



INDEPENDENT SCHOOLS INSPECTORATE

LOUGHBOROUGH HIGH SCHOOL

STANDARD INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

Loughborough High School

Full Name of School	Loughborough High School
DCSF Number	855/6009
Registered Charity Number	1081765
Address	Loughborough High School Burton Walks Loughborough Leicestershire LE11 2DU
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Head Mistress	Miss Biddie O'Connor
Chair of Governors	Mr Michael Pearson
Age Range	11 to 18
Total Number of Pupils	604
Gender of Pupils	Girls
Numbers by Age	11-16: 453 16-18: 151
Initial visit date	16 Mar 2010 to 17 Mar 2010
Final (team) visit	26 Apr 2010 to 28 Apr 2010

PREFACE

This inspection report follows the STANDARD *ISI schedule*. The inspection consists of two parts: an INITIAL two-day inspection of regulatory requirements followed by a three-day FINAL (team) inspection of the school's broader educational provision. The previous ISI inspection was in March 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.

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

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

- (i) The Special Educational Needs and Disability Act (SENDA).
- (ii) Race, gender and sexual discrimination legislation.
- (iii) Corporal punishment.

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

The inspection 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 Established in 1850, Loughborough High School has been during its history both a girls' grammar school and a direct grant school. In 1970 it became an independent school, and continued to offer places under the government-assisted places scheme until that funding was withdrawn. It now offers financial support to those who would otherwise be unable to afford the fees under a scheme called the LES Foundation Bursaries. The school is one of three that make up the Loughborough Endowed Schools (LES) and shares the same 46 acre campus and governing body with Loughborough Grammar School (LGS) and Fairfield Preparatory School. Pupils come from the local area, including surrounding villages and the cities of Nottingham, Leicester and Derby. The buildings vary in date from the nineteenth century onwards, and over the years rebuilding and modification has taken place in response to changing educational needs. The school recognises the value of each girl as an individual, and the importance of nurturing every aspect of her personality whether intellectual, creative, emotional, physical and spiritual and aims to provide an excellent academic education in a caring and supportive atmosphere.
- 1.2 In recent years, there has been growing collaboration between the school and LGS, including some joint lessons in Years 12 and 13. Since the last inspection in 2004 the school now enjoys the benefits of the large, purpose built, LES music school. Refurbishment of the facilities left vacant on the move to the music school has provided a new, better equipped drama studio and additional classrooms. Throughout the school new subjects have been added to the curriculum.
- 1.3 The ability profile of the school up to GCSE is above the national average, with almost half the pupils being far above that average. At entry into the sixth form the ability profile remains above the national average, although the addition of pupils new to the school accounts for a wider spread of ability.
- 1.4 Those who require learning support are offered this accordingly, and all have access to a wide curriculum to match their needs, skills and interests. The school has identified seventeen pupils as having learning difficulties and/or disabilities (LDD), of whom eleven receive specialist support. No pupil has a statement of special educational need. One pupil receives support for English as an additional language (EAL).
- 1.5 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 Overall, the level of pupils' academic attainment and progress is outstanding and fully reflects the school's aim to provide an excellent academic education in a caring and supportive atmosphere. Attainment in GCSE and A-level examinations over the last three years has been high when compared with the average for girls in maintained selective schools. They make good progress over time in relation to their ability profile, which is above the national average, and experience considerable success in a very wide variety of sporting, musical and other events. This success is attributable to extremely well-motivated pupils who are exemplary learners, and to the strength and breadth of the curriculum and extra-curricular activities and supportive teaching. Data tracking has not yet had a real influence on approaches to lesson planning.
- 2.2 Pupils' personal development at all ages is excellent and accords with the school's belief that the personal and social development of each individual is of vital importance and its aim to help pupils achieve their potential. Throughout the school, pupils have an excellent sense of the spiritual. Their moral development is outstanding. Social development is exceptionally strong, based on significant collaboration between staff and pupils, and their cultural development is marked by the good relationships and interaction of pupils with one another within the culturally diverse school community. In accordance with the school's aims, heads of year and form tutors offer excellent pastoral oversight and have a pivotal role in monitoring pupils' performance. Pupils feel happy and safe at school. The school has well-formulated policies and procedures to ensure pupils' welfare, health and safety.
- 2.3 Knowledgeable and well-informed governors exercise constructive oversight of its aims and ethos, academic standards and pastoral matters. The senior management team has been considerably improved since the last inspection. It now provides clear educational direction and self-evaluation and is highly effective in establishing priorities for development. The quality of middle management and development planning at this level has been much improved. The school maintains a constructive relationship with parents in accordance with its aim to work with families to provide the best educational framework. Parents were overwhelmingly satisfied with the education and support provided for their children but a few suggested that meetings to discuss pupils' progress are too brief.

