

## Key Recommendations and Actions planned in response

### 1. Develop lesson observation within and across subjects at all levels of the school, drawing on existing good practice and including the overview of EYFS practice and planning.

- The School already has a peer to peer lesson observation rota, and we will reinforce this. The main purpose of this is to share good practice between teachers.
- The Director of Studies and the Heads of the main departments in the Prep School will be given time to observe lessons delivered by teachers in their subject.
- The Head of the Pre Prep and the Coordinator of EYFS (Nursery and Reception) will be given time to observe lessons and monitor lesson planning.
- Training in Lesson Observation will be provided to all teachers.
- A process will be put in place to capture the points arising from lesson observations so that they can be used more effectively in the appraisal process for teachers.

The overall intention is that we continue to improve the quality of our teaching and the effectiveness of the children's learning.

### 2. Ensure that the full individual development review process (annual appraisal of teachers), including formal observation of teaching, is introduced for staff in the pre-preparatory school, including the EYFS (Nursery and Reception).

- The IDR (annual appraisal) process is already established in the Pre Prep and EYFS. This will continue.
- The Head of the Pre Prep will include observation of teaching as part of the IDR process.

Our intention is to go beyond the recommendation of ISI and to integrate the progress that pupils make over a set period into the appraisal of teachers.

This is how we will address the recommendations of the inspectors. In addition, we have a number of other improvement projects which may be of interest:

- We are significantly upgrading our IT Infrastructure to enable greater use of IT in the classroom and in the children's independent learning.
- Following the commissioning of the new Sports Hall in May, we will be introducing a variety of on-site activities such as:
  - Indoor cricket nets
  - Indoor tennis and more tennis coaching
  - Climbing using the climbing wall
  - Fitness training for 'Off-games' boys
- We are in the process of specifying the improvements to the Reynolds Hall to make it more suitable for the performing arts, and plan to start redeveloping it in the next academic year.

This is an exciting time for Aysgarth and we are determined to keep the School at the forefront of Prep School education in the country.



# AYSGARTH SCHOOL SUMMARY OF ISI INSPECTION NOVEMBER 2012



2012 SCHOLARS

*"Aysgarth aims to excel in providing an enjoyable, inspiring and relevant education, which is the best all-round preparation for its pupils to thrive at the major public schools and beyond."*

Vision Statement

*"The quality of the pupils' academic and other achievements is excellent. Pupils of all ages and a wide range of abilities enjoy an inspiring and relevant education in complete fulfillment of the school's principal aim"*

ISI Inspection report 2012

## BACKGROUND

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. Ofsted monitors the work of independent inspectorates. The form of the inspection is a new one which has come into operation in 2012 and Aysgarth was amongst the first schools to be inspected under this new format; the differences from the old format are:

- A greater focus on educational outcomes such as actual learning and progress of the children rather than focusing on the inputs of teaching
- Inclusion of Boarding in the inspection (previously done by OFSTED)
- Inclusion of Early Years and the Foundation Stage (Nursery & Reception)
- Headline statements must include one of the ISI descriptors which are:
  - \* Excellent
  - \* Good
  - \* Sound
  - \* Unsatisfactory
  - \* Where Achievement is exceptional that term may be used for the top grade.

The scope of the inspection was comprehensive; every aspect of the school's activities was included with the exception of the financial processes.

### The inspection team was made up of:

Mrs Danice Iles, Reporting Inspector  
Mr David Harris, Team Inspector, Head of Junior Department, HMC school  
Mr Andrew Potts, Team Inspector, Headmaster, IAPS school  
Mrs Eileen Grimes, Co-ordinating Inspector for Boarding  
Mrs Sally Gray, Co-ordinating Inspector for Early Years

## OVERALL REACTION

I would like to thank parents for the high level of response and the positive nature of your comments which greatly impressed the inspection team.

We are delighted with the conclusions reached by the inspectors and very pleased to see so many of the school's strengths recognised. The whole of the Aysgarth team have been focused on the continuous improvement of everything that we do for many years, and we plan to maintain that focus. The inspection has given us some useful pointers for further improvement, but we have also developed our own priorities for improvement which go beyond the recommendations of the report to ensure that we achieve the excellence to which we aspire.

We were very pleased with the quality of the team and the conduct of the inspection and thank the inspection team for trying to make the process as stress free as possible.

*Anthony Goddard*  
*April 2013*

## SUMMARY OF FINDINGS

This section summarises the findings. The comments are taken verbatim from the report. The language used in the report is quite circumscribed and dry as it has to comply with the standards set by ISI.

### THE SUCCESS OF THE SCHOOL

- The quality of the pupils' academic and other achievements is **excellent**.
- Pupils of all ages and a wide range of abilities enjoy an inspiring and relevant education in **complete fulfillment of the school's principal aim**.
- Their achievement is reflected in the **consistent success** of the pupils in obtaining places at their chosen schools, many of which have a highly competitive entry.
- Children in the EYFS make **excellent** progress which continues as they proceed through the school.
- From Year 1 (PP1) onwards, pupils develop high levels of skills, understanding and knowledge, relative to their ages, in their academic, technological and creative subjects, and also in sports and games, where their **success is outstanding**.
- Pupils benefit from **excellent** teaching by dedicated and very well qualified staff
- The quality of the pupils' personal development is **excellent** across the school
- The **very special ethos of full-boarding** permeates the entire school and all pupils benefit from the **happy family atmosphere** created by those involved in the care of the boarders.
- There is an almost **tangible atmosphere of warmth and consideration for others**.
- **Pastoral care is excellent** throughout, as is the quality of the boarding to which so many staff generously dedicate their time.
- Pupils are set an **excellent** example by the adults who teach and guide them, and they grow up with a **natural courtesy and a quiet confidence**.
- In some aspects, they are **mature beyond their years**, happy to initiate and engage in conversation and discussions, while in their leisure time they are experiencing the space, freedom, richness and joy of a **country childhood**.
- They are encouraged to **appreciate and aspire to excellence**.
- The governance, leadership and management are **excellent**.
- All aspects of **welfare, health and safety** are given meticulous attention,
- The members of the senior management team are immensely committed and capable.
- Recommendations from the previous inspection have been successfully addressed.

### ACTION POINTS

#### (i) Compliance with regulatory requirements

- a. The school meets all the requirements of the Independent School Standards Regulations 2010.
- b. The school meets all the National Minimum Standards for Boarding Schools 2011.

#### (ii) Recommendations for further improvement

The school is advised to make the following improvements.

1. Develop lesson observation within and across subjects at all levels of the school, drawing on existing good practice and including the overview of EYFS practice and planning.
2. Ensure that the full individual development review process (annual appraisal), including formal observation of teaching, is introduced for staff in the pre-preparatory school, including the EYFS.