

INDEPENDENT SCHOOLS INSPECTORATE

INSPECTION REPORT ON

Hampton School

Full Name of the School	Hampton School		
DfES Number	318/6071		
Address	Hanworth Road, Hampton, Middlesex TW12 3HD		
Telephone Number	02089 79 5526		
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E-mail Address	Headmaster@hampton.richmond.sch.uk		
Name of Headmaster	Mr Barry R. Martin, MA, MBA, FCMI, FRSA		
Chairman of Governors	Mr Peter Baker, BSc, FRSA		
Age Range	11 to 18 years	Gender	Male
Number of Pupils	1081	Number of Boarders	Nil
Inspection Dates	26th to 30th April, 2004		

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 163(1)(b) of the Education Act 2002, 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 school must not quote the report selectively in the school prospectus or other promotional literature.

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.

MAIN FINDINGS

Overall Summary

Hampton School provides high quality education. Academic results are very good. The provisions made for the boys' personal development and for their pastoral care are excellent and result in happy, well-rounded and well-behaved pupils who have very positive attitudes towards learning. The wide-ranging and high quality games and activities programme enriches boys' education substantially. The school benefits from very good governance and management which provide purposeful leadership and effective and efficient organisation. No major aspect of the school is weak.

What the School Does Well

The school has many areas of strength, among which the following stand out.

Results in both GCSE and A-level examinations are well above the averages achieved nationally in maintained selective schools and far above them in the proportion achieving the top two grades in both examinations.

The quality of the teaching is good and contributes well to the academic standards achieved.

The provision made for the boys' spiritual, moral, social and cultural development, the pastoral care and the advice and guidance given to pupils are all excellent.

The range and quality of the games and activities programme are very good for boys of all ages and aptitudes.

The premises, grounds and accommodation have been well developed to provide a very good learning environment, and some facilities are outstanding.

The governance and management ensure that the school meets its aims in full and has a clear vision for its future development.

What the School Should Do Better

The following are areas for the school to consider in the next stage of its development.

The provision of information and communication technology (ICT) is insufficient and, as a consequence, ICT is not effectively used in all areas of the curriculum to enhance teaching and learning.

Whilst the library is well managed, it is not fully effective as a learning resource because it lacks sufficient integrated multi-media learning and research facilities.

Standards of Attainment and Progress in Subjects

Boys achieve good standards in relation to their ages and abilities throughout the school. At GCSE, the proportion of candidates gaining A* to C grades is well above that achieved in maintained selective schools nationally and the proportion gaining A* or A grades is far above that achieved at the selective schools. Results at A level are well above those achieved in maintained selective schools nationally. Almost all candidates gain grades A to E in all subjects and the proportion gaining A or B grades is far above that achieved in the selective schools.

In the lessons and work seen, boys' attainment was consistently good, often high and occasionally very high relative to their abilities. Examples of high or very high attainment occur in all subjects and at every stage of the school. Standards of numeracy and literacy throughout the school are high. ICT competence is satisfactory and most, but not all, boys use ICT as a regular feature of their working habits.

Boys make good and often rapid progress at all stages of the school. The most able are enabled to progress more rapidly and those in need of learning support are identified by the school and make good progress with the extra help that they are offered.

The overwhelming majority of parents responding to the pre-inspection questionnaire are either satisfied or very satisfied with the attainment, progress and teaching of their sons.

The Quality of Pupils' Learning, Attitudes and their Behaviour

Across the school, the quality of learning is good, and the boys' behaviour is very good. Boys acquire good quality research and problem-solving skills, and present arguments cogently orally and on paper. Learning is enhanced by the respect that the boys have for each other and for their teachers. The friendly and purposeful atmosphere promotes confidence and courtesy, and is a notable strength of the school.

The Quality of Teaching

The quality of teaching is good, and often very good, especially in the humanities and modern language subjects. The teaching contributes effectively to boys' attainment and progress, and creates an atmosphere in which boys respond well to teachers. The ambitious and clear expectations in the school's policy on teaching are very largely met.

Of just over 200 lessons observed, the teaching in one lesson in ten was outstanding and in a further one-third of the lessons it was very good. It was less than sound in very few. Most of the teaching meets the needs of the full ability range. Teachers make great efforts to assist boys' understanding and to correct their errors sensitively.

Other Aspects of the School

Attendance

Attendance levels are good. The punctuality of boys arriving at school in the morning is generally good despite the traffic congestion with which many pupils have to contend. Punctuality between lessons is also good. Attendance and admission registers are completed fully and completely.

Assessment and Recording

The school's systems for the assessment and recording of boys' achievements, progress and needs are good. They are accurate and effective, but are not consistently applied across all departments. In general, the methods used enable boys' attainment to be accurately established so that progress can be promoted effectively. The grades used on reports and report cards are well understood by boys and considered useful by parents. The school has started to make more extensive use of its monitoring procedures to track progress and promote achievement, and the use of records of achievements and pupil self-reviews enhance pupils' understanding of their own attainment and progress.

Curriculum

The quality of the curriculum provided is good. It offers a good general education, with breadth and balance, suitable to boys across the full range of ages and abilities in the school. It contributes effectively to their intellectual, physical and personal attainment and development. It prepares them well for life beyond school, is mostly planned effectively to provide continuity and progression of learning, and offers good opportunities for all, including the very able and others who need special provision. It is greatly enriched by the wide programme of activities.

Teaching and Non-teaching Staff

The quality of teaching and non-teaching staff is very good. They are very well qualified for their various roles, sufficient in number and with an appropriate balance of experience. Their enthusiasm, whole-hearted commitment to helping boys make progress and their effective deployment are significant factors in the success of the school. They are encouraged to reflect on their practices and train to meet their professional requirements or career aspirations through well established appraisal and review processes.

Resources for Learning

The provision of resources is good. The school is generously equipped with a wide range of books, equipment and materials to support teaching, learning and extra-curricular activities, and these are used effectively in many areas of the school. The provision of ICT is, however, an exception. The current ICT facilities are insufficient, and not well deployed to allow their effective use to enhance teaching and learning.

Libraries

The overall quality of the main school library is sound. The library is a well-managed resource with a good atmosphere and generous access. However its effective support of the curriculum is limited

by the uneven provision of books in some subjects, the lack of availability of sufficiently extensive ICT, and by the absence of an effective school policy that involves all heads of department in the up-dating of library resources. In the context of the management of a traditional library, the library scores well, but as a modern integrated resources centre it provides only adequate support for teaching and learning.

Premises and Accommodation

The buildings, accommodation and other facilities are very good. In the main, the accommodation for teaching is sufficient in both quality and quantity. All the buildings and grounds are used well and enable the curriculum to be taught effectively. The quality of these facilities, the gardens, display, cleanliness, décor and the excellent playing fields and boat house make very positive contributions to the boys' educational experience.

Links with Parents and the Community

The school has developed very good and effective links with parents, who hold it in high regard. Its relationships with the local and wider community are imaginative, numerous and unusually varied and ambitious. These initiatives enrich the education that the school offers to boys.

The overwhelming majority of the 746 parents who responded to the pre-inspection questionnaire were very positive about the school. Aspects about which they were particularly satisfied were the range of extra-curricular activities; the curriculum; the attitudes and values promoted by the school; the standards of attainment, progress and teaching; the standards of behaviour and the opportunities to discuss boys' work and progress. The only significant concern raised was about what some deemed to be the excessive quantity of homework set in Years 7 and 8. Inspection evidence indicates that what is set is generally reasonable but that some boys do much more than required. One in ten of the parents responding added an additional comment to their return to the effect that Hampton is an excellent school and that their son is very happy at the school and doing well.

Pupils' Personal Development

The provision made for boys' spiritual and moral, social and cultural development is excellent. The school provides a wide range of stimulating opportunities through which all boys can develop a system of spiritual beliefs and a moral code. The school takes the personal, social and cultural development of its pupils seriously and has significant influence in these areas. Parents attest to this; boys themselves recognise it; their general manner and bearing confirm it. They are supportive of each other's achievements and concerned for each other's welfare. They enjoy the school, benefit from its activities and feel privileged to be involved in it.

Pastoral Care

The quality of the pastoral care is excellent. The school is justifiably proud of its provision, which makes a major contribution to the personal and academic development of individual pupils. The boys are happy, independent and secure, and thrive in this supportive yet challenging environment. Advice and guidance are also excellent, enabling the pupils to make informed choices about subjects, higher education and careers. The school's arrangements for welfare, health and safety are very good. The structure for all areas is clearly laid down and members of the school community, whether pupil, teacher or non-teaching staff are aware of the procedures to follow in case of illness, injury or crisis.

Governance and Management

The governance and management of the school are of very good quality. They ensure that the school's aims are met, that a high quality of education, excellent pastoral care and a richly varied activities programme are provided, and that resources are sufficient to support teaching and learning. The school enjoys strong support from the governors and benefits from the purposeful and very effective leadership of the headmaster and his senior managers, who work well together. They

ensure that the day-to-day administration of the school is very well managed and that longer-term planning is informed by a clear vision and a sense of direction.

Achievement and Quality in Activities

The range and quality of the programme of activities is very good for all ages, aptitudes and abilities. The quality of provision and the commitment of the staff involved contribute to the boys' very strong personal development. A very high level of achievement was observed during the inspection in a wide variety of activities.

Progress Made by the School since its Last Inspection

The most recent inspection of the school was carried out under the auspices of the Headmasters' and Headmistresses' Conference (HMC) in April, 1998. The report following that inspection made eleven main recommendations for improving the school. Good progress has been made with all eleven and none is the subject of further recommendation in this report.

Compliance with the Regulations for Registration

The Independent School Standards Regulations applied from the beginning of September 2003.

DfES Standard		Does the school meet the regulatory requirements?
1. Quality of education:	1.(2) Curriculum	Yes
	1.(3)-(5) Teaching	Yes
2. Spiritual, moral, social and cultural development of pupils		Yes
3. Welfare, health and safety of pupils		Yes
4. Suitability of proprietors and staff		Yes
5. Premises and accommodation		Yes
6. Provision of information		Yes
7. Manner in which complaints are to be handled		Yes

Actions Required for Compliance with the Regulatory Requirements

No action is required.

The school is asked to deal with the issues highlighted in What the School Should Do Better. These are set out as recommendations for the school in Section 2 of the report.

MAIN RECOMMENDATIONS

The main body of the report contains a number of points for action for the school to consider in the next stage of its development. In a school in which no major aspect is weak, the following are intended to enhance existing qualities further.

Improve the provision and use of ICT across the curriculum by

- increasing the supply of ICT equipment;
- improving the deployment of ICT equipment so as to render it more accessible to both teachers and pupils;
- reviewing the curriculum provision for ICT so as to ensure better continuity of progress;
- devising strategies to improve the confidence of all teachers to use ICT to enhance their teaching.

Enhance the role of the library as a learning resource by

- linking a greater range of learning resources, especially more computers, to the provision made by the library;

improving the stock of books in some subject areas;
encouraging teachers to make full use of the library resources to enrich their teaching.

INTRODUCTION

Characteristics of the School

Founded in 1556 as a charity school, Hampton developed into first an independent school and then, in 1910, a voluntary controlled grammar school. When public funding ceased in 1975, the school resumed its independent status and is now an independent day school for boys from age eleven to eighteen. The school aims to provide a challenging and intellectually stimulating education in a supportive environment, in which high standards extend to a wide range of activities, music, drama and sport, and in which, as well as desiring to achieve their full academic potential, boys will develop a helpful and committed attitude to the community.

At the time of the inspection there were 1081 boys in the school, 282 of whom were in the sixth form. The pupils come from a wide area to the south west of London, just under half using the coach system operated jointly with the adjacent Lady Eleanor Holles School. The overwhelming majority are British, and no other single nationality represents as much as 1% of the school population. The number of pupils for whom English is not their first language represents approximately 2% of the school roll. One pupil has a statement of special educational need; 77 boys have been formally assessed by an educational psychologist and a further 51 boys have been identified by the school as possibly being in need of learning support. A total of 271 boys are in receipt of scholarships or bursaries from the school. At the time of the last inspection 20% of the boys in the school were in receipt of government assisted places; today 13 boys, all in Year 13, receive these awards.

Entry to the school is by means of a competitive written examination, an interview and a satisfactory report from the applicant's school. About two-thirds of those joining the school do so at age eleven, the great majority coming from maintained primary schools. The remaining third enters at age thirteen, most from independent preparatory schools. Demand for places has risen in recent years and is high, with three applicants for every place, so that the school is able to select the most able. Scores in standardized tests taken on entry indicate that the boys are well above average ability by national standards, and well above the national average for independent schools. They could be expected, therefore, to achieve results that are at least as good as those achieved in maintained selective schools nationally, and it is with those schools that examination results are compared in this report. All those leaving the upper sixth form go on to higher education, sometimes after a gap year. About 10% move schools after completing their GCSE examinations.