2.(b) Action points

(i) Compliance with regulatory requirements

(The range of the Independent School Standards Regulations is given in the Preface)

2.4 At the time of the initial visit, the school met all the requirements of the Independent School Standards Regulations 2003, as subsequently amended.

(ii) Recommended action

2.5 The school is advised to make the following improvement.

1. Ensure that all staff are familiar with the wide range of performance data that is available in school, and that they use it fully in their planning and teaching to challenge and meet the needs of all pupils.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

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

- 3.1 Overall, the level of pupils' academic attainment and their progress is excellent. Results in GCSE examinations over the last three years for which comparative data are available have been high when compared with the average for girls in maintained selective schools. Pupils' performance in A-level examinations over the last three years has been high when compared with the average for girls in maintained selective schools. They make good progress over time in relation to their ability profile, which is above the national average, and experience considerable success in a very wide variety of events, including sports and music.
- 3.2 Pupils are entered for IGCSE mathematics and results have been high when compared with the average for UK schools. A wide variety of nationally recognised prizes and awards have been achieved, such as gold medals in the Institute of Biology Olympiad, a gold award for research at a pharmaceutical company and a percussionist reaching the televised final stages of BBC Young Musicians. Pupils have enjoyed considerable success in all grades of specialist music examinations and very large numbers passed a level 2 award of the Chartered Institute of Environment Health in Year 9, a significant achievement. Sixth form pupils have passed a large number of Open University science modules and have successfully gained entry to many competitive courses at selective universities.
- 3.3 Pupils are particularly well educated. Their achievements, learning, attitudes and skills are exceptional and fully reflect the school's aim to provide an excellent academic education in a caring and supportive atmosphere. Pupils are extremely motivated, exemplary learners, who demonstrate high levels of knowledge and skills both in academic subjects and extra-curricular activities. They are highly articulate, well able to make a cogent argument, such as the contributions of Year 7 pupils to a debate on the value of school trips, and write convincingly and persuasively. Subject skills are well developed across all curriculum areas including, for example, the appropriate choice and use of fabrics in a Year 12 textiles lesson and triple jumping in a Year 10 PE lesson. Written tasks are diligently completed to a high standard, showing well-developed skills of presentation, numeracy and appropriate use of ICT. In several year groups, the volume of work produced is extensive. In many classes pupils display good or better subject knowledge and understanding, for example when studying Roosevelt's New Deal in a Year 10 history lesson. They successfully apply their knowledge in unfamiliar contexts, such as when comparing research methodologies in a Year 12 sociology lesson. Creativity and aesthetic learning forms a significant part of all pupils' experience that includes the high-quality work in art and design, textiles and food technology on display around the school; enjoyable and productive music in lessons and activities involving singing or the use of electronic keyboards; many successful drama performances at different levels of achievement; and well-developed appreciation of sensitive and imaginative aspects of literature.

