

**INDEPENDENT SCHOOLS COUNCIL
(ISC)**

**INSPECTION OF
NORFOLK HOUSE SCHOOL**

by the

**INDEPENDENT SCHOOLS INSPECTORATE
(ISI)**

on

21st – 24th May 2007

INDEPENDENT SCHOOLS INSPECTORATE

INSPECTION REPORT ON

Norfolk House School

Full Name of the School	Norfolk House School
DfES Number	309/6053
Registered Charity Number	n/a
Address	10 Muswell Avenue, Muswell Hill, London N10 2EG.
Telephone Number	020 8883 4584
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Email Address	office@norfolkhouseschool.org
Headmaster	Mr Mark Malley
Proprietor	House Education Limited
Age Range	4 – 11 years
Gender	Co-educational
Inspection Dates	21st – 24th May 2007

This inspection report follows the framework laid down by the Independent Schools Inspectorate (ISI). The inspection was carried out under the arrangements of the Independent Schools Council (ISC) Associations for the maintenance and improvement of the quality of their membership. It was also carried out under Section 162A(1)(b) of the Education Act 2002, as amended by the Education Act 2005, under the provisions of which the Secretary of State for Education and Skills has accredited ISI as the body approved for the purpose of inspecting schools belonging to ISC Associations and reporting on compliance with the Education (Independent School Standards) (England) Regulations 2003.

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. INTRODUCTION

Characteristics of the School

- 1.1 Norfolk House School is a family-owned proprietorial day primary school, which was purchased by its current owners in 2003; the current headmaster is the active proprietor. A boys' school is known to have existed on the current site in 1896, but it is believed that the school existed before then. During the 1930s, over 150 boys aged 3 to 13 attended Norfolk House, with most teaching taking place in two large rooms. In 1991 the school became co-educational and its catchment now extends to Muswell Hill, Highgate, Crouch End and the surrounding areas. In 2004, it underwent a substantial building programme, updating and modernising all the classrooms.
- 1.2 The school's principal aim is to provide children with the opportunities to achieve their academic potential within an environment where they feel valued, fulfilled, confident and emotionally secure. It says that most parents choose the school because it seeks to provide a high standard of pastoral care, as well as academic success in the entrance examinations to the London senior schools to which most pupils go.
- 1.3 At the time of the inspection, the school had 109 pupils with rather more boys than girls. The largest year groups of 22, 22 and 19 were in Reception, Year 1 and Year 2 respectively, at which point a number of pupils leave to join larger schools in the area. The smallest year groups of nine and six respectively were in Years 5 and 6, but much larger numbers will move into those years as current pupils progress through the school.
- 1.4 Pupils are admitted with little selection, at various ages through the school. The analysis of standardised scores shows that pupils' average ability is above the national average. If pupils perform in line with their abilities, their results will be above the average for all maintained primary schools. No pupils have statements of special educational need but six have been identified as requiring support for learning difficulties or disabilities (LDD). Two pupils have English as an additional language (EAL).
- 1.5 National Curriculum nomenclature is used throughout this report to refer to year groups in the school. The year group nomenclature used by the school and its National Curriculum (NC) equivalence are shown in the following table.

School	NC name
Reception	Reception
Pre-Prep	Year 1
Form 2	Year 2
Form 3	Year 3
Form 4	Year 4
Form 5	Year 5
Form 6	Year 6

