

INDEPENDENT SCHOOLS INSPECTORATE

INSPECTION REPORT ON

Quinton Hall School

Full Name of the School	Quinton Hall School
DCSF Number	310 6004
Registered Charity Number	312638
Address	Hindes Road, Harrow, Middlesex HA1 1RX.
Telephone Number	020 8427 1304
Fax Number	020 8861 8861
Email Address	admin@quintonhall.org.uk
Headmaster	Mr Desmond P Banister
Chairman of Governors	Mrs Cheryl L Evans
Age Range	2 years 6 months to 13 years
Gender	Mixed to 7 years, boys from 7 to 13
Inspection Dates	10th to 13th March 2008

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 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 as amended with effect from January 2005 and May 2007.

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.

CONTENTS

1.	INTRODUCTION	1
	Characteristics of the School	1
2.	THE QUALITY OF EDUCATION	3
	The Educational Experience Provided	3
	Pupils' Learning and Achievements.....	4
	Spiritual, Moral, Social and Cultural Development of Pupils	5
	The Quality of Teaching (Including Assessment).....	6
3.	THE QUALITY OF CARE AND RELATIONSHIPS	8
	The Quality of Pastoral Care, and the Welfare, Health and Safety of Pupils.....	8
	The Quality of Links with Parents and the Community	9
4.	THE EFFECTIVENESS OF GOVERNANCE AND MANAGEMENT	11
	The Quality of Governance	11
	The Quality of Leadership and Management	11
5.	CONCLUSIONS AND NEXT STEPS.....	13
	Overall Conclusions	13
	Next Steps.....	14
6.	SUMMARY OF INSPECTION EVIDENCE	15
	List of Inspectors	15

1. INTRODUCTION

Characteristics of the School

- 1.1 Quainton Hall is a day school which was founded in 1897. It has had only four headteachers in its history. Since 1945, Quainton Hall has been the responsibility of the College of Guardians of the Anglican Shrine of Our Lady of Walsingham, and at that time it was established as an educational trust. The Guardians delegate their responsibility to the governing body, of which the majority are Guardians. The school is located in urban Harrow. In the main, pupils come to the school from the local area and from families who wish their children to gain places at senior schools, mainly in North West London, and to attend a school with a religious tradition and ethos. Quainton Hall is registered with the DCSF as a school with a religious character.
- 1.2 The building programme taking place at the time of the last inspection was completed on time and provided the school with two extra classrooms, together with refurbished specialist teaching areas. The library has been relocated and refurbished, the locker room improved and showers have been provided. The school purchased a nearby nursery in 2005 and now provides nursery education.
- 1.3 The school caters for boys and girls aged two years to seven years and for boys only from seven to thirteen years. A total of 203 pupils attend the school, 33 younger children on a part-time basis. In total, 55 children are in the Foundation Stage (Nursery and Reception) of whom 19 are girls and 36 are boys. There are 26 boys in Years 1 and 2, and 76 boys are in Years 3 to 6. A further 46 boys are in Years 7 and 8. Approximately three-quarters of the pupils come from a wide range of ethnic backgrounds.
- 1.4 The school seeks to enable pupils to be successful in their academic and personal development within a caring Christian ethos, so that they gain admission to the senior schools of their choice. The school is family orientated and values cultural diversity; it attaches importance to an atmosphere of openness and mutual respect, and it believes strongly in what it terms the 'traditional values of education.'
- 1.5 Pupils join the school at a number of points of entry. No selection procedures are undertaken when pupils enter the Nursery. Children who join at other times take standardised tests in reading and reasoning. Standardised tests indicate that the ability of the pupils, overall, is above the national average, but with a significant range of abilities. If pupils are performing in line with their abilities, their results in national tests at age 11 will be above the average for all maintained primary schools.
- 1.6 No pupils have statements of special educational needs and 27 pupils have been identified by the school as having a degree of learning difficulty and requiring extra support. English is not the first language for 25 pupils and four have extra support with learning English.

- 1.7 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 is shown in the following table.

