

**INDEPENDENT SCHOOLS COUNCIL  
(ISC)**

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**INSPECTION OF**

**MOON HALL COLLEGE AND BURYS COURT**

**By the**

**INDEPENDENT SCHOOLS INSPECTORATE  
(ISI)**

**On**

**24<sup>th</sup> to 25<sup>th</sup> January 2011**

# INDEPENDENT SCHOOLS INSPECTORATE

## INSPECTION REPORT ON

### **Moon Hall College and Burys Court**

Full Name of the School	<b>Moon Hall College and Burys Court</b>
DfE Number	<b>936/6251</b>
Registered Charity Number	<b>803481</b>
Address	<b>Flanchford Road, Leigh, Reigate, Surrey RH2 8RE</b>
Telephone Number	<b>01306-611372</b>
Fax Number	<b>01306-611037</b>
Email Address	<b>bakerb@moonhallcollege.co.uk</b>
Head	<b>Mrs Berry Baker</b>
Chairman of Governors	<b>Mr David Baker</b>
Age Range	<b>3 to 16</b>
Gender	<b>Mixed</b>
Inspection Dates	<b>24<sup>th</sup> to 25<sup>th</sup> January 2011</b>

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 the Education (Independent School Standards) (England) Regulations 2010.

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

### Context of the Inspection

- 1.1 Moon Hall College and Burys Court was established in 2005 by the Moon Hall Schools Educational Trust, principally to offer secondary education to pupils leaving Moon Hall School, a specialist school for dyslexic pupils in the junior age range. The new school has grown steadily since then and its first senior pupils will take their GCSE examinations this year. The school was inspected by Ofsted in March 2009. The inspection of Moon Hall College and Burys Court was undertaken in relation to the application by Moon Hall College and Burys Court for association accredited status. This inspection was carried out by two inspectors over two days.

### Characteristics of the School

- 1.2 Moon Hall College and Burys Court is a co-educational day school for pupils between the ages of three and sixteen years. The school specialises in teaching dyslexic pupils in a mainstream environment, although not to the exclusion of others. The junior department, Burys Court, which includes the Early Years Foundation Stage (EYFS), takes pupils up to Year 6. The senior department, Moon Hall College, takes pupils from Year 7 to Year 11. The head is the founder of Moon Hall School, near Dorking, and her husband is the chairman of the governing body, which includes the trustees of the charitable trust, Moon Hall Schools Educational Trust. The trust, several of whose members were originally parents of pupils at Moon Hall School, purchased Burys Court Preparatory School near Reigate in 2005; and the age range was expanded to create the new school.
- 1.3 The school occupies a beautiful Victorian country house set in extensive parkland. Most of the classrooms together with the kitchen and dining room are in the main house. Within the grounds, there is ample space for games fields and adventure playgrounds. A range of buildings near the house includes a gymnasium, a design and technology (DT) workshop, a swimming pool, and the nursery with its own outdoor play area.
- 1.4 The trust is an interdenominational Christian foundation which specializes in providing education for pupils with specific learning difficulties, mainly dyslexic in nature. Moon Hall College and Burys Court, as a school, seeks to provide a broad and balanced education within a mainstream environment where pupils may flourish as they acquire basic numeracy and literacy as rapidly as possible. It aims to help pupils find their individual talents and to raise their self-esteem and self-confidence in a safe and caring family atmosphere where self-discipline, responsibility, good manners and thoughtfulness for others are continually encouraged.
- 1.5 There are 98 pupils on roll, 43 in the junior department, including 12 in the EYFS, and 55 in the senior department. Thirteen pupils have statements of special educational needs and the school has identified a further 62 as having learning difficulties and/or disabilities mainly associated with dyslexia, ranging from mild to severe, or mild to moderate speech and language difficulties. All these pupils receive specialist learning support from the school. More than half of staff members, who include speech and language and occupational therapists, have specialist qualifications in teaching dyslexic pupils and specialist provision has become integral to the overall educational provision. No pupils have English as their

second language, and virtually all pupils are British, with very few from minority ethnic groups. Year groups in the junior department are smaller than in the senior department.