2. THE QUALITY OF EDUCATION

The Educational Experience Provided

- 2.1 Norfolk House School provides a good, broad and balanced educational experience, meeting its aim that pupils should be well prepared for later life as well as acquiring the key skills they need for study in school. The significant improvement since the last inspection is due to the introduction of subject-focus days, visitors and visits, as well as the varied programme of activities.
- 2.2 The curriculum is both flexible and imaginative; it is based upon, but extends beyond, the requirements of the National Curriculum. The school has broadened its curriculum to include both a larger number of subjects and a greater range of experiences within each subject. Although the time allocated to religious education (RE) teaching is limited, this allocation is complemented by visitors in assembly and some cross-curricular work. As a result, pupils learn about a wide range of faiths. Opportunities for developing physical skills are good, despite the lack of indoor facilities on-site, as off-site venues are used to the full. Similarly, opportunities to develop information and communications technology (ICT) skills are adequate, and ICT is beginning to be embedded in the curriculum, though it is not yet used to full advantage. Cross-curricular links have been significantly improved. Teachers thus make full use of the available time, for example, when pupils made Roman shops in design and technology (DT) whilst studying the Romans in history.
- 2.3 The experience pupils receive is now considerably enhanced beyond the formal curriculum; pupils speak enthusiastically of their experiences, both in and out of school. Excellent subject-focus days, such as the recent history day, are especially popular and effective. The curriculum also incorporates social experiences through the imaginative, mixed-age activity group programme; the rotation of activities ranges from ball skills and music to weaving and sewing. The expanded range of extra-curricular experiences is well attended and imaginative for a small school. Clubs range from 'rhythmic ribbons' to pottery and cooking; during the inspection, pupils baked excellent biscuits. The new breakfast club provides for both pupils and parents.
- 2.4 Transitions between stages are exceptionally well planned. A class swap day in the summer carefully bridges the gap between years. Early in the autumn term, parents are invited to a 'back to school evening' to meet their child's new teacher. Pupils' predicted grades are passed to their next teacher to ensure continuity of approach to their needs. Preparation for senior school is equally effective. Towards the end of pupils' time in the school, heads of other schools are invited in to explain the transfer process. The school encourages discussion of how parents can support their child through this process and the headmaster meets all parents to offer advice. Fixtures and tournaments are arranged with local senior schools so that pupils can become familiar with new premises. Year 6 pupils feel that the personal, social and health education (PSHE) programme covers relevant issues such as peer pressure and bullying.
- 2.5 Curricular planning has been considerably improved. It is now well thought through, thorough and detailed. It is reviewed and regularly updated. It shows a greater emphasis on developing pupils' independent learning skills.

- 2.6 The school now has appropriate arrangements to meet the needs of pupils requiring special provision. They are well supported and withdrawn from lessons where necessary, in a way that is not disruptive to their other learning. Liaison with the part-time learning support teacher and the Key Stage 2 co-ordinator is regular, and class teachers make use of individual educational plans (IEPs) to guide future work. More able pupils have been identified and advanced pupils sitting scholarships are given individual tuition.
- 2.7 The school meets the regulatory requirements for the curriculum [Standard 1].

Pupils' Learning and Achievements

- 2.8 Pupils are outstanding learners who achieve good standards throughout the school and high quality results, both in national tests and in entrance examinations to senior schools. This is a significant improvement since the last inspection. In particular, they are now much more independent and also have the skills and experience to work collaboratively, as is the school's aim.
- 2.9 From the outset in Reception, pupils show well-developed literacy and numeracy skills, a thorough grasp of personal relationships and the ability to apply their knowledge to everyday situations. During Years 1 and 2, they continue to develop a broad vocabulary and to build on their mathematical understanding. They show exceptional ability to make inferences, for example from historical materials, understanding the difference in reliability between primary and secondary sources.
- 2.10 Pupils in the middle years write well, producing some exceptional creative writing. They have a sharp appreciation of concepts, which enables them, for example, to explain why the position of the sun appears to change during the day and why Victorian Methodists and Anglicans were drawn from different social classes. By the time they leave the school, pupils write well in both English and French, understand how to plan investigations in both science and geography and know how to present their results clearly. Boys and girls progress equally well.
- 2.11 Pupils' results in the national tests at age 11 are high for their abilities; they have been far above the average for all maintained primary schools over the last two years, and much improved over those three years ago. Pupils are successful in entrance examinations to north London senior schools and a number each year win scholarships. Despite its small size, the school fields teams in football, cricket, netball and rounders. Chess is a particular strength; the chess team won the North London Prep Schools championship in 2006 and wins most of its matches. Beyond school, individual pupils have won places in highly selective choirs and drama groups.
- 2.12 Almost all pupils are highly articulate, from Reception upwards. They speak with confidence, talking about feelings in circle time, for example, reading in assembly, contributing well to class discussion and explaining complex ideas clearly. They listen well to each other. They write fluently in a wide range of genres, and present information they have researched clearly.
- 2.13 Pupils use their mathematical skills in both science and geography, and their ICT skills in their other work. For example, pupils use the internet for research in science and history, and present their findings using word processing or multimedia software. They plot graphs in science and produce newspapers about current affairs.