School	NC name
Nursery	Nursery
4+	Reception
5+	Year 1
6+	Year 2
1	Year 3
11	Year 4
111	Year 5
1V	Year 6
V	Year 7
V1	Year 8

2. THE QUALITY OF EDUCATION

The Educational Experience Provided

- 2.1 Pupils enjoy a broad and interesting educational experience which successfully meets the school's aims to prepare pupils to enter the senior schools of their choice and the provision of a Christian ethos which strongly supports their personal development. Children in the Nursery and Reception classes have a rich experience. The curriculum has improved since the last inspection in that technology is now covered adequately and that planning in individual subjects is systematic and enables pupils to increase their knowledge year by year. However, the schemes of work for each subject are not consistent with each other and this hinders the development of pupils' skills across the curriculum. Parents responded positively in the pre-inspection questionnaires to the range of experiences provided for their children.
- 2.2 The education contributes effectively to pupils' linguistic development, as seen in the quality of literacy in pupils' written and classwork. The inclusion of French, and Latin and German for some older pupils, also contribute well to pupils' linguistic development. Teachers emphasise the essential skills of speaking and listening in their teaching. Pupils make secure progress in their scientific understanding through science and through their participation in special events such as National Science Week. Careful attention is paid to pupils' numeracy skills as seen in the standards they attain. Pupils have planned opportunities for their creative development through music, and drama. A wide range of sports is provided from the age of 6 and younger pupils have opportunities to represent the school in matches against other schools.
- 2.3 Although pupils have opportunities to develop their skills in information and communication technology (ICT), the planning of the curriculum as a whole does not provided regular opportunities for pupils to extend and use the skills they have learnt. The school is well aware of this and has made a new senior appointment to develop this area. Interesting and thoughtful opportunities for pupils' personal, social and health education (PSHE) are provided by individual teachers: for example in Year 8 pupils discussed what was meant by being a good citizen but the absence of an agreed scheme of work for the school as a whole hinders the effectiveness of the current provision.
- 2.4 All pupils have opportunities to participate in all activities in line with the school's aims. More able pupils are suitably challenged as seen in the results of entrance examinations to senior schools. Pupils who have been identified as having a special talent, for example in music, receive every encouragement. Teachers individually take care to provide appropriate help for pupils with English as an additional language, especially the younger pupils and these pupils make good progress. Pupils with learning difficulties are well supported.
- 2.5 The school prepares pupils very carefully for their move to senior schools. The headmaster knows the pupils very well, as well as having a comprehensive understanding of the entrance requirements of the senior schools to which pupils usually transfer. This information is used very effectively to help pupils and their parents to choose their senior schools and meet the necessary requirements. Pupils in Year 8 were very appreciative of the support they had been given. Well practised procedures enable pupils to make a smooth transfer from the nursery, and other local nurseries, and between the junior, middle and senior departments.
- 2.6 Pupils' educational experience is complemented by a range of extra-curricular activities that is extensive for a school of this size. Pupils enjoy these activities and participation is high. Further enrichment is provided by educational visits to places of local interest such as Kew

Gardens, as well as regular visits to London museums and galleries. Older pupils also benefit from a residential visit abroad as well as an annual ski trip.

- 2.7 The school meets the regulatory requirements for the curriculum [Standard 1].