Recent developments have included new language and ICT laboratories in 1998; a teaching block of 25 classrooms and the Millennium Boathouse, shared with The Lady Eleanor Holles School, in 2000; a sports pavilion with improved club and changing facilities and new combined cadet force (CCF) quarters in 2003; a second teaching block with new rooms for the English and design and technology departments due for completion in 2004 will complete the academic restructuring of the school. In addition, the school has increased its size by over 15% since the last inspection.

The school and this report use National Curriculum nomenclature to identify year groups, except for the lower and upper sixth forms, Years 12 and 13 respectively.

Key Indicators

Externally marked National Curriculum Assessments at age 14 (Key Stage 3) – the school does not enter boys for these tests.

GCSE

	Most recently completed Year 11	Average for the last <i>three</i> Year 11s
Entered for 5+ subjects	100%	100%
Achieved 5+ @ A* - C	100%	100%
Achieved 5+ @ A* - G	100%	100%
Average score per candidate*	65.48	65.30

* Scoring is 8 for GCSE grade A*, 7, 6, 5, 4, 3, 2, 1 for grades A – G.

A level and AS

	Most recent year group	Average for the last <i>three</i> years
Average score per candidate	29.60	28.88
Average score per subject entry	8.21	8.04

Scoring is 10, 8, 6, 4, 2 for A level grades A – E, and 5, 4, 3, 2, 1 for AS grades A to E.

Attendance for first half of Spring Term 2004

	Authorised	Unauthorised
Percentage absence	3.75%	nil

Exclusions over the previous 12 months

Temporary exclusions	Permanent exclusions
9	nil

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and Progress

Boys achieve good standards in relation to their ages and abilities throughout the school. At GCSE, the proportion of candidates gaining A* to C grades is well above that achieved in maintained selective schools nationally and the proportion gaining A* or A grades is far above that achieved at the selective schools. Statistical analysis shows that pupils in virtually all subjects make greater progress than their peers nationally and thereby add good value. Biology, chemistry, physics and religious studies all consistently add high value in relation to boys' starting points. Results at A level are well above those achieved in maintained selective schools nationally. Almost all candidates gain grades A to E in all subjects and the proportion gaining A or B grades is far above that achieved in the selective schools. All subjects consistently outperform the selective school means.

In the lessons and work seen, boys' attainment was consistently good, often high and occasionally very high relative to their abilities. Examples of high or very high attainment occur in all subjects and at every stage of the school. Very good results were achieved, for example, in the National Mathematics Competition in 2003: one boy qualified to take part in the Senior International Olympiad; three gained gold certificates in the senior challenge, 36 in the intermediate challenge and a further 36 in the junior challenge.

Standards of numeracy and literacy throughout the school are high. Boys express themselves fluently and cogently in written work, as was seen in the convincing descriptions and explanations in geography books of boys in Years 7 to 9. They handle symbolic, graphical and numerical information with confidence, as was apparent in science lessons. ICT competence is satisfactory and most, but not all, boys use ICT as a regular feature of their working habits.

Boys make good and often rapid progress at all stages of the school. The most able are enabled to progress more rapidly, for example by taking part in the school's independent learning programme or by taking GCSE or A-level examinations early, as in mathematics and modern languages. Those in need of learning support are identified by the school and make good progress with the extra help that they are offered. Individual education plans (IEPs) alert mainstream teachers to their particular difficulties, who usually take appropriate action.

By the time that they leave school, all boys have qualified for entry to university; 80% have been successful in gaining a place at their first-choice university in recent years.

The overwhelming majority of parents responding to the pre-inspection questionnaire are either satisfied or very satisfied with the attainment, progress and teaching of their sons.

Quality of Pupils' Learning, Attitudes and Behaviour

Across the school, the quality of learning is good, and the boys' behaviour is very good. Boys acquire good quality research and problem-solving skills, and present arguments cogently orally and on paper. Learning is enhanced by the respect that the boys have for each other and for their teachers. The friendly and purposeful atmosphere promotes confidence and courtesy, and is a notable strength of the school.

Boys have a positive approach in lessons, and they show sustained concentration both while being taught, and in private study. Boys contribute willingly to class discussion, and are confident that they will be listened to with courtesy, and without interruption. They do not hold back for fear of making errors. They work well together in pairs or in larger groups, as in science lessons, and show respect for the opinions and achievements of others.

Boys work well on their own. They can use ICT to research topics and, when they do, the resulting projects are well presented, as in business studies and geography. Independent study is also encouraged by the school's new initiative, in which pupils who opt to join set out to pursue a personal extension project on a topic of their own choice, under the informal supervision of a staff mentor. This scheme has elicited a strong response in its first year of operation, and the first completed projects have been of high quality.

The quality of boys' learning is being further enhanced by an analysis, recently undertaken, of the preferred learning styles of younger boys. The information obtained informs both teachers and boys of the styles which best suit individuals, and is intended to encourage a wider range of stratagems in and out of the classroom. It is too early to evaluate the scheme's effect but early indications are positive in pupils' acquisition of knowledge and understanding.

In moving about the school, the boys are courteous, assured and open. They welcome visitors warmly, and their behaviour is good, even in the lunch queue. Of the parents who responded to the pre-inspection questionnaire, the overwhelming majority believe that the school achieves high standards of behaviour. In conversations it was clear that the boys have an affection for their school, and that they are proud of the institution and of each other.

Attendance

Attendance levels are good. The punctuality of boys arriving at school in the morning is generally good despite the traffic congestion with which many pupils have to contend. Punctuality between lessons is also good, given that the school timetable allows no time for movement between classes.

The school meets the regulatory requirements for attendance registers. Procedures for registering latecomers and for chasing up unexplained absentees are satisfactory. The admission register also now meets the regulatory requirements, although those for previous years do not, in that they are only available on a computer data-base.

QUALITY OF EDUCATION PROVIDED

Teaching

The quality of teaching is good, and often very good, especially in the humanities and modern language subjects. The teaching contributes effectively to boys' attainment and progress, and creates an atmosphere in which boys respond well to teachers. The ambitious and clear expectations in the school's policy on teaching are very largely met.

Of just over 200 lessons observed, the teaching in one lesson in ten was outstanding and in a further one-third of the lessons it was very good. It was less than sound in very few. Most of the teaching meets the needs of the full ability range. Teachers make great efforts to assist boys' understanding and to correct their errors sensitively.

The teaching is appropriate to the needs of the boys, including those with special educational needs, those who need to work with laptops, and those for whom English is an additional language. Teachers are aware of those boys who have individual education plans, and they respond to the plans accordingly. Helpful extension work is offered, sometimes using ICT resources, but further scope exists in some subjects to stretch the capabilities of the most gifted and talented.

Teachers are almost universally secure and confident in their subject knowledge, enabling them to encourage lively but controlled and informed debate in lessons, sometimes well beyond the immediate confines of the topic under study. They give boys clear instructions and advice, but they do not 'spoon-feed' them. They promote discussion in their lessons, and respond well to questions.

The great majority of classes are very well managed. This management success is based on mutual respect between teachers and taught, and a calmness and courtesy from teachers that creates a culture of positive responses and encouragement. The way in which boys' mistakes are sensitively dealt with and turned to positive advantage, rather than being used to undermine their confidence, is particularly marked. This is one of the school's major areas of success, and helps to bring the best out of boys in class. Collaborative pair and group work are effectively carried out with a minimum of fuss. Group and individual behaviour by boys nearly always supports the work of the teacher.

A high proportion of lessons observed showed pace and imagination and encouraged open-ended discussion. Teachers in most departments have high but not excessive expectations that keep boys on their toes. Much of the teaching is varied in style and most is ambitious in pace, and uses a variety of visual and other original sources. In a small number of lessons, however, the pace and expectations are more pedestrian.

Planning of lessons and preparation of subject material are of a high order, and objectives are generally fully achieved. A wide variety of resources is employed, including good use of worksheets, and ICT is used beneficially in some, but not all, departments. Schemes of work match the curricular objectives, are well constructed and are up-dated in the light of tests and assessments. They contribute significantly to the progress which boys make.

Teachers show high but realistic expectations about note-taking, and boys have been well trained in this skill. They are encouraged to take a pride in their books. Homework is regularly set. The tasks are generally reasonable for the various age groups and seek appropriately to reinforce or extend the work done in lessons. Some boys, keen to do well, do more than required and spend considerably more time than that laid down. Some marking is somewhat light touch and does not always conform to the school's policy on the correction of written English.

Above all, the enthusiasm and commitment of the members of staff to their subjects and their desire to pass their knowledge on is very evident.

Does the school meet the regulatory requirements for teaching?

Yes.

Assessment and Recording

The school's systems for the assessment and recording of boys' achievements, progress and needs are good. They are accurate and effective, but are not consistently applied across all departments. In general, the methods used enable boys' attainment to be established accurately so that progress can be promoted effectively. The grades used on reports and report cards are well understood by boys and considered useful by parents. The school has started to make more extensive use of its monitoring procedures to track progress and promote achievement, and the use of records of achievement and pupil self-reviews enhances pupils' understanding of their own attainment and progress.

Assessments and marking provide accurate data on which to base reports and guidance. Boys' attainment and progress are regularly recorded on grade sheets and termly reports. The timing and pattern of reports, grade sheets and parents' evenings correlate with curriculum choices and enable informed judgements to be made at key points of boys' academic development. Tutors and heads of year maintain full records of their pupils' grades and reports.

The assessment system is geared effectively to helping pupils improve. Boys in Years 7 to 11 are subject to a comprehensive programme of self-review, tutor interviews and target setting. The school places a high priority on this pastoral responsibility, allocating whole days during which one-to-one interviews between tutors and their pupils can take place. Although self-reviews are confidential between boys and their tutors, tutors include comment on both personal development and participation in extra-curricular activities in reports to parents.

The school makes effective use of entrance examination marks, standardised tests and internal assessment grades to monitor the academic progress of pupils. Attainment grades throughout Years 7 to 11 are regularly compared with baseline ability. Heads of year track individual boys' progress and check that departments are adhering to the school's permitted grade proportions. Data on pupils is treated confidentially by heads of years and tutors and only released to pupils, parents or other staff at the discretion of the head of year as a means of providing background information. The potential for using this information for more widespread predictive and target setting purposes is recognised by the school as an area for further development.

The school's learning support policy outlines a good system for the identification, assessment and monitoring of pupils requiring special provision. Teachers are made well aware of boys' needs through the use of Individual Education Plans (IEPs). Subsequent teaching in most departments takes account of pupils requiring special provision.

In most departments, the frequency and amount of homework set enables effective assessment and monitoring of attainment and progress across all year groups. Each department has its own marking policy and very good, thorough marking was observed, for example, in the English and classics departments. At its best, marking gives helpful and constructive advice, to facilitate boys' learning. However, in some departments marking is less thorough and boys do not benefit from the more consistent, informative and coherent approach elsewhere.

Some departments make good use of assessment information when developing and planning the curriculum. For example, the placing of boys in appropriate sets by ability in mathematics and the timing of entry to GCSE both rely on the accurate analysis of boys' performance. Where boys attain especially high standards, they are given the opportunity to be challenged further by participation in the school's innovative independent learning programme. This relatively new feature is widely supported by staff and some 50 pupils are involved in various extension projects ranging from skateboard technology to theological and secular ideas about heaven.

Curriculum

The quality of the curriculum provided is good. It offers a good general education, with breadth and balance, suitable to boys across the full range of ages and abilities in the school. It contributes effectively to their intellectual, physical and personal attainment and development. It prepares them well for life beyond school, is mostly planned effectively to provide continuity and progression of learning, and offers good opportunities for all, including the very able and others who need special provision. It is greatly enriched by the wide programme of activities.

Breadth and balance in the curriculum are achieved well. Considerable strengths include the free choice of main foreign language on entry and a wide but balanced choice of options for GCSE and A level. The good take-up of creative options in Year 9 and beyond creates effective breadth and ensure that the practical subjects remain a major part of boys' experience. The school provides very good opportunities for personal, social and health education (PSHE). The core curriculum in Years 10 and 11 is appropriate, and the options are successfully arranged to offer suitable combinations for breadth and balance. The most able are suitably stretched by taking GCSE mathematics and French, Spanish or German at the end of Year 10. The effectiveness of the policy that all boys take modular GCSE English at the end of Year 10 in raising attainment is as yet unproven. Boys study a good mixture of disciplines at AS and A level.

