. They were particularly knowledgeable about their link school in Mozambique. They develop very good literacy and numeracy skills and use the recently installed information and communication technology competently. Reception children solved the problem of manoeuvring their remote control vehicles around a difficult circuit by modifying the design. Children enjoy physical exercise, are creative, and enjoy working independently and with others. They understand the importance of leading healthy lifestyles. Children's behaviour and attitudes to learning are exemplary, resulting in a calm working atmosphere enabling them to develop good work habits for the future.

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 and the patron, 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

Mrs Jean Marsland Reporting Inspector

Mrs Susan Bailes Junior Team Inspector (Head, IAPS)

Mrs Dianne Barratt Junior Team Inspector (Head, IAPS)

Mr Nicholas Vernon Junior Team Inspector (Head of School (Prep), HMC)

Dr Haydn Griffiths Senior Team Inspector (Deputy Head, HMC)

Mr Stuart Higgins Senior Team Inspector (Head, SHMIS/COBIS)

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Mrs Valerie Goode Early Years Lead Inspector