Pupils' Learning and Achievements

- 2.8 Pupils are well educated. They make good progress and achieve good standards in relation to their age and ability. Overall, they are well grounded in the knowledge, skills and understanding in the subjects they study. Their skills in ICT are not as well developed as their skills in other subjects but they have improved since the last inspection. In line with the school's aims, pupils develop their powers of concentration and perseverance whilst still enjoying their work. The strengths reported at the last inspection have been maintained.
- 2.9 By the end of the Foundation Stage, Nursery and Reception classes, children have made good progress and achieve good standards. The results of national tests in Year 6 over the past three years show that standards in English, mathematics and science are well above the national averages for maintained primary schools. Pupils' completed work and lesson observations show that when pupils leave for their senior schools, they have achieved well in almost all of the areas of education provided by the school. More able pupils achieve well as seen in the national tests results in Year 6 and in the scholarships gained to senior schools. Pupils with learning difficulties make good progress in line with the targets set for them. Pupils with a particular talent are successful, for example in music and art where they win awards in local competitions. In sport, the school holds its own in competitive matches against other schools.
- 2.10 Overall, pupils' learning skills are well developed. Pupils have positive attitudes to their learning and work hard in response to the strong teaching. Pupils show considerable skills in speaking and listening and these are reflected in their successes in assessments made by the English Speaking Board. In lessons, pupils listen attentively to their teachers and to each other. Pupils explain their ideas confidently and often ask questions of their teachers. They are confident in developing an argument, for example in a discussion in religious education about anti-Semitism. Across the school, pupils read fluently. They write accurately and at a reasonable length for a suitable range of purposes and in an appropriate range of styles from stories to written accounts of visits.
- 2.11 Pupils attain good standards in numeracy, especially in their skills in calculation, and Year 8 pupils successfully investigated series of numbers such as the Fibonacci Series. In Year 6, pupils correctly calculated square roots and in Year 2 accurately rounded up numbers to the nearest whole ten. Pupils use their ICT skills competently in making presentations, word processing and using spreadsheets. Skills in using ICT, for example in a science experiment, are less well developed. As part of its plan to improve provision for ICT, the school has purchased necessary software and made firm plans for its use.
- 2.12 Pupils quickly settle in lessons and activities and concentrate well. They comment that they find lessons interesting and that teachers are supportive when help is needed. Pupils think for themselves when given the opportunity, for example as seen in the high quality work that arose from a challenge to make a model of the Millennium Dome and other landmark buildings. Pupils make notes competently and organise their work well. They concentrate on their own and co-operate well with others in teams and when working on projects, as did Year 8 pupils researching for presentations in science to be made to younger pupils.

Spiritual, Moral, Social and Cultural Development of Pupils

- 2.13 Pupils' spiritual, moral, social and cultural development is outstanding. The school comprehensively fulfils its aim for pupils to be successful in their personal development. The school's explicitly Christian ethos contributes very significantly to their personal development. The strengths reported at the last inspection have been maintained successfully. In their response to the pre-inspection questionnaires, parents expressed their strong satisfaction with the attitudes and values the school promotes.
- 2.14 Pupils develop a strong spiritual awareness and high levels of self-esteem. In line with its aims, worship is central to the life of the school. The appointment of a full-time chaplain, who also teaches religious studies, is evidence of the importance placed on collective worship. Almost all pupils regularly attend services in the well-cared-for Chapel of St Francis. On these occasions, the spirituality the school seeks to promote is tangible, for example as pupils and staff give each other a sign of peace during the weekly Mass. Worship is inclusive and pupils of other faiths and their parents are confident that the school respects their beliefs. At worship, the chaplain carefully explores important spiritual ideas with pupils: for example what the strategies might be to deal with temptation, including prayer. Younger pupils also benefit from their own services and have visits from the chaplain.
- 2.15 Lessons in religious education provide pupils with opportunities to come to understand important aspects of other world faiths, and the importance of these faiths to the believers. Where appropriate, links are made with the spiritual aspect of pupils' development in other subjects, for example in an art lesson where surrealist art was being considered. Visits to places of religious worship, further develop pupils' understanding of religions.
- 2.16 Pupils have a very well developed sense of what is right and wrong, not just in keeping to the rules but also in deciding what is morally right. Behaving morally and justly is part of the way of life of the school and is seen in the high levels of courtesy shown by pupils to each other and to adults. Pupils confidently discuss issues concerned with discrimination and prejudice. During discussions with older pupils, they showed that they had a good understanding of the danger of racism and gave Nelson Mandela and Martin Luther King as examples of people who fought such prejudice. Staff provide good role models in their relationships with pupils and each other. When talking to inspectors, pupils explained that they felt that the rules were fair and were for their benefit. A poster on display captures the school's approach when it states 'Sooner or later we all face the choice of what is right and what is easy.'
- 2.17 Pupils show a strong sense of social awareness. They have considerable opportunities to take responsibility, especially for their own behaviour. Pupils act as monitors who undertake a wide variety of responsibility, from checking pupils' dress when they enter the chapel to ensure all are dressed neatly, to checking that older pupils have taken vegetables in the choice of food at lunchtime. A feature of the work of the monitors is that they meet each week for breakfast with the headmaster and second master to review how the term is going. Monitors report that they value such opportunities, as the leadership of the school listens carefully and offers advice where appropriate. Other pupils have opportunities for social development, for example as 'helper of the week' or as games captains. Children in the nursery and reception classes are encouraged to take account of others by taking turns and sharing resources. Pupils are regularly involved in support for charities and they develop a sound understanding of what it means to be a citizen.