- 2.14 From an early age, pupils apply their understanding to new situations, are encouraged to have ideas of their own and to challenge the teacher, and to work independently at difficult problems. They make good use of self-assessment and also analyse each other's work against set criteria. They respond well to question-and-answer, and think carefully about points they wish to make in discussion. Pupils plan investigations, make predictions, make notes for debates and write independently. They research issues such as local pollution and organise their material well. They use both books and the internet for research, but lack the opportunity to learn how to use a catalogued library. Pupils work well together, both in pairs and in larger groups, from an early age.
- 2.15 Pupils enjoy their work, and persevere at it. They take pride in their written work, which is well presented. They are courteous and positive, both in discussion and around school, and are fully engaged in all they do.

Spiritual, Moral, Social and Cultural Development of Pupils

- 2.16 Pupils demonstrate outstanding spiritual, moral, social and cultural development in all areas of school life. In every way they show the compassion, tolerance, empathy and co-operation which the school aims to develop. The school has made improvements in all these areas since the last inspection, particularly in cultural development, which is now a strength.
- 2.17 Pupils' spiritual development is demonstrated by their considerable self-confidence and resulting willingness to participate in assemblies and voice their opinions in lessons. Assemblies offer a wide range of interesting experiences, although they place less emphasis on reflection. Pupils' positive self-esteem was apparent in discussions with inspectors about the school. The good relationships between staff and pupils, the PSHE programme and RE lessons all make important contributions to this area. In circle time, Year 1 pupils said they felt 'wonderful', 'great', 'relaxed' and 'fantastic' as they passed a smile and a squeeze of kindness around the group. Year 2 pupils enjoyed their trip to the Indian temple and acting out a play. Year 4 took it in turn to share a thought for the day and participated enthusiastically and reflectively. An RE display showed pupils' understanding of how much different religions have in common. Pupils' spirituality is also demonstrated in their response to the excellent opportunities afforded by the link with a local school for autistic pupils. Their participation in joint events such as a mini-Olympics had led Year 6 pupils to reflect on how privileged they were and how mutual respect should be shared with others. They described how they had learnt to communicate in a different way, demonstrating a high level of self-knowledge.
- 2.18 Pupils' moral development is outstanding. Pupils are courteous in and around the school, opening doors for others and letting others speak in discussions without interruption. Year 1 pupils showed initiative by offering to make a banner asking for more appropriate behaviour in the quiet area. Year 2 pupils understood how rules should be implemented for everyone's benefit and discussed right and wrong thoughtfully. Pupils also understand their responsibility to help others. In their relationship with the autistic school, Year 6 pupils described how they could look after autistic pupils and how important their role could be in raising funds to help them.
- 2.19 Pupils' social development is richly enhanced by their involvement in school council. It is democratically elected, meets every week to develop initiatives, and plays a major part in school life. Candidates make speeches in assembly to gain election and have a 'platform' to take forward. At present they are planning to acquire another water

fountain and raise money for this through initiatives they have discussed with the headmaster, such as running a homework club for which they would charge. They have a budget to manage, and just before the inspection had selected and ordered playground equipment. Pupils relish having the chance to exercise responsibility and change things in school. Elsewhere, in a Year 6 English lesson, pupils discussed anti-social behaviour and the impact this had on others. Pupils fulfil a variety of duties within school life, realising that if these are not carried out, it affects the life of others. Pupils' knowledge of public institutions has been furthered by the headmaster's current affairs assemblies, where pupils raise items in the news.

- 2.20 The development of pupils' cultural awareness is exceptional. Through a focussed day on music, Year 6 understood the differing cultural styles by participating in a Gamelan orchestral workshop on Balinese instruments. Year 2 experienced Chinese opera. Year 4 performed an informative assembly on India to older pupils, showing an awareness of the Indian way of life. Pupils and parents at the school have shared their experiences. A parent has spoken in assembly about Muslim family life in Britain today. Other assemblies by visitors, including a rabbi and local priest, have enriched pupils' cultural experience. Pupils know that it is wrong to judge people by their background. Their work in a number of areas shows awareness of other cultures, for example in art.
- 2.21 The school meets the regulatory requirements for the spiritual, moral, social and cultural development of pupils [Standard 2].