- 1.6 The ability profile of pupils is judged to be broadly in line with the national average. Some pupils leave at the end of Year 6 and move to local schools, comprehensive, grammar and independent. Year 11 pupils have already met with success in GCSE mathematics and science modules and have been accepted for courses, including A-level and BTEC, in academic and vocational subjects in sixth forms and colleges of further education.
- 1.7 Pupils come from a broad range of socio-economic backgrounds and travel to school from a wide area across Surrey and neighbouring counties.
- 1.8 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.

***Senior Department***

School	NC name
College 1	Year 7
College 2	Year 8
College 3	Year 9
College 4	Year 10
College 5	Year 11

## 2. THE QUALITY OF EDUCATION

### The Educational Experience Provided

- 2.1 The school provides for its pupils a good quality educational experience which is entirely consistent with its caring ethos and thoughtfully chosen aims; it enables dyslexic pupils to flourish in a mainstream environment. The range of educational opportunities which the school curriculum offers is carefully organised to meet the needs, aptitudes and interests of its pupils. Since the previous inspection, the senior school has extended through to Year 11, the curriculum has been developed, and facilities from the EYFS upwards have been improved. The upgrading of information and communication technology (ICT) facilities and their effective use have led to increased opportunities for co-operative and independent learning.
- 2.2 The school offers its pupils in all age groups a curriculum that is accessible and achievable. A carefully considered range of curricular and extra-curricular activities provides continual opportunities to raise pupils' confidence and self-esteem within a happy and secure environment.
- 2.3 The curriculum is planned effectively, with sufficient breadth and flexibility to suit the need of pupils in each stage of this specialist school with its mainstream, dyslexia-friendly environment. Pupils who require learning support are in the majority and are extremely well provided for; they are enabled to learn across a substantial proportion of the mainstream curriculum. French is taught to mainstream pupils, while pupils with literacy difficulties receive extra English in this time. There is a strong emphasis on literacy and numeracy and the curriculum is designed to provide good continuity of learning between year groups and to ensure that pupils have experience in the important areas, linguistic, mathematical, scientific, technological, human and social, physical and creative. Small classes, support within the classroom, individual tuition and staff with specialist training all combine to enable pupils to experience success in many subject areas.
- 2.4 Displays around the school illustrate the extent to which artistic, creative and aesthetic skills are successfully encouraged, and are areas of strength, particularly for pupils with specific learning difficulties. The DT workshop encourages and achieves high standards of design and craftsmanship from a young age. All pupils in Years 4 to 6 in the junior department have group violin or clarinet lessons and perform, again with considerable success, in school concerts with specially arranged music.
- 2.5 Curriculum content is regularly reviewed to ensure that it meets the needs of the pupils in each stage. GCSE courses are carefully considered and chosen to be relevant and achievable; at present, planning for the introduction of vocational courses, such as child care, is in progress. Additional specialist support is readily available; speech and language therapists work with individual pupils and small groups to develop speaking and listening skills, and occupational therapists help pupils develop their fine and gross motor skills. Drama also provides opportunities to develop confidence in addition to speaking and listening skills.
- 2.6 The school's personal, social and health education (PSHE) programme, recently updated, extra-curricular activities, fund-raising activities for local, national and international charities, and carefully arranged work experience all link well with the ethos and aims of the school. After-school activities are restricted by the fact that

many pupils have considerable distances to travel, but hockey, football and cricket are popular, and pupils also enjoy drums, performing arts, cookery, gardening and textiles. Links with the community are becoming increasingly well established. The curriculum is enriched further by a programme of appropriate trips throughout the year. Residential trips such as the annual skiing holiday and an adventure/activity week provide a valuable opportunity for pupils to develop greater independence, and are eagerly anticipated.

- 2.7 Careers advice from the Connexions service, careers education in the PSHE programme and a valuable work experience placement all help senior pupils to think about their future, and gain insights into the world of work. Pupils, and their parents, are extremely well supported as they prepare for the next stage of education or training, after the completion of GCSE examinations. The school actively assists parents to find appropriate sixth-form or further education provision for their children.