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

- 3.4 The school provides a varied and challenging curriculum that facilitates high standards in its pupils' achievements and personal development. It is a curriculum that is designed to allow the pupils to shine and to provide an education that develops the whole person. The emphasis is on inclusion of all, irrespective of ability, and this is clearly evident.
- 3.5 The range of academic subjects is wide, going significantly beyond the subjects of the National Curriculum and is continually developing in line with the requirements of its pupils, such as the introduction of IGCSE mathematics, separate sciences at GCSE and A-level psychology and politics. Creative, expressive and practical subjects are well represented and have been strengthened by the introduction of GCSE drama and A-level theatre studies.
- 3.6 A broad range of curriculum visits, such as those for Year 12 and Year 13 art and design pupils to Kew Gardens and for Year 10 geography pupils to Iceland, provide strong motivation and help pupils to achieve high standards of work. Other residential visits, such as the whole of Year 8 travelling to France, are well-conceived in the contribution they make to pupils' personal development and to team-building. A thorough programme for careers education and guidance is in place and pupils are grateful for the help they receive.
- 3.7 The school provides a vast range of activities, underpinned by dedicated staff who willingly give of their time and talents to genuinely appreciative pupils. Staff are proud, not just of the national achievements of some pupils, but also of the very high involvement of all pupils irrespective of their ability.
- 3.8 Many different opportunities exist to participate in non-competitive, as well as competitive, activities and substantial numbers of girls were seen taking part in recreational tennis and others were encouraged to join one or more of the many musical ensembles. There is an exceptionally high rate of participation and success in the Duke of Edinburgh's Award Scheme, including at Gold award level; the similar Adventure Service Challenge scheme is also very well supported by pupils in Years 7 to 9. Pupils of all ages have been involved in the Eco School initiative with Green Flag status having recently been achieved.
- 3.9 Opportunities for leadership by pupils abound, especially in house activities; these are seized enthusiastically, and contribute significantly to the personal development of pupils of all ages and foster a spirit of co-operation. A very high level of charitable giving, recognised by a National Giving Nation Award, is facilitated by pupils and allows them to appreciate issues in the surrounding community as well as overseas by sponsorship of a school in Africa. Pupils derive considerable benefit from a range of local community links, such as pupils in Years 10 to 13 who support local elderly residents and young schoolchildren through the Voluntary Service unit, and Year 12 and 13 pupils organising competitions and events as part of the Community Sports Leaders Award programme.
- 3.10 Arrangements for diagnosing and supporting pupils with learning difficulties and/or disabilities are comprehensive and extremely well documented. Relevant pupil information, including well planned strategies to help pupils in subject lessons is made available to all teaching staff via the 'Intellinet'.

3.(c) The contribution of teaching

- 3.11 Teaching is effective in promoting pupils' achievement and progress and supports the aims of the school to provide an excellent academic education and give opportunities to develop intellectually and creatively. The quality of teaching is generally good, with some that is excellent. At best, it enables pupils to expand on their own ideas or reflect on their response to a text or the opinions of others. Time is well managed to ensure a brisk pace and a range of challenges for all abilities, such as the excellent teaching in a Year 12 lesson where pupils were inspired to show high level reasoning skills in an investigation into the behaviour of materials when stretched.
- 3.12 Significant features of the teaching in all areas include sound subject knowledge, obvious enthusiasm for the subject, detailed planning of well structured lessons and positive relationships. Lessons are led in a purposeful manner and employ a suitable, sometimes exciting, range of paired, small group and whole-class activities. In a Year 10 religious studies lesson, for example, pupils worked effectively in groups of five to produce resources on Islam for primary school use. The warm rapport between pupils and staff encourages pupils' confidence to ask questions for clarification or information, and enables them to make good progress. Systematic planning to challenge and extend the full range of pupils' ability was more limited, and scrutiny of pupils' work showed that tasks were often targeted towards the whole group, especially from Years 7 to 11. While there were some good examples of independent research, the senior leadership team and staff teachers are exploring methods to increase pupils' opportunities for independent learning and to incorporate it into all aspects of teaching.
- 3.13 Pupils understand the rationale behind the varied forms of marking and feedback that they receive, which enables them to make good and, in Years 12 and 13, rapid progress. From Year 7 onwards marking by peers and reviewing of teachers' comments is much in evidence. Pupils are very appreciative of the efficient return of work with careful annotations which enable them to improve their work. GCSE students are made aware of specific marking criteria, and pupils regularly use this to mark work for themselves and develop key phrases, essential to attaining the higher grades, in their own responses. Strategies for tracking and monitoring pupils have undergone significant development since the previous inspection, the impact being seen in the way that heads of year and departments are able to share concerns about pupils' progress from a detailed base of evidence. Tracking of pupils' achievement using performance data does not influence consistent approaches to lesson planning, but a carefully planned programme of in-service training, together with continued emphasis in school and departmental development schemes, shows that attention to this aspect is now under way.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