The Quality of Teaching (Including Assessment)

- 2.22 Teaching is good, reflecting the school's aims that pupils' progress should be underpinned by teaching which encourages independent learning. The quality of teaching has improved significantly since the last inspection, as has the use of assessment.
- 2.23 Teaching is supported by secure subject knowledge, enabling teachers to give clear explanations of ideas and to make work relevant both to current issues and to pupils' interests. Teaching is well planned in almost all lessons, with a wide and interesting variety of activities and a lively pace. Teachers review pupils' previous experience at the start of lessons, make objectives clear and draw ideas together at the end. They manage investigational and project work well. Only occasionally are lessons too focused on input by the teacher, or involve too little creative work by pupils. Teachers make frequent use of praise and use resources with ingenuity, for example when pupils look at materials which bring Shanghai culture to life, or piece together 'finds' from a simulated archaeological 'dig'. Digital projectors are used well to convey ideas that would be difficult to demonstrate in other ways, such as the apparent movement of the sun during the day.
- 2.24 Teachers know their pupils well and so meet their needs effectively; pupils say they value the excellent one-to-one support which teachers provide unstintingly. In almost all lessons, teaching is well matched to pupils' differing abilities. More able pupils are set harder and more challenging tasks, or pupils are expected to present their work with different levels of sophistication. Teachers draw on IEPs to provide effective support for pupils with LDD. Teachers have high expectations and encourage independent work and research. They ask questions to test existing knowledge and expect pupils to apply themselves to new situations. They encourage pupils to challenge what teachers are saying, to develop their confidence in discussion. With younger pupils, they make

effective use of classroom assistants, who themselves have well-developed questioning skills. Only occasionally, do pupils say that work is insufficiently challenging.

- 2.25 Marking provides pupils with helpful feedback about their work and progress so that pupils know how to improve. Written feedback is supported by oral comments and encouragement, and target cards provide a useful stimulus over a longer period. Over the longer term, the school monitors pupils' progress carefully; those who run into difficulty are identified quickly and their needs discussed fully.
- 2.26 The school meets the regulatory requirements for teaching [Standard 1].

3. THE QUALITY OF CARE AND RELATIONSHIPS

The Quality of Pastoral Care, and the Welfare, Health and Safety of Pupils

- 3.1 The quality of pastoral care and the arrangements for welfare, health and safety are outstanding. The school thus achieves its aim of providing a safe, caring and supportive environment for its pupils. Systems to support and guide academic progress are used much more effectively than at the time of the last inspection.
- 3.2 The school provides a happy and nurturing environment in which it values all the pupils and encourages both respect between pupils and staff and respect between pupils themselves. All members of staff promote pupils' self-confidence through support, praise and encouragement. Academic and non-academic achievements are recognised and celebrated through Certificates in assembly, the Brilliant Book, Smiley Faces and the Achievement Tree. Pastoral care is extremely effective in nurturing a sense of belonging and provides excellent support and guidance for all pupils.
- 3.3 Class teachers are the focus for the pastoral care arrangements, and their knowledge of the pupils enables them to fulfil this role extremely well. Procedures have improved because clear policies now ensure that practice is consistent and communicated to staff, pupils and parents. Pupils' profiles contain pastoral notes, which ensure that support is consistent from Reception to Year 6; pupils' progress is monitored carefully and regularly.
- 3.4 Staff relate well to pupils and provide good role models. They emphasise positive behaviour, and their encouragement and praise are evident in all aspects of school life. As a result, pupils support each other and play well together. Many activities, both curricular and extra-curricular, encourage sharing and co-operation. House systems, led by Year 6, promote a high standard of work and behaviour through a points system. Posts of responsibility and the role played by the school council help to create tolerance between pupils. A wide range of inter-house activities, such as a spelling bee, swimming, chess, reading and writing competitions encourages interaction between all age groups. Pupils are encouraged to take part in clubs and activities which all help to engender a sense of team loyalty. Mutual respect in pupils' relationships with each other and with adults is a strength of the school.
- 3.5 Effective discipline and a high standard of behaviour are evident. Pupils are polite and respectful with visitors, greeting them cheerfully, opening doors and showing them the way. They understand the behaviour and discipline policies and consider them to be fair.

Rules in each classroom and the setting of behaviour targets ensure that pupils are aware of acceptable standards of conduct. A bullying awareness day helps to guard against bullying and, should this occur, clear procedures ensure that it is dealt with consistently and effectively; pupils are confident in these procedures. The school has appropriate sanctions for lack of consideration or misbehaviour.

