



INDEPENDENT SCHOOLS INSPECTORATE

**MARIST SENIOR SCHOOL
STANDARD INSPECTION**

INDEPENDENT SCHOOLS INSPECTORATE

Marist Senior School

Full Name of School	Marist Senior School
DfE Number	868/6013
Registered Charity Number	225485
Address	Marist Senior School Kings Road Sunninghill Ascot Berkshire SL5 7PS
Telephone Number	01344 624291
Fax Number	01344 874963
Email Address	pa2heads senior@themaristschools.com
Head	Mr Karl McCloskey
Chair of Governors	Mrs Margaret Cairns
Age Range	11 to 18
Total Number of Pupils	340
Gender of Pupils	Girls
Number of Day Pupils	Total: 340
Inspection dates	29 Mar 2011 to 30 Mar 2011 04 May 2011 to 06 May 2011

PREFACE

This inspection report follows the STANDARD *ISI schedule*. The inspection consists of two parts: an INITIAL two-day inspection of regulatory requirements followed by a three-day FINAL (team) inspection of the school's broader educational provision. The previous ISI inspection was in March 2005.

The Independent Schools Inspectorate (ISI) is the body approved by the Government for the purpose of inspecting schools belonging to the Independent Schools Council (ISC) Associations and reporting on compliance with the Education (Independent School Standards) (England) Regulations 2010*. The range of these Regulations is as follows.

- (a) Quality of education provided (curriculum)
- (b) Quality of education provided (teaching)
- (c) Spiritual, moral, social and cultural development of pupils
- (d) Welfare, health and safety of pupils
- (e) Suitability of staff, supply staff and proprietors
- (f) Premises and accommodation
- (g) Provision of information
- (h) Manner in which complaints are to be handled

*These Standards Regulations replace those first introduced on 1 September 2003.

Legislation additional to Part 3, Welfare, health and safety of pupils, is as follows.

- (i) The Special Educational Needs and Disability Act (SENDA).
- (ii) Race, gender and sexual discrimination legislation.
- (iii) Corporal punishment.

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

The inspection of the school is from an educational perspective and provides limited inspection of other aspects, though inspectors will comment on any significant hazards or problems they encounter which have an adverse impact on children. The inspection does not include:

- (i) an exhaustive health and safety audit
- (ii) an in-depth examination of the structural condition of the school, its services or other physical features
- (iii) an investigation of the financial viability of the school or its accounting procedures
- (iv) an in-depth investigation of the school's compliance with employment law.

CONTENTS

	Page
1 THE CHARACTERISTICS OF THE SCHOOL	1
2 THE SUCCESS OF THE SCHOOL	2
(a) Main findings	2
(b) Action points	3
(i) Compliance with regulatory requirements	3
(ii) Recommendations for further improvement	3
3 THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS	4
(a) The quality of the pupils' achievements and their learning, attitudes and skills	4
(b) The contribution of curricular and extra-curricular provision (including community links of benefit to pupils)	5
(c) The contribution of teaching	6
4 THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT	7
(a) The spiritual, moral, social and cultural development of the pupils	7
(b) The contribution of arrangements for welfare, health and safety	8
5 THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT	9
(a) The quality of governance	9
(b) The quality of leadership and management	9
(c) The quality of links with parents, carers and guardians	10
INSPECTION EVIDENCE	12