The curriculum contributes very positively to boys' personal development. The physical education (PE) and sports programmes provide for good physical development. General studies, tutor periods, the very good activities and educational visits, careers and university guidance and the school's excellent network of pastoral care offer very good opportunities for personal and social education, and prepare boys very well for higher education and employment. Some departments, such as biology, contribute particularly effectively to both experimental skills and the understanding of theory, and play a full role in personal and health education. English, history, religious studies and classics make strong contributions to social and moral education. Study skills are encouraged and well taught.

Every effort is made to ensure a good spread of lessons over the week. A few GCSE classes, especially in the options blocks, are too large, and some A-level classes are too small, making good learning harder to achieve. Planning is good within all departments, with clear schemes of work and good plans for progression from year to year.

Whole-school curriculum planning is good. The establishment of the curriculum development committee makes for effective and continuing review. The provision of ICT, however, is uneven across the years, and limits the opportunities for boys to develop confidence in using ICT. The choices on whether or not to continue creative subjects and between double award or separate science subjects for GCSE are points of potential difficulty that the school keeps under continuing review and manages well.

Equality of access to the curriculum is good. Teachers are well aware of those pupils on the learning support register and with IEPs, and such boys receive good support within lessons from teachers, and outside class from the learning support department. Very able pupils benefit from a number of extension schemes, ranging from extra questions in class and the independent learning programme to taking extra subjects in examinations or early entry to GCSE.

Does the school meet the regulatory requirements for the curriculum?

Yes.

Teaching and Non-teaching Staff

The quality of teaching and non-teaching staff is very good. They are very well qualified for their various roles, sufficient in number and with an appropriate balance of experience. Their enthusiasm, whole-hearted commitment to helping boys make progress and their effective deployment are significant factors in the success of the school. They are encouraged to reflect on their practices and train to meet their professional requirements or career aspirations through well established appraisal and review processes.

The number and quality of staff contribute effectively to the high standards achieved by the boys both within and beyond the formal curriculum. The pupil-to-teacher ratio is sufficiently generous to allow a good degree of individual attention. The balance of youth and experience among the teachers is appropriate. Their high level of commitment to boys' development is evident in the wide-ranging lunchtime programme that they run and the many who volunteer for weekend and vacation activities.

Members of the administrative and support staff are well qualified and experienced for their roles and are an excellent asset, providing high quality support to the school. Departments with technical assistance are particularly advantaged. Both the teaching and the non-teaching staff are well and effectively deployed.

Procedures for inducting teachers new to the school, including newly qualified teachers (NQTs), are good. Teachers new to the school are very well monitored and supported both at department and whole-school levels. Regular lesson observation and feedback, together with seminars on teaching and on school procedures are part of a robust system. The induction programme for NQTs conforms to national requirements. Appropriate records are kept regarding all stages of induction.

An effective appraisal system is in place for teaching staff. Appraisal outcomes frequently trigger appropriate in-service training, which is also commonly requested through heads of departments. An adequate budget enables such requests to be supported. Much of the training undertaken is in connection with public examinations. Insufficient training has focused on the development of professional skills in ICT. Some departments have established a culture of mutual lesson observation as an effective form of continuous professional development. Current arrangements keep teaching fresh and up to date, although training is only loosely linked to school development priorities.

A useful feature is the very recent introduction of an effective review system for non-teaching staff, modelled on the appraisal system for teaching staff. It is already proving beneficial for the personal development and effective deployment of those who have experienced it.

Does the school meet the regulatory requirements for the suitability of proprietors and staff?

Yes.

Resources for Learning

The provision of resources is good. The school is generously equipped with a wide range of books, equipment and materials to support teaching, learning and extra-curricular activities, and these are used effectively in many areas of the school. The provision of ICT is, however, an exception. The current ICT facilities are insufficient, and not well deployed to allow their effective use to enhance teaching and learning.

Several departments produce excellent and helpful resource booklets on study skills, examination set texts or particular topics that help boys undertake independent study. The school's resources section produces a wide range of useful worksheets and other documents that support teaching and learning well when used in moderation. All subjects have sufficient textbooks and audio-visual aids, and digital projection is beginning to be introduced.

Some academic departments have good book resources for direct access by boys situated within the department instead of, or as well as, the main school library, for example the modern languages department pupils use them well. However, other departments' departmental resources are not easily accessed and are poorly organised as a result of inadequate storage space.

Departments with specialist equipment requirements often have outstanding resources, a harpsichord in music, a dedicated computer laboratory in science, and a particularly well-equipped boat house in sport. Specialist resources enrich the education of pupils, enhance their experience of learning, and expand their intellectual and other horizons.

Generally, however, too few computers are deployed across the school, and the reliability and speed of access of those that are is insufficient. The majority of the available computers are currently located in large laboratories, which are often in use for teaching ICT and therefore inaccessible during lessons. Moreover these suites are only open to pupils when members of staff are available to oversee them, which further impedes their regular use by teachers and boys. ICT provision in departments is uneven: it is good in art, design and technology and science, but poor in English, geography, mathematics and modern languages.

Libraries

The overall quality of the main school library is sound. The library is a well-managed resource with a good atmosphere and generous access. However its effective support of the curriculum is limited by the uneven provision of books in some subjects, the lack of availability of sufficiently extensive ICT, and by the absence of an effective school policy that involves all heads of department in the up-dating of library resources. In the context of the management of a traditional library, the library scores well, but as a modern integrated resources centre it provides only adequate support for teaching and learning.

The library contains a large stock of books and a selection of CD-ROMs, audio and video tapes, and a small suite of computers for boys to use in study periods, particularly for project work. Access to the school's intranet and to the internet is therefore at a premium but boys may bring their own laptops. Access to the library is good, and it is open in the holidays as well as in term time. Academic sections of the library vary from excellent, in the case of English, classics and geography for example, to inadequate, as in the case of design and technology and economics. Heads of departments do not all take responsibility for the quality of the stock in their subject, nor do all teachers make use of the library as a resource to support teaching and learning.

Day-to-day management of the library is good and draws on substantial expertise and experience. The librarian and her library team meet pupils' and staffs' needs very well and ensure that the library premises and stock are kept in very good order. An excellent introductory course to the use of the library is provided for younger boys. Specific attention is paid to encouraging younger pupils to develop good reading habits. Multiple copies of popular books are available. Clear guidelines are laid down and implemented for good behaviour in the library.

The librarian liaises with individual teachers well but formal links with departments are weak and no library management committee supports the work of the library. The pupil librarians ensure that the views of boys are well represented and understood. The library has an excellent and comprehensive range of periodicals, intriguing, well-presented displays, ranging across items on music, local history and Far Eastern cultures, and attractive colour-printed advertisements for new books.

Borrowing rates are satisfactory. Many boys also use books and periodicals in the library without borrowing them, and others use the library because it is an attractive place to work. However, the limited ICT resource and the uneven quality of the stock in some subject areas mean that the library is not as widely used by teachers and pupils as it might be as a research and independent learning centre.

The range of activities in the library throughout the year is excellent and includes book readings, a Carnegie Medal shadowing event, and events associated with National Book Week. Reviews by boys of new acquisitions are on display in order to encourage reading. The library performs a very useful service to a number of departments by storing and monitoring videotape recordings made for use in lessons. Cataloguing onto the computer has been completed and the security system is highly efficient.

Premises and Accommodation

The buildings, accommodation and other facilities are very good. In the main, the accommodation for teaching is sufficient in both quality and quantity. All the buildings and grounds are used well and

enable the curriculum to be taught effectively. The quality of these facilities, the gardens, display, cleanliness, décor and the excellent playing fields and boat house make very positive contributions to the boys' educational experience.

Departmental accommodation is generally good in terms of size and quality. Most teaching rooms are helpfully clustered in departmental suites. Some subject areas are very good, particularly those for biology, chemistry, physics and ICT. The remainder are at least adequate and mostly good; however storage space is limited in English and art. Standards of maintenance and décor are generally very good, but less so in the music and mathematics areas and in the sixth-form building. The buildings are very well decorated with excellent displays of pupils' artwork, photographs of their expeditions, and posters and pictures appropriate to departmental areas. A total absence of either litter or graffiti was noted during the week of the inspection. All of these features contribute to a feeling of pride and ownership amongst the boys.

The playing fields are very well maintained and facilities for games and PE are excellent. The only significant omission is the lack of a swimming pool. The Millennium boat house, jointly owned with the Lady Eleanor Holles School, opened in 2000 and the only educational facility not on the main school site, is an outstanding amenity.

The school has a continuing and extensive programme of building development and many of the areas in need of refurbishment are to be relocated or upgraded when the present project to construct a further new teaching block, including a technology centre, is completed shortly. In the meantime, the inadequate provision for technology has created a very difficult situation for staff and boys working within design and technology, with which they have coped well.

Future long-term plans include new provision for music and drama within a performing arts centre and enhancement of the sports hall to include a swimming pool, fitness centre and squash courts.

Does the school meet the regulatory requirements for premises and accommodation?

Yes.

Links with Parents and the Community

The school has developed very good and effective links with parents, who hold it in high regard. Its relationships with the local and wider community are imaginative, numerous and unusually varied and ambitious. These initiatives enrich the education that the school offers to boys.

Information for parents is clear and comprehensive. The website is informative and easy to navigate. The prospectus includes a statement of the school's aims and an annual report, which gives information about public examination results and detailed guidance on personnel, curriculum and practical communication issues. The pastoral handbook for parents is excellent. The reporting system and annual programme of parents' evenings keeps parents informed effectively about their sons' progress. Recent achievements are well chronicled in *The Lion* annual magazine, and in regular news-letters, a digest of press cuttings, a sports chronicle and a number of music department publications.

Parents speak warmly of their involvement with the school and their links with staff, whose expertise and commitment were highly praised. Examples of the latter included the range of holiday trips and activities connected with music and the boat club. Parents contribute their own expertise via the *Talk!* programme of outside speakers, the careers' convention, the Young Enterprise scheme, and a new work placement database. The Parents' Association includes a network of form representatives and provides a social focus for supporters of the school. The development director has strengthened links with parents through a programme of friend-raising and fund-raising, leading to the setting up of the Hampton School Foundation as the school's 450th anniversary approaches. The lengthy former pupils' newsletter reflects their interest and involvement in the school and its activities.

Parents responding to the pre-inspection questionnaire indicated that the level of parental complaints and dissatisfaction is low, but that parents believe that any concerns that they do have are swiftly and effectively dealt with. The school's procedures for handling complaints comply fully with regulatory requirements.

Links with the community are exceptionally numerous and diverse. The school takes part in a large number of local sporting and cultural events, it makes places available at its own musical, drama and other events to members of the public and contributes significantly to local provision for the Duke of Edinburgh Award scheme in the Borough of Richmond-on-Thames. It makes its own premises and facilities available to the community, especially for sport.

The service volunteers and compulsory community service programmes create valuable links with schools locally and abroad, a local hospice, health-care for the elderly and organisations for children with disabilities. They support annual events such as the fun day for children, the senior citizens' party and the Crisis shelter for the homeless at Christmas.

Five-figure sums are raised annually for charity work projects, including a local hospital and South African township schools. The on-going link with Kiira College, Uganda, offers a distinctive continuing opportunity for developing boys' awareness of developing world issues and for school involvement in a variety of ways. These include geographical visits, a Year 10 ICT learning module based on the link, fundraising initiatives, gap-year placements and staff exchanges.

The overwhelming majority of the 746 parents who responded to the pre-inspection questionnaire were very positive about the school. Aspects attracting more than nine in ten positive or very positive responses were the range of extra-curricular activities; the curriculum; the attitudes and values promoted by the school; the standards of attainment, progress and teaching; the standards of behaviour and the opportunities to discuss boys' work and progress. The only significant concern raised was about what some deemed to be the excessive quantity of homework set in Years 7 and 8, although a number of parents in Year 7 would like the opportunity to meet their son's teachers earlier in the year than at present provided by the timing of the parents' evening. The findings of the inspectors were broadly in agreement with the parents' comments. Inspection evidence indicated that the homework set is generally reasonable but that some boys do much more than required. One in ten of the parents responding added additional comments to the effect that Hampton is an excellent school and that their son is very happy at the school and doing well.

Does the school meet the regulatory requirements for the provision of information?

Yes.

Does the school meet the regulatory requirements for the manner in which complaints are to be handled?

Yes.

PUPILS' PERSONAL DEVELOPMENT AND PASTORAL CARE

Pupils' Personal Development

The provision made for boys' spiritual and moral, social and cultural development is excellent. The school provides a wide range of stimulating opportunities through which all boys can develop a system of spiritual beliefs and a moral code. The school takes the personal, social and cultural development of its pupils seriously and has significant influence in these areas. Parents attest to this; boys themselves recognise it; their general manner and bearing confirm it. They are supportive of each other's achievements and concerned for each other's welfare. They enjoy the school, benefit from its activities and feel privileged to be involved in it.