- 2.18 Pupils develop a strong cultural awareness, as the school makes effective use of the pupils' wide-ranging cultural backgrounds. Careful planning of the curriculum ensures that pupils gain a good understanding of world faiths and that festivals of other cultures are celebrated. For example, pupils in Year 2 have celebrated the Chinese New Year. Pupils have a secure understanding and appreciation of their own culture as well as those of others. Pupils regularly have opportunities to participate in the performing arts, for example in music through the two choirs and in drama. The attractive displays of pupils' completed artwork displayed around the school provide many examples of their cultural development.
- 2.19 The school meets the regulatory requirements for the spiritual, moral, social and cultural development of pupils [Standard 2].

The Quality of Teaching (Including Assessment)

- 2.20 Strong teaching is reflected in pupils' good levels of achievement. The strengths reported in the last inspection have been maintained. Assessment of pupils' completed work is secure. Pupils' work is marked regularly, though the quality is uneven, as is the use made of assessment information to plan the curriculum. In the pre-inspection questionnaire, parents thought highly of the quality of the teaching. The quality of the teaching is very much in line with the school's aim to enable pupils to reach the necessary academic standards to enter the senior schools of their choice.
- 2.21 The good relationships between pupils and their teachers enhance the quality of the teaching, which in turn enables pupils to think for themselves and to make good use of their intellectual, physical and creative talents. Teaching takes place in an atmosphere of mutual trust drawn from the school's positive ethos. 'Teachers really help you when you don't understand' was a comment often heard in discussions with pupils. Inspection evidence endorses pupils' positive views.
- 2.22 Where teaching is especially successful, it is imaginative and teachers make very effective use of questions to enable pupils to share their thinking with the teacher and the rest of the class. In a particularly effective lesson in Year 1, the teacher frequently asked questions such as 'tell me how you worked that out' and 'what makes you think that?' to enable pupils to explain how they were solving the problem set. Pupils readily responded to these questions and their learning was significantly enhanced.
- 2.23 Staff have a secure command of the subjects they teach and make good use of their specialist knowledge, for example, in an outstanding drama lesson where the teacher enabled pupils to analyse the effectiveness of a number of different actions and voice inflections. In the Foundation Stage, teachers have a good understanding of the needs of young children and the requirements of the Foundation Stage curriculum. Teaching in the nursery is often very effective. A good balance is struck between children making choices for themselves and adult interventions.
- 2.24 Across the school, teachers know their pupils well. They have a detailed knowledge of the strengths and weaknesses of individual pupils and of their previous work and performance. Lessons are well planned and take due account of pupils' needs and previous learning. The teaching assistants are well deployed in the classes with younger pupils and add significantly to pupils' learning.
- 2.25 The appointment of a co-ordinator since the last inspection has led to much improved support for pupils with learning difficulties. They benefit from the help provided by well-deployed classroom assistants. Where needed, individual plans and targets are drawn up for these pupils and due account is taken of these when planning work. Pupils with English as an

additional language who are still learning spoken English are well supported by individual teachers who ensure that their needs are catered for. The lack of a clear written policy to guide teachers in supporting pupils with English as an additional language does not enable the school to make the most of the skills and experience within the staff. Sufficient attention is paid to the needs of pupils identified as being more able, especially the older pupils.