1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Marist Senior School is a selective day school for girls aged eleven to eighteen. It is founded upon the teachings of the Roman Catholic Church and, in particular, those of Jeanne Marie Chavoin who established the Society of Mary in France in 1826. Marist values underpin all the school's activities. There are strong links with Marist schools worldwide. The school, originally established as a boarding school in Richmond, moved in 1947 to its present location in a residential area of Sunninghill, which it shares with the Marist Convent. The school is a registered charity in the trusteeship of the Marist Sisters. The school occupies a spacious site including an area of woodland. The Sisters who live in the Convent are no longer involved in the everyday life of the school although several are governors or trustees.
- 1.2 The school seeks to provide an educational environment where pupils feel happy, secure, confident and valued. It aims to recognise and develop to the full each pupil's potential, and foster maturity, self-discipline and creativity in order to equip them to succeed in a challenging and rapidly changing world.
- 1.3 Since the previous inspection the school has restructured the senior leadership team which now comprises the head, deputy head, assistant head, senior teacher and bursar. Responsibilities of those in the most senior positions have been redistributed.
- 1.4 There are currently 340 pupils on roll, of whom 45 are in Years 12 and 13. The school serves a fairly wide catchment area in Berkshire and Surrey and welcomes pupils of all faiths and denominations. Approximately a quarter of the pupils are Roman Catholic. Pupils come mainly from professional and high socio-economic backgrounds. Pupils are predominantly white British although a range of other ethnic groups are represented. The ability profile of the senior school is above the national average with a fairly wide spread of abilities. The ability profile is similar in Years 12 and 13 but with a slightly wider spread. Currently one pupil has a statement of educational need funded by the local authority. In addition, the school has identified 63 pupils as have learning difficulties and/or disabilities (LDD) of whom just over a third receive specialist learning support from the school. Twenty-two pupils have English as an additional language (EAL). All are fluent English speakers who do not require support.
- 1.5 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 Marist Senior School is highly successful in achieving its aim to provide an educational environment where pupils feel happy, secure, confident and valued. The atmosphere in the school is happy and purposeful. The unique spirit and ethos is underpinned by a strong commitment to Christian, and in particular Marist, values which shine through all the school's work. The quality of the curriculum and extra-curricular provision is excellent. Pupils make good progress and achieve high standards in academic work and in a wide range of extra-curricular activities. They are enthusiastic and well-motivated learners who show a high capacity for independent thought. They reason well. Pupils are articulate and express themselves with confidence. Teaching is good overall with many instances of excellent practice. On occasion it lacks pace and does not engage pupils, thus limiting progress. Marking is regularly and accurately completed but is inconsistent in quality.
- 2.2 The pupils' personal development is excellent. They display an outstanding level of spiritual, moral, social and cultural development and an exceptional ability to form positive relationships with others. Standards of courtesy and behaviour are extremely high. Their moral awareness is highly developed. Pupils of all ages demonstrate high levels of confidence and self-esteem. The quality of pastoral care is excellent at all levels, supported by excellent arrangements to ensure their welfare, health and safety. Pupils feel valued and cared for.
- 2.3 The governance, leadership and management of the school are good and highly effective in ensuring the school's distinctive ethos is maintained. Governance systems have been established to monitor and review policies although these are not yet fully effective. Pastoral management is excellent. Development planning is thorough, based on careful self-review, and effective in establishing priorities to ensure the furtherance of the school's success. All the issues raised in the previous inspection report have been addressed. Links with parents are excellent. In the pre-inspection questionnaire parents expressed a very high level of satisfaction with the education and care provided by the school. They were most appreciative of the worthwhile attitudes promoted. A minority of parents felt that their concerns or queries had not been addressed; examples of concerns seen by inspectors showed that the school had handled them with care. Most parents felt they could communicate well with the school.

2.(b) Action points

(i) Compliance with regulatory requirements

(The range of the Independent School Standards Regulations is given in the Preface)

- 2.4 At the time of the initial visit, the school met all the requirements of the Independent School Standards Regulations 2010.

(ii) Recommendations for further improvement

- 2.5 The school is advised to make the following improvements.
1. Establish greater consistency in marking both within and between departments so that all pupils receive clear guidance as to how to improve.
 2. Ensure that all teaching matches that of the highest quality in all subject areas.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

3.(a) The quality of the pupils' achievements and their learning, attitudes and skills