The opportunities for boys to develop their spiritual awareness are particularly good. The head of pastoral care plays a key role in providing valuable support and spiritual insight for the whole community. Boys are enabled to reach their own viewpoints about religious belief and spirituality, and they respond positively to this approach. Voluntary faith meetings are well attended with many worthwhile activities taking place, including a meditation group, the Jewish society, the Indian society and the Christian Union. Assemblies raise awareness of spiritual matters, as was seen in a charismatic talk on forgiveness which had a very positive impact on boys.

The promotion of moral education throughout the school is very good. In all areas of school life, teachers take opportunities to reinforce moral awareness, and encourage boys to develop a moral code. Life skills and PSHE are central to moral education: form tutors teach well an effective programme covering issues of morality and ethics. Boys are given the confidence to articulate their own views and enjoy the opportunity for discussion. The programme has been drafted thoughtfully and draws on the skills of staff as well as those of outside speakers, theatre groups and local youth workers. The scheme of work is reviewed regularly and developments such as citizenship incorporated appropriately. The quality of teaching is generally good and sometimes very good. The course enables boys to make independent, informed judgements, while respecting the needs, rights and worth of other individuals. Moral education also takes place in religious studies, with many lively debates taking place, and enjoyed. Boys show a mature approach to provocative and controversial material and are well prepared for life beyond school.

The extent of charitable works that take place throughout the school year is an indication of the importance given to consideration for the needs of others. The swimming team raising money for a young girl suffering from severe burns is one of many examples found of pupil integrity, as was the head boy's running in the London marathon for charity, sponsored by many members of the school. Much of the fundraising is organised by the boys, but staff willingly join in the activities, reinforcing the sense of community.

The school is a tolerant community and boys from a rich diversity of cultures, religions and backgrounds are treated with respect. Cultural interests are positively encouraged through trips, societies and special events. Over 300 boys, parents and members of the local community attend the annual Divali evening, exploring cultural diversity through poetry, music and the sharing of a meal. Faith societies provide an excellent opportunity for boys to explore their own faith and share it with others in lively, fun, well-attended meetings, generally organised by the boys themselves. The school organises a very extensive range of visits abroad, which broaden boys' cultural horizons, notably the very popular trip to the Sinai. Within the school, concerts, art displays and drama productions provide excellent exposure to a wide range of cultural activities, and provide opportunities for the boys to develop a good appreciation of their own and other cultures.

Many aspects of the school's provision contribute successfully to boys' development of a sense of social responsibility. They are given numerous opportunities to take on positions of responsibility. By organising lunchtime activities, captaining teams, serving as non-commissioned officers in the CCF and through the very laudable work experience of Year 12 pupils, who assist in local primary schools as part of General Studies, the boys develop strong leadership skills, as well as learning collaboration, obedience and the ability to form positive team relationships. The role of the prefects is not solely concerned with discipline. They are expected to act as role models to younger boys, to get to know them, and to support them if needed, as are the sixth form mentors. The benefits are evident in senior boys' helpful influence in tutor group meetings and in the positive comments of younger pupils. The success of the provision made for social development may be gauged from boys' respect for the rules and their positive relationships with each other and with staff, and from boys' own sense of worth and concern for others. Parents responding to the pre-inspection questionnaire nearly all agree or strongly agree that the school is promoting worthwhile attitudes and values.

Does the school meet the regulatory requirements for the spiritual, moral, social and cultural development of pupils?

Yes.

Pastoral Care, including Welfare and Health & Safety

The quality of the pastoral care is excellent. The school is justifiably proud of its provision, which makes a major contribution to the personal and academic development of individual pupils. The boys are happy, independent and secure, and thrive in this supportive yet challenging environment. Advice and guidance are also excellent, enabling the pupils to make informed choices about subjects, higher education and careers. The school's arrangements for welfare, health and safety are very good. The structure for all areas is clearly laid down and members of the school community, whether pupil, teacher or non-teaching staff are aware of the procedures to follow in case of illness, injury or crisis.

Very good pupil-teacher relationships are a major feature contributing to the educational standards and personal growth of the boys. The large team of form tutors, heads of year, their deputies, the head of pastoral care and the second master communicate very effectively, know the boys very well, and constantly monitor their well-being. Academic progress is efficiently tracked through reports and grade cards and follow-up discussions. The boys are confident that they are treated as individuals, know where to turn for help if necessary and feel that teachers always have time to listen to and support them. The school actively encourages them to express their concerns, as is shown by the intention to establish a school council to represent boys' views.

The school makes great efforts to ensure that boys settle quickly into the school and establish new friendships. The residential Avon Tyrrell induction trip shortly after they arrive makes an important contribution to this. Members of the sixth form volunteer to give extra support as form mentors, and are trained to do so. They are good role models whose contribution is valued by younger boys. Boys are appreciative of the opportunity, offered to all, and particularly to those in stressful and difficult situations, to seek the extra confidential support offered by two trained teacher-counsellors and a visiting counsellor.

The quality of guidance on option choices and on higher education and careers is very good. The information given to boys and parents at all levels is clearly presented and very practical. Independent thinking is promoted but boys are confident that they are in capable and experienced hands as they make their decisions. The careers department is very well led and managed and provides a carefully structured programme of careers education. Very good use is made of PSHE lessons, form and assembly times to inform and advise. Boys' awareness of careers is well promoted by a successful annual careers convention, an optional work experience programme and a *Business Awareness* course. Boys also benefit from taking aptitude tests in Year 11 to help them make effective choices for sixth-form study. Sixth-formers value the considerable expertise offered when they choose courses and universities, including additional help for those applying to Oxford or Cambridge.

Standards of behaviour are exceptionally high throughout the school. Clear guidelines on acceptable and unacceptable behaviour are understood, appropriate sanctions are in place if necessary, and the anti-bullying policy is appreciated and supported by the pupils. Boys' efforts are recognised and rewarded by the highly regarded headmaster's commendations.

Procedures to safeguard and to promote the general welfare of pupils are good. Teaching and non-teaching staff are aware of the child protection policy and procedures and liaison between different members of staff with responsibility for pupil welfare is good. Boys have access to appropriate contact telephone numbers of child protection bodies, although these are not displayed on school notice boards.

A qualified school nurse is available throughout the day and school policy on pupils in need of medical help is clearly laid down. Accident records are thoroughly and properly kept. Medical records are held securely and the nurse provides an annual list to staff of boys with medical conditions. First aid boxes are available throughout the school. A sufficient number of teaching and non-teaching

staff hold First Aid qualifications, and some hold specialist qualifications, for instance seven have mountaineer First Aid qualifications.

The standard of meals provided by the school contractors is good in terms of choice, variety and quantity. Appropriate measures are taken to promote the health and safety of pupils on activities outside school through comprehensive risk assessments. The appointment of joint educational visit coordinators ensures comprehensive oversight of all external visits. Risk assessments are regularly reviewed and departmental handbooks contain risk assessments for their particular areas.

The school health and safety committee meets termly, chaired by the headmaster. As well as reviewing all accidents over the preceding period, the committee considers ongoing health and safety issues and oversees the audit of two school departments each term.

The school has a satisfactory level of fire safety having regard to the appropriate regulations and fire risk assessments are in place. Good records of the weekly fire alarm testing and termly evacuation practices are kept. Staff and pupils are well aware of procedures to be followed in the event of a fire and of the relevant assembly points. Formal risk assessments are carried out on all school buildings and findings reported to the fire service.

The school has clearly laid down policies with regard to equality of opportunity, special educational needs and disability. The safety of teaching and learning areas is satisfactory and all those involved show due concern for safety issues in relevant subject and activity areas. Boys are aware of safe working practices as appropriate.

Does the school meet the regulatory requirements for the welfare, health and safety of pupils?

Yes.

Does the school meet the regulatory requirements for admission and attendance registers?

Yes.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Governance and Management

The governance and management of the school are of very good quality. They ensure that the school's aims are met, that a high quality of education, excellent pastoral care and a richly varied activities programme are provided, and that resources are sufficient to support teaching and learning. The school enjoys strong support from the governors and benefits from the purposeful and very effective leadership of the headmaster and his senior managers, who work well together. They ensure that the day-to-day administration of the school is very well managed and that longer-term planning is informed by a clear vision and a sense of direction.

The high expectations of the governors, the headmaster and the senior staff permeate all aspects of the school's life and are reflected in the high standards achieved. In particular, the excellent provisions made for the personal development and pastoral care of pupils, and the very good activities programme reflect the vision of the governors and the headmaster. They ensure that the school places high value on nurturing the diverse interests and aptitudes of individual boys and that it recognises and celebrates achievement across a broad spectrum.

The governing body provides good strategic direction and guidance and delegates appropriately all other matters to the headmaster, whom they hold accountable. Thus, the governors' development planning is chiefly concerned with buildings and finance, but academic and ICT development plans are generated within the school. Good communication and consultation ensure that needs are effectively identified and priorities established. Good and effective planning has enabled the school to make good progress and raise standards on a broad range of fronts in recent years.

The bursar and the administrative team provide very good support for the governors and management. The school's finances are prudently and efficiently managed and good quality financial information supplied to enable effective planning and budgeting.

The management structures are well-defined and enable effective monitoring and management of human, material and financial resources. The second master and heads of year oversee the pastoral system and the deputy head, director of studies and heads of department oversee the curriculum provision. Although complex, the system works very well.

Heads of year and heads of departments are generally good managers of their own realms of responsibility and most provide effective leadership for those for whom they are responsible. A clear structure of meetings enables middle managers to contribute to whole school development and planning and to be aware of the school's overall aims and objectives.

The aims and ethos of the school are effectively communicated both within the school and to the wider community. The staff as a whole share a common vision of what the school is, and how it is progressing and all are able to bring forward their ideas for consideration. The presence of a former member of the teaching staff on the governing body provides a good conduit for communication between the staff and the governors.

ACHIEVEMENT AND QUALITY IN SUBJECTS AND ACTIVITIES

Achievement and Quality in Subjects

English

Boys achieve good standards in English in relation to their abilities. The results in all examinations at both GCSE and A level are above the averages achieved nationally in maintained selective schools. In English at GCSE, the percentage of A* and A grades is consistently well above these averages. In English Literature at GCSE the percentage of A* and A grades fluctuates above and below these averages. The department is working to eradicate this variation. At A level, the percentage of A and B grades in both English Literature and English Language is far above the averages achieved nationally in maintained selective schools.

Boys' attainment overall in English is good in relation to their abilities. In Years 7 to 9, attainment is high and occasionally very high. Examples included the analysing of the language and register of internet film reviews or of advertising, using mature, accurate, critical vocabulary. Exercise books show a wide variety of tasks being undertaken successfully and perceptive responses. In Years 10 and 11, attainment is in line with boys' abilities, although the best write sophisticated essays and make apt use of good critical vocabulary, for example 'assonance', 'caesura'. At A level, attainment is high or very high relative to their ability; the best make impressive links between parts of texts, different texts and different subjects, and confidently handle complex ideas like metaphor, redemptive suffering in *The Color Purple*, or absent experience in Romantic poetry.

Boys' progress is good in relation to their abilities. In Year 7, a class progressed rapidly from the plot of *A Midsummer Night's Dream* to a discussion of different historical relationships between parents and children and men and women. In Years 10 and 11, progress is mostly sound. In the sixth form, boys effectively draw together their knowledge of texts to achieve a synthesising overview. One discussion of individual works by Swift and Pope moved rapidly to an analysis of how to apply a distinction between Juvenalian and Horatian satire. The sample of written work showed rapid progress over time.

The overall quality of learning and behaviour is good. Attitudes to learning are positive, although some boys in Years 10 and 11 are passive in lessons. The behaviour of the boys is very good. They are well-motivated and quick to settle to work, possess good listening and discussion skills and are effective note-takers. Pair and group work is notably good, and makes for good independent

learning. Relations between boys and between teachers and boys are confident, respectful and good-humoured.

The quality of teaching is good at each stage in the school; it is often very good and sometimes excellent, and none is less than sound. Lessons are energetic, purposeful and very well-structured. The preparation of boys for GCSE and A level is well organised and supportive. The range of stimuli in all lessons is imaginative and the classroom displays contribute well to learning. Exercise books show a very effective use of colour and images, most memorably in the image of a hamburger to demonstrate the technique for quotation. Teachers' knowledge is very good or excellent, and they are alert to boys on the learning support register. Teachers make good use of humour and positive responses. Open questions are frequent. Standards of marking are high.