- 3.6 The school has appropriate arrangements for child protection, including training for staff to ensure that all are alert to this issue. It has taken care over fire precautions and health and safety procedures, so that pupils work in a safe environment. First-aiders and first-aid kits are readily available, and the school has completed an audit to see how it can improve access for disabled pupils and staff. It does all it can to ensure that all members of the school have equal opportunities to participate fully in school life.
- 3.7 The school meets the regulatory requirements for the welfare, health and safety of pupils [Standard 3].

The Quality of Links with Parents and the Community

- 3.8 The school has extremely strong links with parents and the local community, which support pupils' progress well, as is the school's aim. Pupils' personal development is greatly enriched by the increased links with the community since the last inspection. Parents are pleased with the education and support the school provides, with the supportive family atmosphere and with the dedication of the staff.
- 3.9 The parents of three-quarters of the pupils responded to the questionnaire distributed before the inspection. In their responses, they were overwhelmingly positive about many aspects of the school, especially the curriculum, the progress pupils make, the teaching they receive, the range of activities available, and pupils' attitudes, values and behaviour. A significant minority of parents felt that they received insufficient encouragement to be involved in the school and that they had too few opportunities to discuss their children's progress. Inspectors found that opportunities for involvement and for discussion were both good.
- 3.10 The school positively encourages parental involvement; it provides many ways for them to be involved in the work and progress of their children and in the life of the school. Parents attend concerts, productions and focus days, and they assist staff on school trips. The science and DT focus day provided opportunities for parents and pupils to work together. Parents are encouraged to talk about their work to groups of pupils, and those with special skills help with specific topics or lessons. The home-school agreement actively involves parents in their children's education and development. Sports day features mums' and dads' races, and the parents versus teachers relay race is a special highlight. The Friends of Norfolk House is a supportive and active body raising funds and organising social events, such as the summer fete and quiz evening. They contributed recently towards the cost of the school minibus and the climbing frame.
- 3.11 Information for parents and opportunities for parental discussion are excellent. Fortnightly newsletters and the notice board make parents aware of school events. Introductory parents' evenings occur at the beginning of each year so that parents can meet their children's new form teachers and obtain information about the coming school year. Well-used homework diaries provide daily contact between home and school. Individual pupils' targets are written in exercise books and in reports. Detailed reports on progress and achievement are issued twice a year and guide pupils on how to improve. A

parents' meeting in the spring term allows for in-depth discussion. Staff are also readily available for informal discussion.

- 3.12 The majority of parents feel that the school handles concerns with care. Parents are encouraged to share their worries with staff as soon as they arise. A suitable complaints procedure is available on request. Most parents feel that the headmaster and staff are good listeners and would deal with problems effectively. A sample of correspondence scrutinised during the inspection was sympathetic to the concerns raised by the parents.
- 3.13 Links with the community have greatly increased, so that this is now one of the school's strengths. Good relationships have been established with many of the local independent schools, and a wide range of inter-school sports fixtures occurs each term with both maintained and independent schools. Pupils benefit much from the link with the school for autistic children. The choir sings at a residential care home at Christmas. Local surveys are carried out in subjects such as geography. Full use is made of opportunities in the surrounding area and in other parts of London to enhance pupils' education. For example, visits are made to venues as diverse as the Natural History Museum, Kew Gardens, a local youth theatre and the Houses of Parliament.
- 3.14 The school meets the regulatory requirements for the provision of information and the manner in which complaints are to be handled [Standards 6 and 7].

4. THE EFFECTIVENESS OF GOVERNANCE AND MANAGEMENT

The Quality of Governance

- 4.1 The school benefits from outstanding strategic leadership, setting a context in which the school has been able to leap forward and fulfil its aims. With this much improved strategic vision, the school has improved dramatically since the last inspection; it now has a clear commitment to continual improvement, and the measures and structure to render that possible.
- 4.2 The concentration of responsibility as proprietor and headmaster in the hands of a single person has enabled the school to move ahead quickly and effectively over the past few years. Important issues have been identified clearly and addressed decisively. Significant investment has improved both accommodation and resources considerably. Appropriate policies have been put in place covering key responsibilities such as child protection and health and safety. Staff appreciate the combination of openness and approachability, together with the ability to take well-informed decisions and implement them swiftly. They feel excited, supported and challenged by recent developments.

The Quality of Leadership and Management

- 4.3 Outstanding leadership and management have enabled the school to make exceptional progress since the last inspection, in all areas of school life. Both leadership and management are much more effective than at the time of the last inspection, enabling the school to fulfil its aim that pupils should achieve their full potential within an environment where they feel secure.