### **Pupils' Learning and Achievements**

- 2.8 Pupils are well educated from the EYFS onwards; every consideration is given to individual needs and pupils develop, despite any particular difficulties, the ability to think and discuss independently. They have good levels of knowledge and skill in as many areas as are possible for them, and they are adept in the use of ICT. They successfully apply their knowledge, skills and understanding and develop the strategies they need to study effectively. Given the nature and extent of the pupils' language difficulties, which limit the pace of their learning, their achievement overall is good.
- 2.9 Progress is steady when measured against standardised measures in spelling and reading. However, the twice yearly testing of literacy and numeracy skills shows that pupils make good progress in these areas, in view of the entrenched nature of their difficulties.
- 2.10 Public examination success in GCSE modules in mathematics and science taken to date is appropriate, and at times higher than expected. Of particular note are the progress and standard of coursework in DT, and the success of candidates as they study for a vocationally related qualification in ICT. An academic scholarship to a local independent school has already been achieved. In the junior department, the enthusiastic under-11 hockey team has enjoyed a long run of successes. One pupil is at junior county level in hockey, and another has won a national water skiing trophy.
- 2.11 In the senior department, study skills and personal organisation are practised, particularly as pupils prepare for public examinations. In the junior department, the pupils are attentive and responsive to the careful teaching but there is less focus on study skills and independent thinking, which is important in preparing pupils for the senior school. However, from an early age pupils do learn to persevere and they come to enjoy their work and activities. The extensive grounds and a variety of play and adventure equipment, appropriate to the different age groups, result in an evident enjoyment of formal and informal outdoor activities. In the EYFS, new furniture and storage facilities, particularly for outside play equipment, encourage children's independent learning as they select their games and activities.
- 2.12 The majority of pupils are well motivated and enjoy their lessons; they show determination and a desire to succeed. Some pupils have found social interaction

difficult in previous schools, but here they work and play well together. Pupils enjoy participating in extra-curricular activities, particularly in sport. Although the choice of team games is restricted because of small numbers, pupils enjoy hockey, football, cricket, cross-country running and swimming.

### **Spiritual, Moral, Social and Cultural Development of Pupils**

- 2.13 The spiritual, moral, social and cultural development of pupils is good. The school fully meets its aim to provide, within its Christian context, a caring family atmosphere where self-discipline, responsibility, good manners and thoughtfulness for others are continually encouraged, and thereby ensures pupils' awareness of spiritual, moral, social and cultural issues.
- 2.14 Pupils' spiritual development is good; many arrive at the school with low self-esteem and little confidence, but through the caring and nurturing environment of the school, together with its Christian foundation and ethos, and the beauty of its surroundings, they develop not only a sense of self-worth but an appreciation of the importance of thinking beyond themselves and their world, as in a moving assembly about the holocaust.
- 2.15 Helped by assemblies, together with the encouragement and example set to them by the staff, pupils develop well morally and distinguish right from wrong. They accept the school rules as necessary and fair, and their behaviour is generally good, as a result of the guidelines in the school's behaviour policy.
- 2.16 Because of the nature of their learning and language difficulties, some pupils find it difficult to understand the points of view of other people and to take responsibility for their own behaviour. However, through the introduction of a whole-school PSHE programme, thoughtfully adapted to meet the needs of these young people, they become much more aware, and develop well socially. In addition, they gain a valuable knowledge of public services and institutions in England through their work in PSHE and across the curriculum, and a visit to the Houses of Parliament. Pupils contribute to the life of the school as prefects and school council representatives, and all share responsibility for dining arrangements. They show initiative in organising fund-raising activities and in selecting their preferred charities. Pupils are increasingly aware of the problems of others, both locally and internationally.
- 2.17 Pupils develop a good cultural awareness by acquiring knowledge of different beliefs and values in religious education, and of different countries and cultures in geography, history, music and English, in a way that encourages appreciation and respect for others. Performing in concerts and visits to art galleries also help to promote their cultural development.