The department is generally well-resourced from an appropriate budget. The provision of ICT hardware within the department is currently poor, although the teaching makes appropriate use of the school's ICT facilities. The new building is intended to rectify current problems of unsatisfactory storage, limited office space and classroom size, and poor decoration.

The department is well led, and effectively and efficiently managed in a thoughtful and supportive manner. Regular formal meetings are used effectively to review and plan, and informal contact is frequent and productive, with a very good sharing of resources and best practice. Responsibilities are well delegated. The department is vibrant, enthusiastic and tight-knit, with high morale and a wide commitment to the life of the school. The English Club's major contribution to the editing of a novel written by a parent is an excellent example of such involvement.

Mathematics

Pupils achieve good standards in mathematics in relation to their abilities. Results at GCSE are far above the national average for maintained selective schools, for example in 2003 nearly three-quarters of candidates gained A* or A grades. In addition, almost a third of boys sit GCSE in Year 10 and, in each of the last three years, all have attained A* or A grades. Results at A level in mathematics are also far above the national average for maintained selective schools. In 2003, over four-fifths of mathematics grades and all further mathematics grades were A or B.

Boys' attainment in class and in their written work is good at all stages in relation to their abilities. Written work in Years 7 to 9, and particularly in Year 7, shows very good numerical skills. Boys in Year 7 successfully calculated medians and means from frequency tables, and used and understood sigma notation. By Years 10 and 11, written work reveals excellent algebraic skills. For example, Year 11 boys studying for AS modules optimised simultaneous discrete inequalities. The presentation and accuracy of work is also excellent in the sixth form, especially in the correct use of notation. Many keep comprehensive and well-ordered notes and demonstrate a high level of understanding.

Boys' progress is usually good, occasionally rapid and almost always at least sound in relation to their abilities. Boys in Year 9 quickly extended basic construction techniques to find complex loci. Boys in Year 12 adapted a proof by contradiction for $\sqrt{2}$ to one for $\sqrt{3}$ and discussed further extensions. In some classes seen, however, the ablest boys made only satisfactory progress because the relatively narrow range of problems did not fully extend them.

The quality of learning and behaviour is good. Boys listen attentively and work purposefully. They respond well to questions, and readily ask questions of their own, using appropriate mathematical language. Their quiet, industrious attitude in class helps maintain concentration. Boys work both collaboratively and independently, and are quick to help each other.

The quality of teaching is good at all stages and occasionally it is very good. Teachers have a very good knowledge of the subject; they demand of themselves and of their pupils precise terminology. They expect high standards of behaviour and concentration, but are always courteous. They plan thoroughly and set a fast pace but, owing to the boys' very good behaviour, they sometimes do not notice when some fail to understand, although use of the mini-whiteboards is often effective in

overcoming this problem. Much of the teaching is expository in style. However, some imaginative teaching using, variously, graphical calculators, the interactive whiteboard, or investigations engaged boys to the full. On these occasions, the boys were enthusiastic and progressed rapidly. In other lessons, they would benefit from a greater variety of approaches, including a greater use of ICT. Variation of teaching to match boys' different abilities is uncommon and usually only applied to the more able, and then simply by adding to the complexity or length of a task.

Teachers apply the well-established marking policy to good effect in monitoring progress. The proportion of work marked is very high. The marking, particularly for Year 9 and above, often includes helpful comments. School reports offer advice as well as judgements. Arranging teaching groups by mathematical ability, which starts in Year 9, is determined by end-of-year examinations in conjunction with teacher assessment, and revised according to further tests mid-year. A lack of additional interim data, for example through regular cross-year-group tests, weakens the robustness of conclusions drawn from the formal monitoring programme in Years 7, 8 and 9.

The management and leadership of the department are good, and combine experience, innovation and a coherent vision. Good delegation removes much of the administrative burden from the leadership. Comprehensive schemes of work are constantly improved, and a good bank of in-house material of varied difficulty is being created. The department's development plans are well devised and include reappraising current practices regarding peer review, staff development and ICT training. Teamwork, the sharing of good practice, and a culture of mutual support, especially for less experienced teachers, are characteristics of the department.

Science

Biology

Boys achieve high standards in relation to their abilities. Results at both GCSE and A level over the last three years have been well above the national average for maintained selective schools. GCSE results in single subject biology have been consistently high, with over half of grades awarded being A*, and over 90% either A* or A. In the double award science GCSE, taken only by boys in the lower sets, results are above the national average in maintained selective schools. At A level, on average over the last three years, two-thirds of pupils have achieved either grade A or B.

The attainment of boys at all stages is good relative to their abilities. For example, pupils in a Year 7 class demonstrated very good understanding of the significance that surface area has on an organism's ability to gain or lose heat. Year 9 pupils showed a sound understanding of the requirements for a fair test, whilst Year 13 pupils used their knowledge and understanding to interpret astutely electron micrograph photographs of mitosis and meiosis.

In general boys make good progress, quickly assimilating new ideas and consolidating their knowledge and understanding. For example, sixth-form pupils quickly mastered the experimental techniques necessary to use a potometer and rapidly recalled significant information, enabling them to deepen their understanding and knowledge.

The quality of boys' learning and behaviour is very good. Younger boys actively buzz with interest; they are lively, enthusiastic and cooperative learners. Boys demonstrate excellent participation in class activities; most are willing to volunteer answers to questions, to offer opinions, or to seek clarification to secure their knowledge and understanding. They enjoy practical work and actively engage in independent study. They behave well and form collaborative relationships with their peers; they listen willingly to the views of others. Two Year 11 boys, for example, gave a short presentation on the lock and key theory of enzyme action, whilst their class absorbed what they had to say with sustained concentration and goodwill.

The quality of teaching is good at all stages, never less than sound and occasionally excellent. Lessons are well planned and presented. Excellent relations exist between pupils and staff and this undoubtedly facilitates pupils' learning. In most lessons, a good pace is developed, expectations

are high and pupils are continually challenged and stimulated. A particular strength is the department's use of ICT, which is well supported not only by the science computer laboratory but also, more importantly, by the teachers' commitment and willingness to adopt innovative approaches to teaching. Members of staff are aware of those pupils requiring special provision and support them well. For example, a pupil needing special provision was provided with a separate CD for his laptop computer so that he could work at his own pace. The department also makes a major and effective contribution to the teaching of health education; in Year 8 basic First Aid is taught in collaboration with the school nurse, for example.

A clearly defined mark scheme is published in the handbook and displayed in each laboratory for the benefit of pupils. In general an appropriate amount of homework is set on a regular basis so that assessment can be thorough and effective. Some marking contains helpful advice, but this could be developed more widely to ensure pupils are well equipped to make progress.

Staff are well qualified and ably supported by two loyal and committed technicians. The department is well resourced, although the use of ICT would be enhanced by laptops with network capability. The laboratories are spacious, well kept and exhibit a wide range of excellent display work. Fieldwork, visits, the biology club, the Year 7 project work and external speakers all serve to enrich the educational experience of pupils.

The department is well managed and led, and a sense of common purpose and verve exists amongst the staff. Regular reviews of the performance and development needs of staff are conducted by the head of department, which feed into the school's appraisal system. Lesson observations between teachers occur regularly, and written reports of these are kept. Attendance at in-service training courses is good and well documented in the comprehensive departmental handbook. The department has appropriate health and safety procedures and three members of staff are first aid trained.

Chemistry

Standards achieved in chemistry are good relative to the boys' abilities. At GCSE in single subject chemistry, results over the last three years are far above the national average for maintained selective schools; in the double award science GCSE, taken mainly by those in the lower sets, the results are above those in the maintained selective schools. Results at A level over the last three years are far above the national average for maintained selective schools.

Boys' attainment in chemistry is good at all stages relative to their abilities. By the end of Year 9, boys discuss perceptively the rate of reactions in terms of the movement of molecules. In Years 10 and 11, boys use technical vocabulary, perform calculations and plan investigations with confidence. In the sixth form, boys coped well with complex redox calculations, while a group of upper sixth-formers interpreted the results of an investigation of auto-catalysis with a good level of understanding.

Boys make good progress in chemistry in relation to their abilities, as is shown by their increasing skill in practical work, and by the growing breadth of their factual knowledge. Boys' files confirm that their ability to write at length about chemistry increases steadily with time. However, progress is slower in the lower sets in Years 10 and 11, where the pace of lessons has to accommodate the ability and interest of boys who have been selected to take the double award GCSE rather than the single science courses, and the expectations of both boys and teachers are lower.

The quality of learning and behaviour is good, and often very good. Boys are very willing to listen to each other in discussion, and they show good concentration during longer tasks. They behave well in class, and particularly in practical sessions. Boys in Year 9 successfully used ICT to research a topic, and produced interesting and attractive results. Boys in Year 7 responded enthusiastically to the combustion of elements in oxygen.

The quality of teaching is good at all stages. Lessons are carefully planned. Practical work is widely used, and videos are used well to introduce processes or substances that cannot be experienced

directly in the laboratory. ICT is not used widely, despite easy access to the excellent facilities available in the science department ICT computer laboratory. Written tasks are set and marked regularly and well; reports are helpful and indicate strengths and weaknesses.

New building developments have given the department a series of bright, well-appointed laboratories, and these are kept in notably good condition. The walls and corridors have imaginative displays of boys' work. In contrast, some older teaching rooms and one of the preparation rooms are in need of simple redecoration to create a better environment for learning.

The department is efficiently managed and well led. The department handbook is clearly presented and contains appropriate instructions on health and safety, which are closely followed by staff and boys. All members of staff are encouraged to share their ideas and to contribute to the department's planning for the future. The current plan has as its chief aim to persuade more boys to opt for chemistry at A level and beyond.

Physics

Boys achieve good standards in physics in relation to their abilities. Results for the last three years at GCSE, for separate subject physics, are consistently far above the national average for maintained selective schools. In the double award science GCSE taken mainly by the lower sets, results are still above the national averages for maintained selective schools. A-level results are far above the national average for maintained selective schools.

Boys' attainment in lessons and written work is good relative to their abilities at all stages. For example in a Year 7 group, boys recorded results of an experiment on electric currents accurately and used scientific terms appropriately in their conclusion. Year 9 boys have a good understanding of current electricity and a developing grasp of electromagnetism, which they apply to a wide range of practical examples. In Years 10 and 11, and in the sixth form, boys revising for public examinations have good knowledge and understanding and are working at the level needed to gain high grades.

Progress is good overall relative to boys' abilities. Boys consolidate their knowledge and understanding quickly, grasp new concepts with ease and develop good mathematical skills. For example, a Year 8 group working with the specific heat capacity of materials quickly developed their understanding of a fair test and uncontrolled variables. Progress is however slower in the lower sets in Years 10 and 11, where boys take longer to grasp concepts and to learn how to apply them.

The quality of boys' learning and behaviour is generally good. Boys usually work together well and with real interest. They are attentive and cooperative learners. They usually respond well to the teachers; when this is less so, it is because the lesson is inappropriately paced and poorly taught.

The quality of teaching is uneven. At each stage in the school, teaching is generally sound, sometimes very good but occasionally unsatisfactory. At its best, topics are well presented, stimulate interest and develop pace. Lessons are generally well planned; the teaching makes effective use of resources and provides good practical experience to demonstrate concepts and processes. Teachers enjoy a good rapport with pupils. Less satisfactory teaching lacks pace and fails to hold the interest of boys. The clear policy on marking is, in most cases, followed well, and helpful comments aid boys' understanding and progress. In some cases, however, comments are too brief or marks are allocated too infrequently.

The department's accommodation is of mixed quality. Some teaching rooms are modern and present an attractive environment for study. Others, however, including the prep rooms, are in need of redecoration, in spite of the use of imaginative display material.

The management and leadership of the department are sound. The handbook is well organised and detailed. Regular meetings are held which ensure that routine administration is efficient, and that all may contribute to discussions on broader policy questions. In-service training undertaken by members of the teaching and non-teaching staff is recorded in the handbook. However, training is

not sufficiently planned to ensure that the department keeps up to date and the quality of teaching and marking is insufficiently monitored. Health and safety issues receive due attention, and the department benefits from excellent service from two experienced laboratory technicians.

Art

Boys achieve high standards in art in relation to their abilities. Results in public examinations are very good. Since 2001 just under half of the GCSE candidates have achieved A* or A grades. This proportion, and that achieving A* to C grades, is above the national average for maintained selective schools. At A level, of four out of every five candidates have achieved grades A or B and all have gained grades; results were particularly outstanding in 2003. These results are far above the national average for maintained selective schools.

Standards of attainment in lessons observed and in boys' work were very good relative to their abilities throughout Years 7 to 13. Excellent work occurs in all years. For example, a Year 9 group of boys displayed high standards of drawing and Year 10 work books contain some quite outstanding pieces of work.

