



Summary of the ISI Inspection Report for QE Junior School

Context of the Inspection: It is a requirement to satisfy conditions for registration by the DCSF that any new provision should be inspected as soon as possible after opening. The report has a different status and is not a public document.

The school has been given the option of issuing a summary of the report. The following is the full unedited summary ('Overall Conclusions') given within the report, followed by highlights taken directly from the main text of the report.

Overall Conclusions

In just over a year since its establishment, the Junior School has made highly successful progress towards the achievement of its aims. In lessons and other work observed, the pupils showed evidence of considerable achievement, promoted by effective teaching and the pupils' own positive attitudes to learning. Their personal development is outstanding; they are articulate, confident and happy in their work and life at school. They are notably mature for their age. These qualities are fostered by a high standard of pastoral care, careful consideration for pupils' welfare and extensive opportunities for responsibility in the context of a friendly school. The progress of the school is set to continue once action is complete for the development of the library, the refining of assessment procedures and the structure of the timetable. The school itself has identified these as areas for improvement.

Highlights from the report

The inspection looked at a variety of different aspects of the school over the two days the inspectors were in. Some of the highlighted comments are:

- *The pupils' **educational experience** is highly beneficial. In line with the school's aims, it provides opportunities to extend their abilities across a wide range of activities. The education places strong emphasis on linguistic and mathematical skills. Scientific and technological areas are developing well as part of a recent review of the curriculum.*
- *The **curriculum** emphasises sporting activities as deliberate policy. Specialist teaching is provided by the Senior School in games, physical education and languages. This is advantageous and secures some continuity of teaching experience for the pupils.*

[Turn over]

- *In lessons and the written work observed, **pupils' attainment** in relation to ability is good. They are developing their academic potential well in furtherance of the school's aims.*
- ***Pupils' personal development** is outstanding and they are responsible members of their school society, embarking on a path which the school intends will lead them towards becoming responsible members of society in adult life.*
- ***Teaching** is effective and helps each pupil to progress towards developing his academic potential to the full, as the school intends.*
- ***Writing** is well promoted, with an emphasis on the use of interesting vocabulary. Examples of imaginative writing and poetry are in evidence.*
- ***The pastoral care of pupils** is of a high standard and meets the school's aim to be a friendly, supportive community. The form tutors know their pupils well and relationships between staff and pupils are strong. The school provides a secure environment in which pupils are valued.*
- ***Links with parents** are well maintained, fulfilling the aim for a close working relationship between parents and the school.*
- ***The Governance of the school** is effective, and the provision of accommodation, resources and staffing makes a valuable contribution to the success of the school and the achievement of its aims for pupils' academic and personal development. The support of the governors gives a strong impetus to the development of the school by its senior management.*
- *The Junior School is under strong **leadership** and is well managed by its team of Headmaster and two Senior Teachers. Close contact is maintained with the Senior School.*

Next Steps (recommendations)

The school has no major weaknesses, but to improve the quality of its educational provision it should:

1. *Develop the library as a resource centre closely integrated with curricular topics, reading and writing;*
2. *Establish a clear baseline for the ability profile of the pupils to assist in making judgements on their progress;*
3. *Particularly for reports, introduce a method of indicating the level of a pupil's achievement;*
4. *Bring timetable arrangements closely into line with policies for the curriculum and its balance.*