### **The Quality of Teaching (Including Assessment)**

- 2.18 Teaching is a strength of the school; its quality is good at each stage. The teaching makes a major contribution towards the school fulfilling its stated aims; it enables pupils to flourish and reach their full academic potential. It helps them to become increasingly independent in their learning and enables them to succeed in public examinations, and proceed to further education.
- 2.19 The teaching shows a very good understanding of the needs of individual pupils and the necessity to be adaptable and meet these. The small group sizes, the high level of specialist dyslexia-trained staff and the provision of appropriate in-class support

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combine to produce an environment where individual pupils develop the self-esteem and confidence to enjoy and engage in learning.

- 2.20 Good subject knowledge, particularly from experienced secondary teachers, effective teaching, including a variety of activities within the lesson, the setting of short, achievable tasks, and the use of appropriate resources and rewards result in pupils maintaining focus and concentration, and enable them to develop their knowledge and understanding in all subject areas.
- 2.21 In lessons where pupils work in pairs or small groups with well-structured resources, carefully planned teaching provides opportunities for reinforcement, revision, and also extension, where appropriate.
- 2.22 The introduction of a 'learning platform' of integrated electronic applications is a teaching resource which is enabling pupils to be more independent in their learning. Pupils' learning is supported by appropriate ICT resources; and specialist software for reading and writing has been installed, which is intended to help with course work, projects and research. In mathematics and science in particular, the value of practical equipment is recognised and the science laboratory is well resourced. The provision of areas for independent work in the senior department, complete with computer work stations, is another excellent and well-considered facility.
- 2.23 A comprehensive assessment programme includes bi-annual assessments against National Curriculum criteria, which are reported to parents. Results are recorded in individual files and show distinct progress in many cases, but the assessments are not widely used for target setting. Marking is used to encourage pupils to improve the quality of their work in terms of presentation and content. Much of the feedback to pupils is given orally on an individual basis. In Years 10 and 11, feedback is more formal and in ICT, for example, pupils receive detailed written comments on how to improve their grades and they value the advice they receive.

### **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 is outstanding. Effective arrangements enable staff to provide extremely helpful support and guidance for all pupils. Relationships between staff and pupils are excellent and staff, including the school counsellor, are ready to help pupils overcome problems, whether in their school work or in relationships with each other.
- 3.2 There is a high expectation of appropriate and acceptable behaviour and excellent use is made of specialist support to address problems arising from social communication difficulties. Respect and honesty underpin the behaviour policies of the school.
- 3.3 Pupils describe the school as ‘having another family – everyone is friendly, supportive and you are protected.’ Parents comment on the caring, nurturing environment of the school, which means that their children no longer feel failures in any way.
- 3.4 Careful and successful measures safeguard and promote pupils’ welfare, health and safety. Pupils are encouraged to take regular exercise and develop healthy eating habits. They respond enthusiastically to the well-equipped outdoor play areas, and thoroughly enjoy the ample and delicious lunches.

#### **The Quality of Links with Parents and the Community**

- 3.5 The school has an effective partnership with parents, who greatly appreciate the education and support given to their children.
- 3.6 Parents have good opportunities to be involved in activities in the school. The Court Circle, the parents’ association, is much involved not only in social and fund-raising activities, but also in organising events for the pupils.
- 3.7 Parents are encouraged to be involved in the work and progress of their children; there is an open-door philosophy throughout the school and parents are welcome to come in to see the school in action. They are kept well informed about their children’s progress and attainment by means of helpful twice-yearly reports, a full parents’ evening in the spring term, and other meetings for specific year groups and purposes through the year. The head has regular meetings with representatives from each year group. Until recently there was a parent representative on the governing body, and a current governor will have a child at the school from September. Further opportunities are being provided for discussions with teachers about the progress of individual pupils, in addition to wider educational issues such as how the school teaches reading and how it seeks to increase parents’ understanding of dyslexia and their children’s difficulties.
- 3.8 Parents of pupils and prospective pupils are provided with the required information about the school, and parents of current pupils receive a weekly newsletter. The regular use of email and the excellent administrative support ensure efficient communication with parents. The school has a comprehensive complaints

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procedure and handles parental concerns and complaints appropriately and sensitively.