Boys' progress is very good in Years 7 to 10 and good in Years 11 to 13. Presentation in sketch books and folders shows development over time, particularly in Year 10. Reference to the history of art and access to galleries enhance progress as pupils widen their experience of different approaches and styles.

The quality of learning and behaviour is very good. Boys are sensitive and polite. They enjoy art and work well although some in the examination groups show insufficient sense of urgency. A feature of the department is the very good relationships amongst boys and between staff and boys. Learning is encouraged by the introduction of work books from Year 7 and by regular homework. ICT is used effectively to enhance learning. For example, Year 8 boys researched diligently aspects of aboriginal art using the computers. Sixth-form pupils make flexible and creative use of computers in their work, although more could be achieved combining photography and printmaking with text or typography to produce school or departmental graphics.

The quality of teaching is very good at all stages. Lessons are well paced with a clear sense of purpose and direction. Teachers are committed and enthusiastic and give up much of their own time for boys to further their learning and progress. The teaching is founded on secure and wide-ranging subject knowledge and covers all aspects of painting and drawing, print-making, three-dimensional work including pottery, and the history of art. Scope exists to expand the three-dimensional work and to introduce photography and graphics.

Accommodation is satisfactory, although storage is at a premium and no dedicated space for pottery or three-dimensional work is available. However, the gallery and the ICT room are valuable bonuses. The layout of rooms encourages teachers to share good practice.

The departmental and main school libraries ensure that ample books, videos, periodicals and CD-ROMs are available. Resources are good, especially for ICT, with a good range of computers, scanners, and printers and digital cameras. The budget is adequate. Display is excellent in the department and throughout the school.

The department is well led and managed. The teachers work effectively together. The lack of technical assistance, however, puts extra burdens on the teachers, particularly in a school which places such emphasis on display. In-service training has recently taken place to good effect in a number of skills areas including ICT. The departmental handbook is full and thorough; it contains schemes of work, departmental philosophy, policies on homework, assessment, teaching, ICT and health and safety.

Business Studies

Boys achieve high standards relative to their abilities. A-level results in the past three years have been far above the national average for maintained selective schools with, on average, four out of every five candidates gaining A or B grades.

The attainment of boys in business studies is good in both Years 12 and 13 relative to their abilities. They argue well and exhibit good ability to interpret, analyse and evaluate material in a variety of forms. They transfer theory into practice well both in written assignments and in class discussion, as was shown in an analysis of newspaper recruitment advertisements by boys in Year 12.

Boys make good progress in both years in relation to their abilities. They often progress rapidly by asking and answering questions in class discussion, for instance in a Year 12 class boys quickly understood the impact of differing management styles on the workforce. Well ordered and organised files reflect good note-taking skills and bear testimony to the steady progress made over time, both in acquiring knowledge and in developing understanding.

The quality of learning and behaviour is good, and often very good. Pupils are both positive and co-operative and take an active part in class question and answer sessions. They are invariably polite and exhibit a genuine interest in the subject.

The quality of teaching is good, and often very good, in both years. Lessons are well planned and objectives are clear. Expectations are high and the pace of work is rapid. Much use is made of topical material gleaned by teachers from the internet and newspapers to stimulate discussion. All teachers have a very sound grasp of the subject matter. Although marking tends not to be accompanied by diagnostic comment and advice, the widespread use of examination mark schemes in revision sessions is helpful in making boys aware of how they are progressing.

The management and leadership of the department are very good. Regular meetings ensure good communication and coordination. Resources for learning are good with appropriate sets of up to date text books. Videos and the school's central computing facilities are used well to enhance teaching and learning. The department is dependent on gaining access to the school computer laboratories, which are often busy, as it does not have its own ICT facilities. The library is thinly stocked with business books and is infrequently used by business students. Some good use is made of parental expertise to enhance teaching. Regular expeditions take place to Prague and New York and these enrich the learning experience of pupils.

Classics

Boys achieve good standards in relation to their abilities. Results in Latin at GCSE over the last three years have been good, with about two-thirds of candidates gaining A or B grades. The small number of boys taking A level in classical civilisation or Latin have all gained A or B grades in the last two years.

The attainment of boys at all stages is good in relation to their abilities. By the end of Year 9 boys have acquired a good grasp of Latin grammar. In Years 10 and 11 they have good background knowledge of the social, political and historical framework of the language studied, and compare thoughtfully ancient and modern beliefs and practices, for example gender beliefs, fashions in leisure, and conditions of warfare.

Boys' progress in classics is good. All lessons have clear aims which result in a growing grasp of both grammatical structure and vocabulary. Written work confirms the steady progress that boys at all levels make over time.

The quality of learning and behaviour is good. Boys take notes responsibly, without having to be prompted. They ask and answer questions willingly. They concentrate well in class. Written work is carefully and conscientiously completed. They respond well to, and have excellent relations with and respect for, their teachers.

Teaching is good at all stages of the school. Notes distributed to pupils are of a high standard. Grammar is taught meticulously and creatively. Good, but limited, use is made of ICT because equipment is

only available on a limited scale within the department. Teachers are knowledgeable and enthusiastic about their subject. Their courtesy towards their pupils is notable and contributes to the very good rapport that they have with the boys. Very good support is given to boys with particular learning needs.

Trips, for example to Rome and Pompeii, are run successfully and frequently. The reading competition for younger boys is hotly contested, and a senior essay competition is set each year. The classics society meets regularly at lunchtimes. Displays both in the department itself and around the school are of a high standard and illustrate pupils' use of ICT.

The departmental office is cramped and only one teaching room is equipped with an overhead computer projection facility. The one portable overhead projector is insufficient. Teaching the A-level classical art option, in particular, requires improvement of these facilities. The classics section of the library is well stocked to support the study of texts and background areas of study.

The department is well led and calmly and meticulously managed. Appropriate records are kept, and good support is provided for members of the department. The departmental handbook is carefully constructed and kept up-to-date. Marking is not formally monitored within the department, as a school monitoring process is in place, but it is exemplary, careful, encouraging and helpful. Members of the department view each other's work at close quarters in the normal course of events, and this ensures consistency in teaching and marking. The department is very much involved in, and committed to, the promotion of classics teaching nationally and all specialist teachers attend a relevant and extensive series of in-service training events each year.

Design & Technology

Boys achieve good standards in relation to their abilities. Results at GCSE are sound and are broadly in line with the national average for maintained selective schools. Numbers taking the subject at A level have been small, but of the nine candidates since 2001 seven have achieved A grades.

Standards of attainment are good in relation to boys' ability in each year group. In the workshops, Year 7 boys made 'pop-up' cards with good precision. At the other extreme, boys in Year 13 were producing outstanding results using computer graphics software. Attainment is also high in the presentation of folders in Years 9 and 10 with excellent use of ICT to assist presentation.

Progress is sound across all years relative to boys' abilities. It was particularly noticeable in Year 9 groups where boys were working earnestly to complete wooden picture holders and metal candle holders. Some examination candidates in Year 11, however, lacked sufficient sense of urgency.

The quality of learning and behaviour is good at all stages. Boys are generally conscientious and competent learners. They are exceptionally well behaved and eager to learn, strongly self-motivated and co-operative. Good use is made of ICT for the development of designs and of the internet for research. Boys in Year 12, working on their projects, displayed very good independent learning habits.

The quality of teaching at all stages is good and often very good. It has not suffered despite the extensive building construction in progress during recent months. The department has a thorough and efficient marking and assessment policy. Marking is effectively applied and includes separate grades for spelling and grammar and for presentation as well as for the overall development of the project. A very clear system of mark and feed-back sheets communicates progress effectively to parents and pupils. A happy atmosphere and good working ethos exist within the department. Teachers make great efforts to maintain these in difficult circumstances.

The department is well led and managed, with very full departmental documentation and handbook. Policies on health and safety, ICT, homework, staff training and development are clearly established and published in the handbook. Resources are adequate and well-planned new accommodation is on course for completion. The department has coped well during the

reconstruction as classes have moved from one temporary location to another. The technicians make valuable contributions to the department.

Drama and Theatre Studies

Standards of achievement in drama and theatre studies are good in relation to boys' abilities. Examination results at GCSE and A level are above the averages achieved nationally in maintained selective schools. At GCSE the percentage of A* and A grades in drama is well above these averages, and at A level, the proportion of A and B grades is far above the averages achieved nationally in maintained selective schools.

Boys' attainment in drama and theatre studies is good for their abilities. Written work shows a wide variety of tasks and good responses. Boys discuss movement and tone with precision when devising pieces, and make effective use of space. The variations on *The Trojan Women* showed a good understanding of the different potentials of the language, and of the opportunities for different kinds of rhythm and collective movement.

Boys' progress is good relative to their abilities. Many lessons begin with the stimulus material, and the boys progress well to devise confident and thoughtful responses. An argument in *Billy Liar*, and scenes set to music or within a genre, were rehearsed with intelligence and a good critical sense, to produce work of a good standard by the end. The depiction of relationships and the use of voice progress particularly well.

The quality of learning is good. Attitudes to learning are positive, and the behaviour of the boys very good. They are well-motivated, quick to settle to work and possess good listening and discussion skills. The boys are notably good in pair and group work. They collaborate well and help each other with prompts. They possess a good range of critical, analytical and stage skills, and develop movement, gesture and speech effectively. They combine confidence and imagination. Work in class is well focused and purposeful. Relations between boys and between teachers and boys are respectful and relaxed.

The quality of teaching is good at all stages of the school. Lessons are calm, purposeful and well-structured. The range of stimuli is imaginative. Teachers' knowledge is very good. Teachers generate good progress by frequent individual discussions with groups, and with good review and analysis at the end of performances.

The department is well and enthusiastically led and effectively managed. Formal meetings are used effectively to review and plan. The sharing of resources and best practice is very good, and the relationship with The Lady Eleanor Holles School is strong. Informal contact in the department is frequent and productive. It is an enthusiastic department with a strong commitment to the subject, as shown by the large number of productions and trips. The department is well-resourced from an appropriate budget.

Economics

Boys achieve good standards in economics relative to their abilities. A level results are well above the average for maintained selective schools, with more than three-quarters of candidates over the past three years gaining A or B grades.

The attainment of boys in both years is good in relation to their abilities. Year 12 boys discussing the labour market exhibited a good grasp of the concepts and made effective links to wider issues, such as skill shortages. Year 13 boys had a sophisticated understanding of the theory of economic growth and used the correct terminology with confidence.

Boys' progress is good in relation to their abilities. For example, Year 12 boys developed their understanding rapidly when considering the economic arguments for building European cars in Mexico and in South Africa. As the course progresses, boys become increasingly skilled at relating theory to their understanding of everyday economics.

The quality of learning and behaviour is good. Pupils are enthusiastic learners and take an active part in class discussion, as in a lively Year 13 discussion of the economic implications of the enlargement of the European Union. Folders are well organised and structured; they contain class notes that exhibit strong note-taking skills and wide use of material first published in newspapers and on the internet.

The quality of teaching is very good in both years of the sixth form. Lessons are well structured and objectives are made clear to students. Teachers have a very strong grasp of the subject matter and a genuine enthusiasm for the subject. Pupils are often challenged to think deeply through the astute use of question and answer techniques, and warm relations between pupils and teachers are the norm. Work is set regularly, although marking does not include sufficient comment on how boys could improve their work. Some use is made of ICT, primarily as a research resource. Visits to Prague and New York take place annually and these enhance students' experience.

The management and leadership of the department are sound. Only the head of department is full-time, other members of the department are either part-time or have major responsibilities elsewhere in the school. This leads to some fragmentation of objectives and purpose. Meetings are relatively infrequent and the minutes are not always sufficiently comprehensive. Resources for learning, including the books in the departmental library, are good although the books in the school library are dated and little used by economics students.

Geography

Boys achieve high standards in geography relative to their abilities. Results at GCSE in the last three years have been far above the national average for maintained selective schools. Virtually every candidate has gained at least a grade C and the proportion gaining A* or A grades has risen to four out of every five entries. Results at A level in the last three years have also been far above the national average for maintained selective schools. All candidates have passed and the proportion achieving A or B grades has risen to better than four in five.

The attainment of boys at all ages is high for their abilities. For example, Year 10 boys applied geographical concepts to a very high level working out the likely location of climatic zones on a global scale. Year 12 boys investigated push and pull factors in Indonesian transmigration, then developed a highly empathetic exposition of the consequences. The written work of boys in Years 7 to 9 demonstrates a very high level of knowledge and linguistic fluency, resulting in convincing descriptions and explanations in both diagrams and words. By Years 10 and 11, boys apply concepts and case study details with a high level of competence. In the sixth form, notes are often structured independently, containing more real world detail, modelling of relationships and thorough analysis in essay format.