- 2.26 A characteristic of the strong teaching is the brisk pace in lessons so that the best use is made of the available time. Where teaching is less effective the pace is not as brisk and pupils spend considerable time completing exercises set by the teacher. Lessons generally end with a useful discussion to round up what has been covered in the lesson. Teachers have high expectations of pupils' behaviour and the good behaviour observed reflects the school's ethos and is regarded by teachers and pupils as being the norm. As a result, pupils have confidence to express their views and to respond enthusiastically. Sympathetic but firm classroom management encourages pupils to behave well. Most lessons exude an atmosphere of calm endeavour and levels of concentration are high. Pupils move sensibly around school and settle quickly in class to their tasks.
- 2.27 Teachers make effective use of the resources that are suited to the task in hand. The skilled use of the one interactive white board enhances learning. For example, in a religious studies lesson where pupils were learning about sacrifice and comparing an example from the Old Testament with the work of Dietrich Bonhoeffer in Nazi Germany, the use of the board enabled them to make comparisons easily.
- 2.28 Teachers regularly and accurately assess their pupils' work. In the Foundation Stage, teachers frequently make and record, assessments of their children's progress, using the national Foundation Stage profile. Elsewhere, the school uses a range of assessments including the national tests in Year 6 to compare pupils' attainment against national norms. Detailed analysis is made each year of the results of entrance examinations to senior school in order to check the school's performance against its key aim that all pupils should enter the senior school of their choice. The use of the information from assessment to plan the curriculum and pupils' work over a period of time is inconsistent.
- 2.29 Teachers have access to a detailed marking policy which is not followed consistently, as the responsibility for the monitoring of its implementation is not made explicit. The marking of pupils' work is regular and at times provides pupils with praise and encouragement. Rarely, however, are pupils provided with written information as to how they might improve their work, as outlined in the policy.
- 2.30 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 care the staff devote to the well-being of their pupils is a strong feature of the school, and is in line with its aim to provide a caring and family ethos. Careful attention is paid to the welfare, health and safety of pupils. The strengths reported at the last inspection have been maintained. In their responses to the pre-inspection questionnaire, parents expressed their appreciation of the help and guidance their children receive.
- 3.2 The atmosphere in the school is caring and meets one of its key aims; it has a family feel. An ethos of mutual respect underpins the school's work. Relationships between adults and pupils and among pupils are good. Pupils reported that they had confidence in approaching teachers 'who don't come across as high-powered people.' The commitment of the staff to the well-being of their pupils is at the heart of the effective pastoral care. Pupils feel secure and report that teachers are always ready to help them. An older pupil who had come from another school commented 'everyone helped and encouraged me when I started and said, well done'. The school has a corporate community spirit which is very evident when pupils come together for worship. One pupil described Quinton Hall as 'a school in which you blend in well.'
- 3.3 Pastoral arrangements are loosely defined but are effective. Form teachers and the heads of the nursery, junior and middle schools have a pastoral responsibility but pupils readily turn to any teacher with whom they feel they have a rapport. Staff as a whole regularly review the academic and pastoral needs of all the pupils and plan appropriate action where necessary.
- 3.4 The school has secure arrangements for promoting good behaviour and ensuring orderliness. These are known and respected by pupils who regard them as being fair. Pupils take pride in the awards they receive for acting positively and take sanctions seriously. At lunch, pupils spoke proudly of how they had gained 'work colours' and spoke in hushed tones of the possibility of receiving a 'red point'. A strong feature of the school is the way pupils from a wide range of cultural backgrounds work and play together very well.
- 3.5 Thorough attention is given to the prevention of bullying and harassment. Pupils are fully aware of the anti-bullying policy which is implemented effectively. In discussions with inspectors, pupils commented that bullying was at a low level and that, should it occur, it would be dealt with swiftly and seriously. Where appropriate, the dangers of bullying are dealt with in the curriculum; for example in a lesson where older pupils were studying the book *The Lord of the Flies*.
- 3.6 The school takes comprehensive and effective steps to safeguard pupils' welfare, health and safety. Rigorous attention is given to child protection. An appropriate policy is in place and staff have had the necessary training, including the designated officers. The child protection policy is comprehensive and rigorous: the child protection officer and all staff have undergone the necessary training which is updated regularly. Criminal Records Bureau checks have been made on all adults who require them, together with the taking up of references. These checks are securely part of the school's arrangements for the recruitment of staff.
- 3.7 Attendance and admission registers are completed correctly and prompt checks are made should a pupil be absent without a reason being provided. Attendance is high. Protection