- 3.1 The overall quality of the pupils' academic and other achievements is good with examples of excellence, especially in instrumental music. Pupils are well educated in accordance with the school's aim to encourage each girl to achieve her potential.
- 3.2 The achievement of all pupils, including those with LDD or EAL is good. The most able students achieve success in a number of subjects taken early at GCSE. All pupils express themselves clearly and with confidence. Those pupils with LDD who were interviewed were highly articulate in describing their progress and the support given. Their written work displayed a good use of a varied vocabulary. All pupils are able to form and express opinions sensitively, for example in religious education (RE). They listen attentively and accurately in music and read with fluency and understanding in French. Written work in all subjects is cogent and accurate. Individual girls have achieved success in parliamentary writing and literary competitions. Pupils discuss and argue logically in form time and in response to texts studied in drama and English. Good reasoning ability is evident in geography. The high level of creativity achieved in art, textiles music and food technology has been acknowledged by a national arts award. Pupils apply mathematical concepts appropriately to problem-solving and data analysis in science. The pupils' highly developed information and communications technology (ICT) skills are evident not only in curricular work, but also in extra-curricular activities such as presentations given as part of the Year 10 'Young Apprentice' programme. High-quality desktop publishing is apparent in the pupil-devised e-newsletter which is distributed to parents. A good level of physical development and coordination is demonstrated in sport and physical education.
- 3.3 Pupils have achieved success at local and county level and at national level in swimming, hockey, netball, sailing, gymnastics and athletics. Pupils demonstrate well developed organisational skills in the Young Enterprise scheme where they have qualified for the regional finals. Debating and public speaking teams and drama groups have been successful at local, district, regional and national levels. In music a large number of pupils achieve distinction in instrumental examinations at high grades. Many pupils enjoy success in the speech and drama examinations. Several participate in national mathematics challenges and some obtain the highest awards. Academic achievement is also reflected in the award to individual sixth formers of bursaries for science and medicine at leading universities.
- 3.4 The following analysis uses the national data for the years 2008 to 2010. These are the most recent three years for which comparative statistics are currently available. Results in GCSE and A-level examinations have been above the national average for girls in maintained schools. Those at GCSE have been similar to the national average for maintained selective schools and those at A level, above the average. GCSE results are good in relation to the pupils' abilities, indicating that their progress to Year 11 is above average for pupils of similar abilities. In the light of A-level examination results and work seen in lessons during the inspection, progress was judged to be good in relation to pupils' abilities. The majority of sixth-form leavers, including applicants to highly selective universities and art colleges, gain places at the institution of their choice to read a range of different subjects

3.5 Pupils are extremely positive about their learning and are enthusiastic participants in the extra-curricular programme. They take a pride in their work which is well organised and presented. They are generally focused in class, highly motivated and make the most of their lessons. Pupils work effectively both on an individual basis and when collaborating with others.

3.(b) The contribution of curricular and extra-curricular provision (including community links of benefit to pupils)

3.6 The quality of the curriculum and extra-curricular provision is excellent as reflected in the recent confirmation of a curriculum award. The wide-ranging curriculum and enriching programme of activities meets the needs of pupils of all ages and abilities reflecting the school's aim to provide an educational environment promoting excellence where pupils have the opportunity to develop their potential.

3.7 The broad range of subjects offered in the first three years extends beyond the requisite areas of learning to include Latin, a number of creative subjects and a second modern foreign language. All pupils follow a nationally certificated course in ICT. In Years 10 and 11 pupils study RE in addition to the core subjects for GCSE and are given a free choice of three optional subjects. The school's increased provision since the previous inspection fully meets the recommendations concerning an increase in opportunities for pupils. The school goes to great lengths to meet individual pupils' option choices by providing lessons off-timetable if necessary. The range of subjects offered in Years 12 and 13, and timetabling arrangements to meet individual preferences, are equally strong.

3.8 Throughout the school pupils follow a course in personal, social and health education (PSHE), which covers a wide variety of topics ranging from safe driving and student finance for the older pupils to issues relating to friendships and relationships for the younger members of the school. Pupils interviewed spoke highly of the guidance they receive through the excellent careers programme which is extensive and has developed significantly since the previous inspection.

3.9 Pupils identified with LDD have individual education plans and are well provided for by a mixture of in-house and external support. Those who were interviewed consider themselves well supported. Gifted and talented pupils are catered for through setting in some core subjects, extension tasks, which are displayed in every classroom, participation in regional and national competitions, MENSA membership and a range of activities, some of which are held in conjunction with other schools. Pupils have the opportunity to enter early for GCSEs in a number of subjects.

3.10 The school provides an excellent range of extra-curricular activities to enhance the pupils' educational experience. Sport, music and drama all have a high profile in the school and pupils of all abilities are actively encouraged to participate in these activities. A wide variety of clubs which include ICT activities involving photo editing and production of the e-newsletter, film, debating, gardening, science, reading and languages is greatly enjoyed by the pupils.

3.11 Pupils benefit from the opportunity to develop cultural awareness through membership of the worldwide Marist network by visiting other communities in, for example, Australia, Fiji, America and South Africa. Years 12 and 13 pupils also widen their experience through taking part in an annual diocesan pilgrimage to Lourdes for which funds are raised by a dedicated concert. Pupils visit places of historical, geographical and artistic interest which enable them to broaden their

academic and cultural development. The sports department arranges regular overseas tours and the music department organises a biennial music trip to Europe where pupils are given the chance to develop their performance skills. Science and modern foreign languages departments organise trips abroad to support pupil learning.