- 3.9 Involvement in the local community is restricted by the school's countryside location and the distances many pupils have to travel daily. However, the annual carol service is held in the parish church, there are regular games fixtures against local teams, and pupils enjoy contributing art work and winning prizes at the nearby village flower show. They have also performed at a local music festival. The school council is active in fund-raising for disaster relief and for local, national and international charities.

## **4. THE EFFECTIVENESS OF GOVERNANCE AND MANAGEMENT**

### **The Quality of Governance**

- 4.1 The quality of governance is high; the governing body brings a breadth of experience to the school and, as most members are former parents who were instrumental in the purchase of Burys Court by the educational trust in 2005, they are fully committed to the school, and in an excellent position to provide effective oversight and guidance. Further, as governors of the other trust school and as parents of former pupils, they are alert to their responsibilities; they are thoroughly conversant with the educational aims and the development of the school.
- 4.2 The governing body has expertise in relevant areas such education, law, business and fund-raising, and under outstandingly knowledgeable and dedicated chairmanship, it ensures that its responsibilities for financial planning and investment in staff, buildings, and educational resources are met effectively. Financial affairs are extremely well organised and regulated, and five sub-committees efficiently discharge their responsibilities for different aspects of the school, including safeguarding, safe recruitment and health and safety. The committee structure gives the governors a good insight into the working of the school and their professional expertise enables them to give invaluable advice and support as the school plans for the future.

### **The Quality of Leadership and Management**

- 4.3 The leadership and management of the head and senior staff are of high quality. The experience and expertise of the leadership in the field of special needs, particularly those associated with dyslexia or speech and language difficulties is outstanding and ensures that provision for those with learning difficulties is of the highest quality and thoroughly embedded in classroom practice. The care of the pupils is excellent at all stages, from the youngest in the EYFS, who are looked after with sensitive professionalism, through to the first intake into the senior school, now preparing to complete their GCSE course with a quiet confidence. The fulfilment of the aims of the school is clear in the courtesy and thoughtfulness of these young people.
- 4.4 The school's needs are carefully analysed by the senior management, who have an excellent insight and understanding; it is evident in all that has been achieved to date that priorities are accurately identified in the development plan and then addressed systematically and effectively. Procedures and policies are correctly in place, with dates set for their review. Subject staff have been carefully selected not only for their subject expertise but also for their qualifications and experience in teaching dyslexic pupils; in the senior and the junior department, they work alongside carefully chosen specialist teachers and therapists. Close attention is paid to safeguarding and safe recruitment procedures which meet regulatory requirements. The administration of the school is highly effective. However, arrangements for monitoring, appraisal and in-service training are at an early stage of development.

- 4.5 Financial resources are well managed and monitored to ensure that classroom accommodation is of a good standard and that a generous level of teaching resources is made available.

## 5. THE SCHOOL'S RESPONSE TO THE RECOMMENDATIONS IN THE OFSTED REPORT OF 3-4 MARCH 2009

5.1 The Ofsted report noted that the school met all of the Education (Independent School Standards) (England) Regulations 2003 as amended, with the exception of those listed below.

### **Actions Required for Compliance with the Regulatory Requirements**

5.2 The inspection report contained the following regulatory requirements which needed attention to ensure compliance:

- (1) establish a framework to assess pupils' work regularly and thoroughly and gain information from such assessment to assess pupils against national norms and to plan teaching so that it matches pupils' ability more closely [paragraph 1(3)(g) and 1(4)];
- (2) provide appropriate size classes to allow for effective teaching of the age and number of the youngest children in the school [paragraph 5(j)];
- (3) provide particulars of academic performance during the preceding school year, including the results of any public examinations, termly tests and assessment [paragraph 6(2)(i)];
- (4) provide an annual account of income received and expenditure incurred by the school in respect of pupils in receipt of local authority funding [paragraph 6(7)].

5.3 In order to comply with the learning and development requirements of the Early Years Foundation Stage, the school was required to:

ensure that all children currently in Nursery and Reception years have full and complete access to outside learning areas at all times.

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

ensure that the paving slabs currently situated between the classroom and the secure outside area are level.