against fire and other hazards is thorough. First aid is appropriately provided for. The school has sound procedures and facilities for pupils who are sick and there are qualified first aiders on the staff. Risk assessments are made and are part of the arrangements for making an educational visit.

- 3.8 Pupils are encouraged to live healthily and they are keen to make good use of the many opportunities provided to take exercise. Due attention is paid to healthy living in science. In the absence of an agreed programme for PSHE, whilst teachers tackle the subject, pupils are not guaranteed to have a coherent experience. Pupils in Years 3 to 8 have opportunities to make healthy choices at lunchtime: these choices are checked by monitor and staff who look to see if vegetables have been taken. Younger pupils do not have such opportunities, as adults serve food onto their plates in advance of them arriving for their lunch.
- 3.9 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

- 3.10 The school has an effective partnership with parents and extensive links with the wider community. The strengths mentioned in the report have been maintained to the benefit of the pupils and links have continued to develop.
- 3.11 Parents are supportive of the school. The responses made to the pre-inspection questionnaire indicate that parents particularly appreciate the values and attitudes the school promotes, the extra-curricular activities, the range of subjects taught and the quality of teaching. Inspection evidence confirms parents' positive views. A minority of those who responded to the questionnaire were not entirely satisfied with the handling of their concerns and the information provided about pupils' progress and attainment, together with opportunities for discussion. Inspection evidence does not support these views.
- 3.12 The small number of parental concerns is handled with due care. Parents have access to a detailed complaints procedure and a significant majority of parents who completed the pre-inspection questionnaire indicated that the school handled their concerns appropriately. Concerns raised by e-mail are acknowledged quickly and are dealt with more fully as soon as is possible. Where necessary, the headmaster and senior staff make themselves available to meet parents. Most concerns are dealt with informally and the headmaster and his staff are always ready to meet with parents.
- 3.13 Parents receive regular reports on their children's work and progress which are detailed and informative. The vast majority of parents report that they find them useful. At their best, they give clear indications of what needs to be done if pupils' are to progress. Younger pupils have termly reports and older pupils have half-termly report cards as well as the termly report. Parents of pupils who have learning difficulties receive regular reports about the progress their children have made. Parental consultation evenings add to the opportunities provided for parents to learn about their children's work and progress. Should they need them, parents have opportunities to make appointments to see teachers. Parents of pupils in the Nursery usually have contacts with teachers each day.
- 3.14 Parents have many opportunities to be involved in school activities and in the work and progress of their children. All parents are invited to join the Friends of Quainton Hall School which supports the school through the provision of additional resources and social events, such as a pancake race on Shrove Tuesday. Parents and prospective parents are provided with a wide range of helpful information which keeps them well informed. A new

prospectus has been published which sets out clearly the school's aims, especially its Christian nature but not enough information is included about the support provided for pupils with English as an additional language. Parents are provided each year with a brief but informative over-view of the curriculum their children will experience during the year. The web site together with information booklets such as 'Welcome to Quinton Hall' add to the information made available. A detailed newsletter 'The Quinton Chronicle' is sent weekly: usually by e-mail. The school is about to introduce an electronic system to enable staff to very rapidly contact parents by e-mail or text message should the need arise. Visits are encouraged and arrangements are designed to be flexible; for example the 'come and see us on the way to work' visits.