3.(c) The contribution of teaching

- 3.12 The quality of teaching is good overall with many examples of excellent practice, using a range of teaching styles. Teachers know their pupils and their individual needs, abilities and talents well. Excellent relationships between pupils and their teachers, which facilitate learning, were seen in many lessons. Teachers show a high level of subject knowledge and expertise.
- 3.13 Since the previous inspection the school has invested much time and effort into the development of teaching. A teaching and learning forum meets regularly and produces a newsletter, 'Tealeaf', to disseminate and encourage best practice. Teaching and learning appear regularly as agenda items at staff meetings. The impact of these initiatives can be seen in the full and sophisticated plans seen in many subjects. Insufficient planning is, however, still evident in some subjects. Many lessons are enhanced by a wide variety of activities which stimulate pupils' interest. In a French lesson, pupils had a listening activity, a quiz, and a writing exercise using the interactive whiteboard in addition to a complex self-assessment exercise. Lessons in the creative subjects and physical education demonstrate a balance of theoretical and practical tasks ensuring that the development of skills is underpinned by an understanding of underlying principles.
- 3.14 The effective use of the question and answer technique or group brainstorming in subjects such as art and music stimulates reflection and independent thought. The opportunity for older pupils to devise their own assignment questions in English encourages them to engage fully with the set text. In the teaching which is mostly teacher-led the pupils' opportunities for individual involvement and thought are limited. On the rare occasions when classroom and behaviour management are less effective, or teaching lacks pace, pupils' progress is limited. The lively and highly effective teaching of a range of revision techniques was observed in classes for examination candidates in several subjects including English, mathematics and geography.
- 3.15 Teachers have developed a variety of approaches to cater for the pupils' differing needs including the use of different text books, open-ended tasks and the provision of a range of extension activities for the most able. Good use is made of the generous resources including ICT. In a few lessons the pupils were given the chance to use the whiteboards themselves interactively to good effect.
- 3.16 Pupils' learning is carefully monitored and their progress tracked through the ongoing use of assessment data. However, some pupils have difficulty in managing their workload. The quality of marking is variable. The pupils' work is marked regularly but there are inconsistencies in approach both within and between departments. Marking criteria are usually clear and errors are identified and corrected, but not all teachers routinely offer guidance and targets for improvement. Pupils say they greatly appreciate the use of constructive advice where this is offered. Pupils work with subject and pastoral staff to set overall targets for improvement which are regularly monitored.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

4.(a) The spiritual, moral, social and cultural development of the pupils

- 4.1 The quality of the pupils' spiritual, moral, social and cultural development is excellent and is a strength of the school, as at the time of the previous inspection. The school's Marist ethos permeates all aspects of school life and is evident in the way all members of the school community treat each other with courtesy and consideration. The pupils' behaviour in lessons and as they move around the school is generally of a very high standard. Pupils are exceptionally helpful. They are supportive of each other and welcoming to visitors. The atmosphere throughout the school is warm, friendly and respectful.
- 4.2 The pupils' spiritual development is excellent. Pupils display a high level of maturity, confidence and self-awareness. They are at ease with adults and their peers alike. Pupils' spirituality is apparent in their willingness to contribute and they often lead prayers in form time and engage in other reflective activities. The inclusion in their reflections of other members of the community, such as those about to take examinations, demonstrates their consideration for others. Pupils respond well to the opportunities to take part in retreats and to the close links with the Sisters who live on site. They value the Sisters' inclusion of them in their prayers and masses at crucial times in their school career such as examination time and when they enter the school in Year 7.
- 4.3 The pupils' moral development is excellent. In discussion in RE lessons they show a strong interest in ethical issues and the moral dilemmas posed. Younger pupils debate such topics as the morality of using weapons and the ethics of separating conjoined twins with a high level of moral awareness. All pupils demonstrate a strong capacity to distinguish right from wrong. Pupils display a strong commitment to helping those less fortunate than themselves through their involvement in a wide range of fundraising events for local, national and international causes, raising large amounts. The school's musicians entertain local senior citizens at Christmas.
- 4.4 The social development of pupils is excellent. Throughout the school they are active members of the community and willingly assume roles of responsibility of a wide-ranging nature. They act as prefects, representatives on the student council or as 'guardian angels' to Year 7 pupils. Many girls run clubs or activities for other pupils such as the photo editing club run by Year 10 pupils. An ecological award has reflected the pupils' outstanding awareness and commitment to environmental issues. The organisation by older pupils of a mock referendum on the alternative voting system demonstrates an awareness of current political matters.
- 4.5 Pupils exhibit excellent cultural awareness. Their work in art, drama, music and literature shows sensitivity to their cultural heritage. Younger pupils paint in the style of the Impressionists and older girls have an excellent understanding of Restoration drama. Work in art, textiles, and food technology shows a positive response to other cultures, for example the use of colour in Chinese and Indian art and the design features of Middle Eastern architecture. Pupils are enthusiastic about the regular themed weeks which introduce them to food from other parts of the world at lunch. Activities in RE, such as the production of models of mosques, reflect the pupils' awareness of world religions.