The progress of pupils is always at least good and in two-thirds of lessons and work seen it was rapid. Year 10 boys made rapid gains in learning by researching the school intranet and then synthesising and comparing the consequences of flooding in less and more developed countries. Some Year 12 boys contemplated the sounds and history of blues music and increased their understanding of the lifestyles that caused migration within the USA.

The quality of learning and behaviour is very good. Boys of all ages work well collaboratively and show a respect for each other's contributions. They are also good independent learners. For instance, Year 13 students used the intranet and their own reading to reinforce their learning about lowland heath ecosystems. For homework, Year 8 boys researched and reflected on internet material in order to establish their own attitudes to Antarctic development. A definite sense of pride is evident in the quality of work produced, handwriting being neat, structure being clear and illustrations done as works of art.

The quality of teaching at all stages is always at least good, and in two-thirds of lessons it is very good and sometimes excellent. Lessons are thoroughly planned, incorporating themes, places and skills appropriately. The objectives are made clear to the boys, verbally and in print. Teachers are aware of boys with diagnosed learning difficulties, and provide appropriate and effective support.

Teachers have a secure knowledge of their subject matter. They respond clearly to questions and frequently check whether boys understand. Marking of work is regular, though it only occasionally contains sufficient diagnostic comment to assist future learning.

A feature of geography is the fieldwork arranged for all year groups, providing first-hand investigation of phenomena locally, elsewhere in England and in Kenya. High quality displays of geographical images, articles and pupils' work adorn the corridors and classroom walls, and encourage an awareness of the immediacy of the subject. However, only one of the five teaching rooms is equipped with state-of-the-art ICT, which disadvantages groups not taught there.

The department is effectively and energetically managed and led. Clear guidance is provided concerning courses, resources, responsibilities, policies and procedures. The teachers work together well as a team, reinforced by mutual lesson observation. Planning involves short and long term objectives which all teachers have discussed and work towards. Professional development is encouraged both in terms of teaching skills and examination requirements.

History

Pupils achieve good standards in history relative to their abilities. Results at GCSE are well above the average achieved nationally in maintained selective schools at grades A* to C and, although the percentage of candidates gaining A* or A grades has varied over the past three years, in two of the three it has been well above that achieved in such schools. At A level, in most years the proportion gaining A or B grades is far above such schools.

The standard of boys' attainment at all levels of the school is almost always good and often very good in relation to their ability. Pupils assimilate information quickly; they ask and answer questions in ways which are relevant and perceptive and which reveal the depth of their understanding. Examples included a Year 7 introduction to King John where the boys demonstrated good awareness of the social structures of the period; a Year 11 lesson on the Wall Street Crash to which a large number of boys contributed, showing very good recall of a complex situation; and a Year 12 discussion of Nazi social policy in which boys discussed with insight Hitler's role as a father-figure.

Boys' progress overall is good relative to their abilities. Their growing ability to reason, and to recall earlier topics and see old themes in new ways, is indicative of good progress as pupils rise through the school. Able boys progress more rapidly as a result of the provision of extension work, sometimes via ICT. Pupils with individual learning plans receive good support to enable them to progress well.

The quality of learning and behaviour is very good. In nearly all lessons, behaviour is exemplary. Boys settle quickly at the start, maintain interest and concentration and are highly engaged on the tasks in hand. A strong mutual respect exists between teachers and taught. Boys sense that their teachers treat them with regard, and they give much in return. Boys make good use of the school library, which is well resourced for history, for independent reading. They take well ordered and neat notes, although the way in which boys in Year 10 and above store their GCSE and A-level notes, and the number of unfastened papers in younger boys' exercise books, reduce their usefulness for revision.

The quality of teaching throughout the school is very good in well over half the lessons, and in more than one in five it is excellent; it is always at least sound. Teachers are very experienced and their teaching skills are of a high order. They manage pupils with skill and sensitivity. They project knowledge confidently and give clear instructions. They use a wide variety of presentational techniques, including ICT and group work. Lessons have pace and variety, and are well planned with clear aims. Teachers give advice and correct errors constructively. Some of the marking is rigorous with constructive suggestions for improvement, but not all teachers follow the school's policy on the correction of written English.

Departmental management is effective. The informal leadership style is appropriate to the experienced and long-serving nature of the department's membership. The schemes of work have been carefully compiled. Departmental books and other resources are responsibly ordered and carefully maintained. Classroom displays have been imaginatively assembled, but some of the rooms need refurbishment and redecoration. Individual teachers are both encouraged and timetabled to play to their strengths. The curriculum offered is consistent with the exigencies of the options system and the teaching time available. The department organises frequent field trips in this country and abroad, and supports them with written assignments that provide scope for individual initiative and satisfaction for the enthusiast.

Information and Communications Technology (ICT)

Pupils achieve satisfactory standards in ICT relative to their abilities. Results achieved by the small number of boys who take the AS level in computing are uneven, but are in line with their abilities.

Attainment in ICT across the school is sound in relation to the boys' abilities. Boys in Years 7 and 8, following an introductory course in basic computing skills, achieve good skills for their abilities. For example, in a Year 7 lesson boys designing a front cover for a project were confidently importing pictures from the internet into their documents. However, Year 10 pupils, returning to the study of ICT after a gap in Year 9, had to relearn how to enter a formula into a spreadsheet before being able to proceed with their project. Sixth-form pupils learning validation techniques as part of the AS level course were able to use an iterative process with assurance.

Progress in lessons is good, with boys acquiring a wide range of skills, but confidence and competence are frequently not sustained over time because the skills learned in ICT lessons are not sufficiently reinforced by habitual use in other areas of the curriculum. For example, Year 10 projects which are carefully designed to link with other subjects, such as geography, often become contained and isolated exercises because the boys are not simultaneously studying the same topics in their geography lessons. The discontinuity in curriculum provision, and the inconsistent use of ICT across the curriculum, means that skills learned are not sufficiently bolstered before being left and so are often lost again through lack of practice.

The quality of learning and the boys' attitudes and behaviour are good. They are enthusiastic and eager to learn. They concentrate well in lessons and work conscientiously on tasks set. They are willing to ask and to answer questions. Many have good skills learned at home.

Teaching is good; it is well planned and organised, but often focuses on narrow objectives, such as working through one of the cross-curricular link booklets. Marking is occasional and tends to contain little comment, although one example of very good marking was seen when a set of geographical link exercises were marked twice, once for their geographical content and once with regard to the ICT techniques, with extensive comment on both.

The network is well managed and supported by two non-teaching staff, who provide a valuable school-wide service.

The department has been well led and managed and has established sound ICT provision and computer literacy. Good cross-curricular link material has been created. Nonetheless the supply of computers is not sufficient and the way in which they are deployed in large laboratories does not make access easy for either teachers or pupils. As a result, ICT is only used by a proportion of departments to enhance their teaching and a number of teachers and boys are not fully confident users of ICT. The ICT committee that is now responsible for overseeing ICT provision and use across the school has prepared a development plan. However, the targets are not sufficiently ambitious if ICT is to be integrated sufficiently rapidly into teaching and learning across the curriculum.

Learning Support

The learning support department provides very good screening and assessment of all boys, and very good support for the approximately 120 boys identified by the school as requiring support. It enables them to make progress and achieve well in relation to their difficulties. The majority of subjects do not set boys into groups by ability, and the department effectively supports boys with particular needs within mainstream classes, with extra tuition where necessary.

The screening process is effective. All boys are tested in Years 7 and 9, and these tests, together with the English department's concurrent spelling tests, provide very good baseline data. As a result of further screening, those boys with identified difficulties are put on the learning support register; discussion with parents establishes whether the boys are to have extra lessons with the specialist teacher, dealing with handwriting, spelling or study skills. The specialist teaching enables boys to cope well with mainstream work. Follow-up screening occurs every half-term, for boys having extra lessons, with the end-of-year test results sent to parents. Decisions and testing for extra time in public examinations are efficiently handled, and lists published.

Records are very well kept. All boys on the learning support register have very good IEPs, with targets, from Year 10. These are circulated to all teaching staff, and are used effectively to provide support and to set appropriate tasks. Progress is monitored closely. Relevant information is easily accessible to teachers and tutors. Detailed advice is available on how best to support any boy from the learning support team.

The department is staffed by well-qualified specialists, who are committed to supporting those whom they teach. Resources for the department are good.

Management and leadership of the department are good. The department produces a useful handbook and constantly reviews its practice and plans. The processes and plans for the review of IEPs are good. The co-ordinator has good access to whole-school planning via the curriculum development committee, and the specialist teacher is involved in whole-school in-service training. A very positive development is that a number of teachers have volunteered to act as the points of reference for learning support in their departments.

Modern Foreign Languages

Boys achieve very good standards in all modern languages in relation to their abilities. Results at GCSE in French, German and Spanish over the last three years are far above the averages achieved nationally in maintained selective schools. At A level, they are far above in German and Spanish and above in French. Italian results at GCSE and Russian results at GCSE and A level are also very good.

The attainment of boys at all stages is mostly very good relative to their abilities. Oral fluency is a real strength across all languages and each stage. The boys communicate very effectively; they manipulate structures and have a very good understanding of grammar. For example, in a Year 8 German class the boys used past participles and the accusative case correctly and applied word order rules successfully. Comprehension is also strong at all levels, as in a Year 12 French class when the boys had a very good understanding of the literary text and responded to questions fluently and accurately. Boys in a Year 12 Spanish class showed excellent listening skills and good knowledge of the subjunctive as they prepared for a debate on bullfighting.

Boys' progress overall is good, and often rapid in relation to their abilities. The flexible setting arrangements in French, German and Spanish successfully enable gifted linguists to accelerate to GCSE in Year 10. They then take AS in Year 11 on only four lessons a week, followed by early entry for A level where appropriate. Particularly rapid progress is made by those who take Italian GCSE in just one year and those who opt to take up the challenge of Russian GCSE in three years. Other sets also make very appropriate progress for their ability as they move more steadily to success in public examinations.

The overall quality of learning is very good in all languages. The boys are generally confident, enthusiastic and very well motivated. They volunteer well and are prepared to take risks. They

have no inhibitions when speaking, and try hard with accents and intonation. They quickly focus in partner work and are supportive of each other. They are inquisitive and perceptive, ask pertinent questions and see patterns. They show increasing independence as they move up the school. They respond particularly well to challenge and an element of competition and, even when rather less inspired, they are attentive.

The overall quality of teaching is good and often very good at all stages and in all languages. Teachers are well qualified and very competent linguists and are aware of the abilities and needs of their pupils. The atmosphere in lessons is relaxed and friendly. Use of the foreign language in most classes is the norm, and the boys accept that even quite complex grammar may be explained in the language concerned. Teachers have high expectations, for example in speaking at normal speed even with the younger boys. Lessons are well planned, usually practising all listening, reading, writing and oral skills. Some lessons with lower sets, however, lack pace and a sufficient range of activities. Staffing is generous and sets are often quite small, allowing good individual attention, which is enhanced by one-to-one work with the three language assistants. Pupils benefit greatly from the contagious enthusiasm of the staff for languages and their readiness to give freely of their time to run clubs and societies, organise competitions, set up work experience programmes and particularly to accompany trips and exchanges. Last year nine overseas trips enabled a record number of 220 pupils to enhance their linguistic skills and widen their cultural experience.

A real asset for the staff and pupils is the very well stocked resources centre, managed effectively by a trained librarian-cum-linguist. The department is generously resourced, for example, it has satellite television, a large selection of DVDs, videos and reading and listening material. However, it lacks a photocopier and an appropriate number of networked computers for such a large department. The department is shortly to be relocated in order to increase office and classroom space.

The department is very well led and managed. The five heads of department work together and support each other well. They manage a wide array of routes to success in public examinations skilfully so as to cater successfully for the needs of all their pupils. Teachers are deployed effectively to utilise their individual strengths. Good schemes of work are in place, although not all contain sufficient encouragement to use the resources available, to promote extended writing or to consolidate ICT skills in line with school policy.

Religious Studies

Boys achieve good standards in religious studies relative to their abilities. Results at GCSE are well above the average achieved nationally in maintained selective schools and the proportion achieving A* or A grades is far above the average in these schools: all 35 candidates gained an A or A* in 2003. At A level, results over the last three years are above the average for maintained selective schools, and the proportion gaining A or B grades is far above.

Boys' attainment is generally good and often very good for their abilities at all stages. In Years 7 to 9 both oral and written work are consistently of good, and sometimes very good, standard. At each stage, boys are knowledgeable and demonstrate good understanding of past work. They have well developed evaluative skills and handle sophisticated ideas thoughtfully. Year 13 boys, for example, discussing the early church, demonstrated excellent knowledge and analysed the reliability of source evidence in a way far beyond that expected at this stage. Written work is good overall and includes work written and researched using ICT. Projects done by Year 9 boys on heroes of non-violence reveal mature understanding and sensitivity.