- 3.15 The school has developed fruitful links with the wider community. The adjacent church uses the school for Sunday school and for cooking and serving a Christmas lunch for senior citizens in the community. When the building work currently underway in the church is completed, the school will again use the church's facilities for occasions such as speech day and the advent celebration. Evening swimming lessons are provided in the school's pool for members of the local community. In addition, local schools, including maintained schools, use the swimming pool. Pupils support a local children's hospice and national charities, for example when they participated in an 'Elgarthon' on behalf of a national cancer charity. Wider links include support for a children's charity based in Columbia. The range of the links with the community contributes considerably to pupils' all-round personal development.
- 3.16 The school meets most of the regulatory requirements for the provision of information and the manner in which complaints are to be handled [Standards 6 and 7]. In order to meet all the requirements, the school must:
- (a) ensure that parents are provided with information about particulars of educational and welfare provision for pupils with English as an additional language [Regulation 6.(2)(f)].

4. THE EFFECTIVENESS OF GOVERNANCE AND MANAGEMENT

The Quality of Governance

- 4.1 The governance of the school is satisfactory. The governors ensure that the school's aims and values are sustained, especially in regard to its Christian character. Some weaknesses occur in the way in which governors exercise their oversight of the school, but these have been recognised and steps have been taken to address them.
- 4.2 Quinton Hall is the responsibility of the College of Guardians of the Anglican Shrine of Our Lady of Walsingham. The structure of the governing body ensures that the Guardians are well represented. The governing body is well experienced with a range of expertise which is weighted towards educational backgrounds. The governing body has one committee which considers finance and school premises. Consideration is currently being given to extending the committee structure to provide more time for the governors to meet and visit the school.
- 4.3 Finances have been managed prudently, as seen in the completion of building work underway at the time of the last inspection and the improvements made in terms of the relocation of the library and the provision of showers.
- 4.4 Governors are well briefed through detailed reports from the headmaster and presentations from staff with specific responsibilities. Recently the head of the Nursery gave an informative input regarding its work. Governors are aware of their responsibilities and discharge them effectively in respect of the welfare, health and safety of pupils. However, governors' contribution to the educational development of the school has been limited by the absence of a development plan. This omission has now been rectified and there is scope for further refinement.
- 4.5 Governors are supportive and the chairman visits regularly. A number of other governors occasionally spend time in the school, but overall the governing body as a whole has a limited first-hand insight into the working of the school which reduces its ability to provide effective help and guidance. The governors have recognised the need to visit more often and at a recent meeting established a termly schedule for visits by individual governors.

The Quality of Leadership and Management

- 4.6 Those with leadership and management responsibilities successfully ensure that the school's key aims are met. A lack of clarity in the roles relating to monitoring and evaluation has led to inconsistencies. Satisfactory progress has been made since the last inspection, but further improvement is needed.
- 4.7 The strength in the leadership and management of the school lies in the leadership of the headmaster, who ensures that the education provided is firmly in line with the school's aims, and in the enthusiasm and hard work of those with responsibilities, who are keen that pupils should do as well as they can. The senior management team have a good understanding of the school's aims and are fully committed to them.
- 4.8 Effectiveness is hampered by a lack of clarity in roles and responsibilities in terms of monitoring and evaluation. Consequently, reliance is placed on arrangements which are implicit rather than ones which are defined in concise written policies. For example, no clear policy has been written regarding the schemes of work and policy statements and so these are

not consistent between individual subjects. The lack of clarity in responsibilities relating to monitoring and evaluation has led to inconsistencies in the implementation of policies such as the marking policy. The school is aware of this issue and has redefined the responsibilities of the new director of studies about to take up post.