4.(b) The contribution of arrangements for welfare, health and safety

- 4.6 The contribution to the pupils' personal development of the arrangements for welfare, health and safety is excellent. The outstanding quality of care in evidence throughout the school is reflected in the achievement of an award for pastoral care. All the staff, both teaching and non-teaching, provide effective support and guidance for the pupils in accordance with the school's aim to provide an educational environment where girls feel happy, secure, confident and valued. Relationships between staff and pupils and amongst pupils are outstanding. Tutors make excellent use of form time to promote the welfare of pupils. The atmosphere in the school is warm, supportive, friendly and respectful. Teachers know the pupils well as individuals and pupils admire and have great affection for the staff, as was evident in the Year 13 leavers' assembly. Pupils are considerate and listen to each other attentively. They respect each other's beliefs and feelings and discuss their ideas openly in form time and in lessons. The ethos of the school affirms the value of each individual. The pupils interviewed said they would know who to turn to if they needed advice, support or medical assistance.
- 4.7 The school has excellent policies in place to prevent bullying and to deal with any incidence of inappropriate behaviour. The pupils themselves, through the student council, were instrumental in devising and drafting these policies. They presented them to the school community imaginatively, such as through a presentation based on Harry Potter, as part of an anti-bullying campaign. The pastoral team has worked with the pupils to promote the concept of a "telling school" and the pupils confirmed that they feel safe and supported and that incidents of bullying are rare.
- 4.8 The school has secure safeguarding policies and effective procedures. All members of staff receive regular child protection training and those with designated responsibility receive more specific training at least every two years.
- 4.9 All necessary measures are taken to reduce the risk from fire and other hazards. Fire practices are held regularly. Risk assessments are comprehensive. The school receives advice on health and safety issues from a specialist company, which conducts regular audits of the premises. The access plan for those with mobility or other disabilities is appropriate and demonstrates the school's commitment to improving facilities for them. A high number of first aiders provide suitable care for those who are sick or injured. Since the previous inspection, the school has improved the area dedicated to the care of those who are unwell so that it is now adequately equipped.
- 4.10 The school's excellent PSHE programme promotes a healthy lifestyle and is supported by the school's commitment to a national programme to promote health education in schools. The food provided is nutritious and, following a pupil-led initiative, only healthy snacks are available. The pupils interviewed said they appreciated the numerous opportunities to participate in a wide range of sports, both timetabled and within the extensive extra-curricular programme, including the recently re-established equestrian squad. Some pupils expressed regret that multiple demands for usage of the current hall did not always permit a full programme of sports to take place, particularly in the winter. The school is aware of this and has plans to improve sporting facilities.
- 4.11 The admission and attendance registers are properly maintained and correctly stored for three years.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is good. The governing body is strongly committed to the school's Marist ethos and fully supports its aims to recognise and develop each pupil's potential in a happy, secure environment where she feels confident and valued. A number of improvements since the last inspection have enhanced the effectiveness of the governing body, most notably the introduction of link governors attached to subjects such as science and the arts and to key areas such as safeguarding, special educational needs, health and safety, and spirituality. The support offered by these governors is greatly valued by staff. Close liaison with the head and bursar ensures prudent financial management whilst providing the resources necessary to ensure the school's success. The development plan is effectively monitored.
- 5.2 Care has been taken to recruit governors who have a good range of experience and skill in relevant areas. Thorough induction procedures include a mentoring scheme. A comprehensive job description and clear code of conduct clarify expectations and responsibilities. Detailed reports from the head keep governors fully informed of the school's achievements and activities. Those governors with designated responsibilities report regularly on their discussions with the relevant staff.
- 5.3 Systems have been established to monitor and review policies and regulatory compliance, including the allocation of responsibility to individual governors for overseeing different regulatory matters, although these are not yet fully effective in all respects. The governors are aware of their responsibilities for health and safety and child protection.