- 4.1 Pupils' personal development at all ages is excellent, and accords with the school's belief that the personal and social development of each individual is of vital importance and its aim to help pupils achieve their potential.
- 4.2 Throughout the school, pupils have an excellent sense of the spiritual. This is evident through pupils' thoughtfulness and capacity to reflect on a range of issues, from fairness in school to their ability to empathise with more challenging matters in the world at large. They are able to express why it is incumbent on those who have, to share with those who do not. They respond reflectively to those suffering hardship and recognise their responsibility to assist through considerable charitable fund-raising. Spiritual development is clearly in evidence in the outcomes of their art and textile work, which is on display around the school, and through involvement in music, from singing to instrumental performance that many find uplifting.
- 4.3 Pupils' moral development is outstanding. Across a range of subjects, they discuss moral issues with interest and conviction, ranging from human rights in history and the Holocaust in RS to the moral ramifications of various research methods in sociology. In a sixth-form art lesson a pupil addressed the theme of waste through photographs of a derelict and vandalised mental hospital, which evoked from the class a powerful sense of waste in its physical, moral, social and cultural forms. The girls demonstrate a real interest and awareness of wider moral issues, such as those being addressed by the Amnesty International group, who are currently raising consciousness about violence against women. During the inspection, the role of national public institutions and the service of citizens and government were being brought to life through their involvement in a mock general election. The implications of eating meat are starkly, but sensitively, drawn to pupils when the pigs the school keeps and girls have cared for are slaughtered. They face the dilemma of using animals for food and, having considered it, are free to respond to this as they see fit.
- 4.4 Social development is exceptionally strong and based on significant collaboration between staff and pupils. The relationships between staff and pupils and amongst pupils are characterised by mutual respect and genuine warmth. Many informal examples were seen of pupils working together to organise house events and competitions or just sitting quietly talking to one another. They are civilised and respond well to the trust they are offered. The pupils enjoy taking responsibility, whether as form captains, team captains, or school council representatives, believing these roles are important and make a difference in school. For example, Year 7 pupils observed that the school council is socially very useful, having been involved in the provision of additional play equipment for the lunch break, the repositioning of the tuck shop and pegs in classrooms.
- 4.5 Cultural development is marked by the good relationships and interaction of pupils with one another within the culturally diverse school community. They learn about cultures other than their own in many curriculum subjects, in talks during assembly and through charitable efforts. They come to understand Western culture through literature, art, music, history, religious studies, classics, English and modern foreign languages. They visit places of worship such as synagogues and are intelligently aware of the cultural diversity of the world.