- 4.9 The leadership of the school has a sound understanding of the strengths of the school and of the areas that require improvement. A development plan has recently been drawn up to move the school forward systematically. The plan identifies the areas needing improvement and outlines the required action needed. At the moment its usefulness is hindered by the lack of prioritisation and succinct action plans.
- 4.10 The provision for staff development has improved since the last inspection and is now good. Essential training for staff in areas such as child protection and first aid has been undertaken as well as a wide range of specialist training. Effective arrangements are in place to induct newly qualified teachers (NQTs) and those new to the school. The school participates in the national scheme for the induction of NQTs but does not currently have one on the staff. Appraisal of teachers is now securely in place. Rigorous attention is paid to ensure the safe recruitment of staff, including Criminal Records Bureau checks and checks on references. The school has a central register.
- 4.11 The prudent management of finances by the governors and bursar ensure that resources are sufficient and that the accommodation is in a good state of repair. The buildings are kept very clean, and inside they are enlivened by well-displayed examples of pupils' completed work. Care is taken to ensure that the limited garden space is carefully tended. A required plan to improve access to the curriculum and to the accommodation for pupils with disabilities has not been drawn up.
- 4.12 Teachers are well deployed to meet the needs of the curriculum and of differing groups of pupils. The bursar and administrative staff ensure that the administration of the school is effective and that on a day-to-day basis the school runs smoothly.
- 4.13 The school meets the regulatory requirements for the suitability of proprietors and staff and for premises and accommodation [Standards 4 and 5].
- 4.14 The school participates in the national scheme for the induction of newly qualified teachers and meets its requirements.
- 4.15 The school does not meet the requirements of the Special Educational Needs and Disability Act in that it does not have a disability access plan.

5. CONCLUSIONS AND NEXT STEPS

Overall Conclusions

- 5.1 The school successfully meets its key aims of enabling pupils to enter the senior school of their choice and the provision of a caring Christian ethos. Pupils achieve good standards as teaching is strong and make good progress in their learning. Pupils' spiritual, moral, social and cultural development is outstanding. Pastoral care is effective and thorough attention is given to safeguarding pupils' welfare, health and safety. The curriculum pays careful attention to preparing pupils for their entrance examinations but its effectiveness in planning is limited by a lack of consistency between the policies and schemes of work for individual subjects. Parents are supportive of the school which enjoys good quality links with parents and the community for the benefit of the pupils. Governors are supportive of the school but have a limited first-hand knowledge of its operation. The leadership of the headmaster ensures that the education provided is firmly in line with the school's aims and values. Staff with management responsibilities are keen to ensure that pupils do well. Their roles and responsibilities are not clearly defined specifically with regard to monitoring and evaluation which is inconsistent. The recently constructed plan for school development is comprehensive but its usefulness is hindered by the absence of concise action plans.
- 5.2 Overall progress since the last inspection has been satisfactory. The school has benefited from improvements to the locker room and the provision of showers and an attractive and well-resourced central library is in place. Appraisal of the staff is well established and they have appropriate opportunities for their professional development. Senior managers monitor the work of the school more effectively but more progress is required. Progress with the monitoring aspect of the management responsibilities has been limited and needs improvement.
- 5.3 The school complies with most of the regulatory requirements, but does not at present meet Standard 6 (provision of information). In addition, the school does not fully meet the requirements of the Special Educational Needs and Disability Act.

Next Steps

- 5.4 In order to make further progress the school should:
1. clarify roles and responsibilities of those with management responsibilities in the areas of monitoring and evaluation;
 2. ensure that the development plan is prioritised and has explicit action plans for the proposed improvements;
 3. ensure that curriculum policies and schemes of work are consistent with each other;
 4. establish effective arrangements to enable governors to have a greater insight into the working of the school.
- 5.5 In order to meet all the regulatory requirements, the school must:
- (1) ensure that parents are provided with information about particulars of educational and welfare provision for pupils with English as an additional language [Regulation 6.(2)(f)].
- 5.6 In order to meet the requirements of the Special Educational Needs and Disability Act, the school must draw up a disability access plan.

6. SUMMARY OF INSPECTION EVIDENCE

- 6.1 The inspection was carried out from 10th to 13th March 2008. 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 governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. The responses of parents to pre-inspection questionnaires were analysed, and the inspectors examined a range of documentation made available by the school.

List of Inspectors

Mr Rod Sharman	Reporting Inspector
Mrs Gillian Bilbo	Head of Junior Department GSA
Mr Peter Nicholson	Headmaster IAPS Junior School
Mrs Janice Priddle	Former Junior Head GDST