5.5 The following progress has been made.

A new framework of assessment has been established to include the twice yearly standardised assessments for reading, spelling and numeracy which were current at the time of the last inspection in addition to twice yearly teacher assessment, the extension of unit tests, and of end-of-year National Curriculum and optional tests, which are internally marked and given levels against national norms. The results, which are kept centrally in individual files and are available to staff on the school network, are used to place pupils in appropriate teaching groups and assist planning.

Pupils' achievements during the preceding school year are provided to parents in the head's annual report, which gives details of awards made at prize giving. Particulars of the academic performance of pupils, including the results of any public examinations, termly tests and assessments, are kept centrally in individual files and are available to parents.

An account of income received and expenditure incurred by the school in respect of pupils in receipt of local authority funding is included in the school's annual report to the pupil's local authority.

Across the school, and particularly in the EYFS, numbers in classes are taken into consideration when classrooms are allocated. Through a reduction in numbers, all children in Nursery and Reception were enabled to have full and complete access to outside learning areas from September 2009. The paving slab which had slight movement was secured in summer 2009.

### **Other Recommendations**

5.6 The inspection report made the following recommendations:

1. develop a strategic plan which states more clearly what the school's priorities and aims are and sets out its view for further development based on these principles;
2. develop an Early Years Foundation Stage plan which is inclusive for children in the Nursery and Reception years. In particular consider how the school can provide access to suitable and safe space outside and the equality of opportunity for all children to work in this space when they choose to;
3. develop staff expertise and opportunities by working more closely together to make better use of the Early Years Foundation Stage profile and to improve the provision overall.

5.7 The following progress has been made.

An extremely detailed and comprehensive school development plan for 2005 to 2011 has been annotated and updated. The 2010 edition illustrates clearly the progress which has been made over the previous five years and identifies priorities for further development. Departments have identified targets for 2010-2011 in order to enable broader targets to be put in place for the following years.

A detailed improvement plan for the EYFS in the academic year 2010-2011 has resulted in a significant improvement in the quality of provision. The youngest children in the school, those of Nursery and Reception age, share spacious accommodation which is separate from the main school building. The interior has recently been redesigned, refurbished and refurnished. The rooms are bright, attractive and well equipped and provide an excellent environment for learning and teaching.

Easy access has been established to an immediate outdoor play area which has been fenced and upgraded with equipment and toys for investigation and play. Another adjacent play area provides a purpose-built climbing frame, tracks for the scooters, tricycles and cars, and ample space to play with the wide range of outdoor games and toys from which the children have free choice.

Well-qualified staff attend regular local training sessions. They work closely together and make good use of the Early Years Foundation Stage profile and Surrey development profiles.

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## CONCLUSIONS AND NEXT STEPS

### Overall Conclusions

- 6.1 The school is successfully fulfilling its aims and providing a positive learning environment for pupils who thrive in a smaller rather than a larger school, and one where specialist expertise and support is readily available. The school makes effective provision for the specific learning needs of its pupils by providing a broad and balanced curriculum, successfully planned and taught to meet the individual needs of each pupil.
- 6.2 Although the refurbishment is not complete, it is evident that significant progress has been made with the development plan since the purchase of the property and also since the previous inspection in 2009. Vast improvements have been made to the property, the most recent being new changing rooms for boys' games in conjunction with renovation of the gymnasium.
- 6.3 The faith and vision of the founders of the school are being well rewarded.

### Next Steps

- 6.4 The school has no significant weaknesses. In order to maintain its current high standards and be as successful as possible in meeting the needs of all its pupils, it should:
1. extend the programme of monitoring, appraisal and in-service training as a springboard for the dissemination of the best practice in teaching;
  2. extend into the junior department the programme of teaching study skills and independent learning and thinking.

**SUMMARY OF INSPECTION EVIDENCE**

The inspection was carried out from 24<sup>th</sup> to 25<sup>th</sup> January 2011. 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 a governor, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. The inspectors examined a range of documentation made available by the school.

**List of Inspectors**

Mrs Danice Iles

Reporting Inspector

Mrs Susan Nebesnuick

Former Director of Studies, SHMIS school