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

- 4.6 The staff provide excellent support and guidance for the pupils in accordance with the school's aims. Heads of year and form tutors offer strong oversight and have a pivotal role in monitoring pupil performance. Constructive support and guidance for pupils ranges from intervening pro-actively with minor friendship issues to advising and facilitating successful strategies for running a successful charity event. In conversation pupils said that they knew who to go to if they had a problem and that they would receive a sympathetic ear and constructive advice. Issues are not ignored. Staff are clearly very generous with their time to support and care for their pupils and a remarkable number are available to pupils at lunchtimes and breaks. Pupils said they felt happy and safe at school and were overwhelmingly positive in their responses to the pre-inspection questionnaire. The school has a well-formulated anti-bullying policy, which is supported by notices throughout the school. The school has effective procedures for promoting good behaviour and acknowledging good performance, such as the charities tree on which different tokens are hung to indicate house fundraising for charity. House points are awarded for good work and helpful conduct, and the Head Mistress's Excellence Book is highly prized by all age groups. Sanctions are rarely used but when necessary are given according to a clear procedure, which the pupils regard as fair.
- 4.7 Pupils receive good careers advice, beginning in Year 9 to help them with GCSE options. All girls complete a psychometric aptitude test in Year 10 and receive individual feedback, which helps them in selecting their A-level options. Girls are encouraged to go on work experience and to find their own placements, as part of an approach to ensure they learn to take responsibility for themselves, when appropriate.
- 4.8 The quality of the relationship between pupils and staff is excellent. The warmth, easy exchange and good humour are tangible and ensure that pupils feel valued and cared for. Relationships are similarly positive between and among the pupils themselves. Older girls do much to help the younger ones, from mentoring, to running extra-curricular clubs to individuals giving up their time to help someone out. In the lunch break, for example, a Year 12 girl was seen coaching a Year 10 girl to deliver a drama monologue.
- 4.9 The safeguarding policy is compliant with requirements and implemented successfully. Staff are aware of their responsibilities and have received appropriate training. All necessary measures are taken to reduce risk from fire and other hazards. Arrangements to ensure health and safety are effective and include pleasant provision for pupils who are ill. The school has a suitable plan to improve educational access for those with disabilities.
- 4.10 Pupils are encouraged to be healthy through developing healthy eating habits and the considerable programme of PE, sports and games ensures that girls take regular exercise. The provision of food is very good, with a wide selection of healthy options. Girls acknowledged that there was always something to eat that they enjoy. Some girls chose to eat outside in the fine weather, and it was noticeable how they leave the common areas clean of rubbish without reminders from staff. The admission and attendance registers are properly maintained and correctly stored for the previous three years.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 Governance is good and proficient. Its role and responsibilities are clearly defined and promote carefully the aims and ethos of the school.
- 5.2 The governing body provides an overall umbrella of strategic support for the three LES schools. The High School benefits from the strength that derives from this corporate approach and the Foundation's organisation and management team, directly accountable to the governors, which ensures that advice on matters such as finance, health and safety and human relations are dealt with by qualified professionals. Through strong committee structures and many regular meetings, the governing body provides efficient oversight of the High School and is effective in discharging its responsibilities for educational standards, financial planning and human and learning resources. Knowledgeable and well-informed governors exercise constructive oversight of academic standards and pastoral matters, and have given particular help and advice in drawing up the child protection guidelines and policy, and the sexual and emotional relationships policy. Individual governors contribute valuable expertise, such as that associated with education, medicine and the law, to the work of governance. A dedicated liaison committee for the high school seeks to ensure that its needs are well represented within the governing body, and provides a focus for the academic committee. The governors have a strong sense of loyalty to the school and offer encouragement to the school to fulfil its aims through attendance at a range of events and activities, including plays and concerts, and are particularly active in the areas of health and safety. Some took up the offer to work-shadow the headmistress for a day to broaden their understanding of the role of the head and the intricacies of the school. They have been introduced to many of the heads of departments and some governors have taken time to develop a rapport with relevant departments.
- 5.3 The governing body is particularly active and effective in discharging its responsibilities for child protection, welfare, and health and safety, supported by related training that is undertaken at least once a year.