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- 4.4 The school now has a clear focus and educational direction. The headmaster, supported by the senior management team (SMT) has led an analysis of its strengths and weaknesses, setting clear aims and aspirations, for example that pupils' education should involve a significant focus on independent thought and study. Pupils now benefit from an ethos of care and ambition; the staff as a whole are open to new ideas and work together well to put them into practice. As a result, a great deal of improvement has taken place in a short period of time. Staff appreciate the open and supportive leadership style, and the way they are now more fully involved in strategic planning. Detailed consideration is given to individual pupils, as well as to broader issues, by both the SMT and class teachers.
- 4.5 Staff curriculum groups use information from lesson observation and discussion to identify issues for further development. For example, arrangements for focus days are kept constantly under review to ensure that they extend and enhance the curriculum without detracting from core activity. As a result, the school has a high quality development plan, setting out clear indicators for success and a detailed action plan to achieve it in each area. Similarly, the school has policies to cover all aspects of school life and these are reviewed on a regular basis.
- 4.6 Staff are proud of their school. They value the changes that have been made, the central place of appraisal and the school's commitment to professional development. Those new to the school, or who have joined the teaching profession in recent years, appreciate the support they have received. The school is generously staffed, enabling it to offer small classes in which pupils receive high levels of personal attention. Teachers make good use of classroom assistants and are well supported by the single school secretary. The pattern of peer review and regular classroom observation has been effective in raising standards and made a significant contribution to sharing best practice.
- 4.7 The school makes the best possible use of a small site, and of local facilities such as parks and church halls. Pupils benefit much from these contacts with the local community. Space has been imaginatively adapted and the school continues to seek ways of increasing this, and in particular, of providing a library. It is well resourced and runs efficiently from day to day. Careful, but imaginative, financial management and investment has enabled many areas of the school to be improved quickly.
- 4.8 The school meets the regulatory requirements for the suitability of proprietors and staff and for premises and accommodation [Standards 4 and 5].

5. CONCLUSIONS AND NEXT STEPS

Overall Conclusions

- 5.1 Norfolk House School has been transformed since its last inspection. It provides pupils with the opportunity to achieve their potential within a caring environment in which they feel secure, in accordance with its aims. Pupils are outstanding learners who achieve good standards throughout the school and high quality results, both in national tests and in entrance examinations to senior schools. The focus on independent learning means that pupils are well prepared for the next stage of their education. Despite the lack of a library and the fact that the school is still developing its use of ICT, pupils are expected to think and find out answers for themselves, and to evaluate their own work. Teachers provide well for pupils of differing ability, so that it is almost always challenging for

them; they monitor pupils' progress systematically. The school is a small, caring and supportive environment in which pupils become aware of the needs of others and learn to appreciate the diversity of cultures in which they live. Outstanding leadership has identified key issues that needed addressing, involved staff fully in their resolution and developed the roles played by staff at all levels; this has enabled the school to leap forward in a short period of time. Both pupils and staff are proud of their school, which enjoys excellent relationships with its parents.

- 5.2 Since the last inspection, the quality of education has been dramatically improved, through a broader education, more effective teaching and assessment, the introduction of a programme of activities and a greater focus on pupils working independently. Other improvements include a stronger emphasis on pupils' cultural development and closer links with the local community. Collectively, these developments have been enabled by both strategic and day-to-day leadership which have become much stronger.
- 5.3 The school meets all the regulatory requirements.

Next Steps

- 5.4 The school now has no significant weaknesses. In order to build further on the quality of education it already provides, it should:
1. examine ways of developing pupils' library skills further, despite the lack of a school library;
 2. develop further the use of ICT across the curriculum;
 3. continue to use the established programme of classroom monitoring to spread best practice throughout the school.
- 5.5 No action in respect of regulatory requirements is required.

6. SUMMARY OF INSPECTION EVIDENCE

- 6.1 The inspection was carried out from 21st to 24th May 2007. The inspectors examined samples of pupils' work, observed lessons and conducted formal interviews with pupils. They held discussions with teaching and non-teaching staff, and with the proprietor, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined a range of documentation made available by the school.

List of Inspectors

Mr Ian Newton	Reporting Inspector
Mrs Susan Dunkerley	Head, GSA Junior School
Mrs Christine Doughty	Former Deputy Head, ISA School