5.(b) The quality of leadership and management

- 5.4 The leadership and management of the school is good overall. The management of pastoral care is excellent in accordance with the school's aims. The senior management team identifies strongly with the Marist mission and works with dedication to fulfil the school's aims. The Marist spirit is exemplified by the head and deputy head whose leadership is exceptionally caring. Regular meetings ensure effective communication between senior leaders who have a clear educational vision and sense of purpose. Development planning to implement the school's goals for improvement is thorough, based on detailed self-evaluation and consultation with staff and governors. Information gleaned from parental surveys is utilised to help identify needs and priorities. Progress towards specified targets is regularly monitored. The school has addressed the issues raised in the previous inspection report.
- 5.5 Heads of department are committed to the ongoing improvement of teaching and learning and professional development. They take advantage of the many opportunities for in-service training offered to them. Departmental development planning, based on comprehensive self-evaluation procedures which include lesson observation, work scrutiny and analysis of results, is very thorough and reflects the school's priorities. The pupils' learning is carefully monitored and their progress is effectively tracked. The quality of the monitoring of teaching is inconsistent and does not always result in teaching of the highest quality.

- 5.6 The pastoral leadership is excellent at all levels. Heads of year and form tutors, led by the assistant head, are dedicated and enthusiastic. Provision is excellent and the monitoring and implementation of pastoral policies are rigorous.
- 5.7 Procedures for the recruitment of staff and governors are robust, designed to ensure the safeguarding of pupils, and include all the recommended checking procedures. The professional development of staff is well managed with strong emphasis on providing relevant training opportunities, which are greatly valued by staff. The induction of new staff includes appropriate training in safeguarding and welfare, health and safety. Annual professional reviews drawing on information derived from a variety of sources including peer observation, lesson observation by subject and senior leaders, and discussion, ensure that professional development is targeted to both the school's and the individual's needs.

5.(c) The quality of links with parents, carers and guardians

- 5.8 The quality of links with parents and guardians is excellent. The school maintains a constructive relationship with parents in accordance with its aims. In the parents' questionnaire, completed prior to the inspection, parents expressed a high level of satisfaction with the school. They were particularly pleased with the level of progress made by their daughters, the range of subjects offered and the quality of pastoral care provided. They were overwhelmingly supportive of the worthwhile attitudes promoted by the school and a significant majority considered that the school achieves high standards of behaviour. Concern was expressed about the amount of homework set, especially for younger pupils. The inspection found that the overall workload was appropriate but occasionally unbalanced. A significant minority of parents felt that the school did not encourage them to be involved in its life and work. The inspectors found that a range of opportunities is available to parents not only by joining the Marist Friends' Association, but also through involvement in the school choir, the uniform shop, and help with the work of the careers department, sports fixtures and drama productions.
- 5.9 Parents and prospective parents are provided with a wealth of varied information about the school, including all required information, through the helpful website and the governors' annual reports which are detailed and comprehensive. Regular e-newsletters, prepared and edited by the pupils, complemented by termly newsletters, help to reinforce the school's ethos and sense of community, and keep parents well informed about the school's events and activities. The use of a texting service enables the school to alert parents to matters of importance. Parents were particularly appreciative of the information concerning sporting events and fixtures.
- 5.10 Full reports on the pupils' progress, which are supplemented by shorter interim reports, are extensive and contain detailed information on progress, achievements, extra-curricular involvement and personal development together with guidance and specific targets for improvement. Each report is highly personalised, demonstrating that every individual girl is well known by those who teach and care for her, and that her contribution to the community is noted and valued.
- 5.11 The school deals with complaints sensitively in accordance with published procedures. The requirement of the previous inspection has been met. There have been no formal complaints in recent years. In their questionnaire responses a minority of parents indicated that the school has not always responded to their concerns and that queries sometimes go unanswered. Those examples of concerns

seen by inspectors showed that the school had handled them with care. Most parents said that they can communicate easily with the school.

What the school should do to improve is given at the beginning of the report in section 2.

INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with senior members of staff and with the chair of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited the facilities for sick or injured pupils. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

Inspectors

Mrs Christine Mannion Watson

Reporting Inspector

Mrs Fiona McGill

Deputy Head, GSA school

Mrs Barbara Elliott

Head, GSA school