5.(b) The quality of leadership and management

- 5.4 Leadership and management throughout the school are of high quality, and remarkably effective in achieving the school's aims; each girl is appreciated in ways that value her individuality, give importance to developing every aspect of her personality and promote academic achievement. The senior management team provides clear educational direction, as reflected in the exceptional quality of the pupils' education and their personal development. It sets the positive tone that permeates all aspects of provision and interaction between individuals in the school. Self-evaluation is shrewd and honest in setting and achieving priorities for development.
- 5.5 The recommendation, at the time of the last inspection, concerning improvement of the senior leadership team has been well met. The team has been completely reorganised and now represents all the aspects of school that require leadership and oversight. Individual members of the team are well suited to their tasks and offer clear and appropriate accounts of their roles and responsibilities. Staff are actively involved in decision-making through a culture which is inclusive.
- 5.6 The last inspection also found that the quality of middle management and of development planning at this level was not consistently good. This is now much improved. Senior and middle managers are all properly involved in the planning and review process that effectively links departmental planning to whole-school planning and to performance review. Careful assessment of performance and oversight is required of managers at all levels, and department heads have improved their knowledge of the standards of assessment that are being achieved within their departments. Those with pastoral responsibilities are demonstrably successful in recognising and promoting the progress of individual pupils in their care. Management documentation is thorough, shows careful attention to detail and provides clear direction. Use of the inter- and intra-nets is well advanced, so that there is a good deal of information that staff and parents can access.
- 5.7 The school is successful in recruiting, supporting and motivating sufficient high-calibre staff and ensures that they are suitably trained for their roles in safeguarding, welfare, health and safety. Thorough arrangements are in place for checking the suitability of staff (including volunteers), supply staff and governors. Administrative and secretarial staff are efficient and supportive and complement the aims and character of the school. Maintenance and grounds staff and ancillary workers demonstrate courtesy and a cheerful efficiency. Grounds and buildings are well maintained. They are used well and appreciated by pupils and staff.

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

- 5.8 The school maintains a constructive relationship with parents in accordance with its aim to work with families to provide the best educational framework. It has very good links with its parents through letters, email and a parents' portal on the website. They are provided with all the required regulatory information.
- 5.9 The pre-inspection parental questionnaire shows that the parents were overwhelmingly satisfied with the education and support provided for their children and with the quality of communication with the school. Most believe they have good opportunities to be actively involved in the work and progress of their children. Parents' meetings and regular reporting were mentioned positively as helping parents to know about their daughters' progress, but a few parents suggest that the meetings to discuss work and progress are too brief and would be more helpful if they were better organised. A small number of parents of the youngest pupils would like to be more involved in the work of the school, but this wish fades as pupils become older and may reflect a concern that things are different from the primary schools their daughters attended. There are many opportunities for parents to come into the school for information sessions specific to particular year groups or curricula, or for talks about particular issues such as cyber bullying or having a careers theme.
- 5.10 The Parents' Association is very supportive of the school, and has a clear view of its role and purpose. Events are fully supported by the headmistress and her deputy. Fundraising has benefited many aspects of school curricular and extra-curricular life, such as the Duke of Edinburgh's Award Scheme, biology, classics and the gardening club's greenhouse.
- 5.11 Parents of pupils and of prospective pupils are provided with the required information about the school. Parents receive clear and useful reports about their children's work which provide helpful encouragement on areas for improvement and acknowledgement of achievement. Interim grade cards helpfully provide a brief ongoing snapshot of pupils' progress. A wide range of printed information is offered to parents and prospective parents and attractively celebrates pupils' achievements, departmental activities and fundraising, sporting, health, and other topics.
- 5.12 The school handles the concerns of parents with care. A mark of parental satisfaction is the fact that there have been no official complaints or concerns logged during the last two years.

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

INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff, with the chair of governors and with parents who are members of the parents' association. A sample of the extra-curricular activities that occurred during the inspection period was observed. Inspectors attended registration sessions and assemblies, and 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 Beryl Fawcett	Reporting Inspector
Miss Victoria Barrett	Team Inspector (Deputy head, HMC school)
Mrs Claire Goodchild	Team Inspector (Principal, ISA school)
Mr David Pacini	Team Inspector (Deputy head, GSA school)
Miss Jacquelyn Pain	Team Inspector (Headmistress, GSA school)