Progress is good at every stage, building upon previous knowledge and understanding. Boys of all abilities reveal good progress being made in lessons by their answers to questions and their own questioning of the teacher. Written work confirms the good progress made over time.

The quality of learning, boys' attitudes and behaviour are good. They listen well to others and respect their contributions. They are, on the whole, very well motivated and in most classes are

enthusiastic participants; for example in one Year 9 lesson introducing Islam, every hand was up and each boy had interesting comments to offer.

The quality of teaching throughout the school is good and often very good. Teachers are suitably qualified, experienced and very committed to their subject. Lessons, which relate closely to the schemes of work, are well prepared, employ a variety of methods and are well paced. Explanations are clear and questions challenging. Question and answer sessions are used very effectively. Teachers probe carefully to elicit more detailed information and explanations from pupils. Relationships between pupils and between teacher and pupils are very good. The atmosphere, while purposeful and orderly, is relaxed, friendly and conducive to enjoyable learning. Teachers are well in command of their subject and exercise good control.

Well-considered homework tasks are set and marked regularly. Individual research is positively encouraged and supported. An analysis of the concept of heaven by one Year 8 boy was particularly perceptive. The marking of all work is prompt, thorough and constructive; commendatory and encouraging comments are frequent. Reports for parents include much constructive comment on progress. No teaching of religious studies takes place beyond the end of Year 10 for those who do not opt for examination courses, which denies older, more mature boys the opportunity to discuss questions of belief and morality in a formal setting.

The department is well led and managed. Good systems facilitate the teachers' sharing of good practice, and discussion of boys' progress. Schemes of work are well planned and designed to be stimulating, challenging and inclusive. Abundant opportunities exist for boys to develop their spiritual awareness and knowledge of self, notably the valuable department trips such as that to the Sinai.

Short Subject Reports

The size of the inspection team did not permit all subjects to be reported on in full. Short subject reports contain concise evaluation of the quality of teaching and learning seen and of provision in the school.

General Studies

Two lessons of sixth-form general studies were observed and a discussion was held with the deputy head, who coordinates the programme.

Learning in the lessons seen was good. Boys were willing and articulate contributors to discussion, which resulted in animated and thoughtful debates with well thought-out points of view being presented.

Teaching was good. The sessions seen included a discussion of the ethical arguments for and against abortion. The teaching was well-prepared and confident, and boys engaged well with both the issue and the teacher. In a group therapy discussion dealing with personal issues and the origins and symptoms of stress, leadership of the discussion showed sensitivity and the ability to extemporise skilfully.

The school provides a wide range of courses, both optional and compulsory. The mandatory components include ICT, community service, health education and the world of college and work. Nearly all boys enter for A-level general studies. The work of the general studies programme makes a valuable contribution to the personal and social development of its participants.

Music

Two lessons and four lunchtime and afternoon practices were observed. A discussion was held with the head of department.

Learning in the lessons seen was good. Boys clearly enjoyed the range of music introduced and worked with concentration and commitment. They responded well to teachers and were intent on doing their best. Teaching was good. Lessons and activities were conducted with pace and purpose.

Relationships between teachers and pupils were good. Teachers were concerned to take boys' tastes and preferences into account when choosing music to discuss or play.

The department operates on a wide scale, affecting large numbers of boys throughout the school; about 350 learn instruments in individual music lessons. Routine organisation benefits from the presence of a department administrator. The department liaises closely with both drama and performing arts, with which it shares the Garrick Building. This is in need of refurbishment, and space is at a premium, in spite of the recent addition of further practice rooms scattered around the school. Storage space for equipment is poor. The music technology classroom is cramped and the practice rooms housed in the adjacent temporary building are poorly insulated for sound.

A full programme of concerts, jazz events and an annual musical staged jointly with The Lady Eleanor Holles School enrich the musical experience of the boys.

Politics

Four lessons were observed, all in the sixth form, and a small quantity of boys' work was scrutinised. Discussions were held with teachers.

The quality of learning was good overall. In two of the lessons seen it was excellent, especially in Year 12 when boys discussed, confidently and knowledgeably, fascism and liberalism, House of Lords reform and issues surrounding the proposed European constitution referendum. The enthusiasm of the boys and their engagement with their teachers was evident.

The teaching observed was never less than good, usually very good, and in one lesson, on the proposed referendum on the European constitution, it was excellent. It drew all the pupils into the discussion and focused them sharply on the key issues.

Politics is taught through to A level, largely by members of the history department, though the A2 modules have been available for only three years. The subject benefits from the many outside speakers who visit the school through both the Politics Society and the *Talk!* programme. Feedback from participants on a recent visit to Parliament was very enthusiastic. A growing number of boys choose the subject, which is being effectively led and developed.

Performance Studies

One classroom discussion and one dance lesson were observed, and meetings held with the master-in-charge of the subject and with the head of drama.

The quality of learning was good; boys engaged in attentive, lively and observant analytical discussion of a Christopher Bruce piece, and worked confidently in rehearsal and performance of their dance pieces.

Teaching was good and displayed excellent subject knowledge and skills. It stimulated effective discussion and questioning probed boys' understanding well. In the dance class, the teaching challenged boys to control and refine the sequences of movements that they built up. The resources for this subject are adequate.

Psychology

Three lessons were observed, all in Year 12. A sample of the pupils' files was scrutinised. A discussion was held with the acting head of department.

The quality of learning was very good in two of the lessons seen and good in the third. Boys demonstrated very constructive attitudes to learning. Many boys asked questions to clarify their understanding and contributed often complex ideas in evaluation of experimental evidence. Boys' files showed a high frequency of independent note-making. A few boys were not well prepared for lessons and so found the concepts difficult and lacked confidence.

Teaching was very good. All teachers revealed very secure subject knowledge and provided informative answers to questions. Excellent lesson plans contained structured objectives, logical development of ideas and a clear sense of the context of each lesson within the course. Independent reading was encouraged. Some exceptionally effective use of ICT enabled efficient assessment and collection of data for learning within lessons.

Psychology is in its infancy at the school. It has no designated space for teaching or for resources. The teaching is by enthusiasts rather than subject specialists and they spend a minority of their teaching time in the discipline. The school has yet fully to spell out the status and future of psychology, its staffing, space and resources within the sixth-form curriculum, although a classroom is to be allocated to the subject from September, 2004.

Sports Studies

Three lessons were observed, a discussion was held with the head of games and a number of pupils' files and projects were scrutinised.

The quality of learning was good. Boys were active and often enthusiastic participants, as in an exercise on muscles using squat thrusts for illustration. Files contained much work but were not always well ordered, which detracted from their value. Some projects were of very good quality and were evidently the result of much conscientious work.

The quality of teaching seen was sound. Teachers exhibited good knowledge of their respective subject areas. Relationships between teachers and boys were relaxed but businesslike. Teachers made good use of a variety of approaches, including brain-storming using published revision cards, overhead projectors and video clips. Work was regularly set and marked with some use of diagnostic marking in evidence.

The accommodation for the subject is poor, being part of a converted gymnasium. Good efforts have been made to improve this environment by appropriate use of display boards. The subject is now well established in the curriculum and numbers following the course are healthy.

Achievement and Quality in Activities

The range and quality of the programme of activities is very good for all ages, aptitudes and abilities at the school. The quality of provision and the commitment of the staff involved contribute to the boys' very strong personal development.

A very high level of achievement was observed during the inspection in a wide variety of activities. Within the sports programme, the rowing, for example, is outstanding by national standards. The oarsmen interviewed spoke readily about the commitment it requires and the benefits they have drawn from it. The school has looked for statistical evidence of any negative effect this exacting but successful programme might have on the academic attainment of its boys and has found there to be none. Both the boat club and the first eleven cricket team have made very recent international tours, examples of ways in which the sports programme offers the boys cultural and social benefits. Football, rugby, cricket, tennis, basketball and other teams compete locally, regionally and nationally; they offer boys further opportunities to develop inter-personal and leadership skills and a sense of commitment. The pursuit of excellence is also promoted in other less obvious fields: for example, a member of the windsurfing club competes at international standard.

During the inspection numerous music ensembles, an orchestra and a choir were observed rehearsing, all to very high standards. These, and the other school orchestras and bands offer opportunities for performance to all boys, including those receiving instrumental tuition. The frequent rehearsals are well attended and boys participate with enthusiasm; they offer the boys excellent opportunities to show commitment within a relaxed, supportive and high quality environment. Performances, be they local, within the region, or on the various international tours, add further to the boys' cultural and social development.

The drama department submits an entry to the Scarborough drama festival each year. The production will often be of sufficiently professional standard to transfer to the Edinburgh Fringe festival. Within the school, plays and musicals, open to all boys, examination pieces and drama competitions keep the theatre in constant use, and offer pupils plenty of opportunity to develop self-confidence and public-speaking skills. This year's senior play is to be directed by boys, demonstrating the school's commitment to offering boys leadership and responsibility whenever possible.

The voluntary CCF Army and Royal Air Force sections, operating in conjunction with The Lady Eleanor Holles School, involve over 160 boys from Year 9 and above. Overseas and UK camps, and leadership opportunities for senior cadets, are valued highly and contribute positively to the boys' personal development.

The Duke of Edinburgh Award scheme attracts annually about 20% of Year 10 for the bronze award, with some subsequently progressing to silver and gold. The service component often involves work in the local community that parallels elements of the community service volunteers' programme. Both activities add greatly to the boys' moral development and to the raising of social awareness within the school as a whole.

The numerous clubs and societies, such as the subject-based clubs, chess and bridge clubs, and the debating society, are vibrant and well supported by boys of all ages. Many attract younger boys, often in part because of the involvement or leadership of sixth-formers. This mixing of age groups is a good example of the school's strong sense of community. The popularity and quality of the various faith societies is particularly notable; for example the Jewish society meeting observed during the inspection took the form of a heated role-play on a current affairs issue. The team-building course for Year 7 and the leadership training course for sixth-formers are two other activities worthy of particular note. Despite being once-only events for the boys, they leave a lasting impression and were frequently mentioned by boys in glowing terms.

A majority of the teachers and some of the non-teaching staff contribute wholeheartedly and with great dedication to this extensive programme, sometimes with the support of outside experts, for example in the Young Enterprise group and in the fencing club. Members of staff have acquired additional qualifications, such as for mountain leadership, where appropriate in order to be able to provide the wide-ranging programme that they do.

Virtually all boys take full advantage of what is on offer. The boys spoke with great enthusiasm about the activities programme and their own involvement, and about the benefits of being members of a school that offers so much.

Form tutors make a point of keeping abreast of their pupils' commitments and interests, and this contributes significantly to the good relations between boys and staff. The detailed tutorial reports, and the records of activities that boys attach to them, ensure that parents are kept well informed of their sons' extra-curricular interests. Of those parents who responded to the pre-inspection questionnaire, virtually all agreed, and two-thirds strongly so, that the school provides a good range of activities.

SUMMARY OF INSPECTION EVIDENCE

The inspection was carried out from 26th to 30th April, 2004. All subjects of the curriculum were inspected and all members of the staff teaching during the period of the inspection were observed. However, the size of the team did not permit all subjects to be reported on in full. The following subjects do not have full reports in Section 8: general studies, music, performance studies, politics, psychology and sports studies. The inspectors visited 206 lessons or parts of lessons, examined extensive samples of work by pupils of different abilities in each year and held both formal and informal discussions with pupils. They attended a whole-school assembly, registration sessions and form tutor meetings. They observed extra-curricular and sporting activities. They held 97 separate meetings with individual members of the teaching and non-teaching staff at various levels in the school. They met governors, parents and former pupils of the school. They analysed the

responses of 746 parents to a questionnaire distributed in advance of the inspection. They examined a wide range of documentation made available by the school.

List of Inspectors

Mr Rodney Fox	Reporting inspector. Retired headmaster, HMC school.
Mr Matthew March	Senior master and registrar, HMC school
Mrs Christine Muscutt	Head of department, HMC school
Mr Nigel Richardson	Headmaster, HMC school
Dr Charles Runacres	Director of studies, HMC school
Ms Clare Russell	Senior teacher, HMC school
Dr Ian Selmes	Staff tutor, HMC school
Dr Peter Scott	Headmaster, HMC school
Mr Paul Smith	Second master, HMC school
Mr David Stockwell	Retired head of department, HMC school
Mr Michael Streat	Deputy head, HMC school
Mr Brad Swales	Head of department, HMC school