



INDEPENDENT SCHOOLS INSPECTORATE

PRE-INSPECTION PACKAGE

**(incorporating the
Pre-Inspection Information
Self-Evaluation
and
Regulatory Checklist)**

(Effective September - December 2009)

Note this document is not applicable to inspections conducted under ISI's Second Cycle Framework.

PREFACE

(i) Note to heads

This form is necessary for all ISI inspections. By having it ready completed, it can be updated quickly if necessary for transmission to the reporting inspector when the school's inspection is notified to you by telephone. We have tried to make it as manageable as possible to complete and are grateful to you for the time and care needed for this. **Additional material should not be sent beyond what is requested in this form.** We are always happy to receive suggestions for improvement, comments may be sent to info@isi.net.

The information you provide is for use by the Independent Schools Inspectorate (ISI) only. It will only be used in connection with the inspection of the school and will be treated in strict confidence. However, individuals identifiable in the document may be entitled to obtain any such information under the Data Protection Act 1998.

You should complete only one version of this form, making sure that your responses explicitly identify each main phase of the school (the form will expand as necessary). However, if your school operates in sections (or schools) for which a separate reporting inspector or assistant reporting inspector will be assigned, you should complete a separate version of this form for each section (or school). If your school has an Early Years Foundation Stage setting, you should complete the separate EYFS self-evaluation form.

To ease your work in completing this form, you should keep comments reasonably brief and avoid repeating information where you judge different sections to need the same response, but rather make a brief cross-reference.

(ii) Contact details

Name of school	St Gabriel's	
Name of head	Alun Jones	
Head's contact details	Telephone (direct line):	01635 555680
	Email:	head@stgabriels.co.uk
	Mobile: 07875 162782	
Name of reporting inspector		
Reporting inspector's contact details	Telephone:	
	Email:	
	Mobile:	
Dates of inspection		

Name of person co-ordinating the material	Alun Jones	
Post in school	Principal	
Contact details	Telephone:	01635 555680
	Email:	head@stgabriels.co.uk
	Mobile:	07875 162782

(iii) Self-evaluation

These parts of the form are designed to help focus the inspection process upon the most relevant and important issues. The school may have a variety of methods for performance review and management:

- (a) through a formal self-evaluation or monitoring programme;
- (b) as part of the appraisal arrangements;
- (c) built into the cycle of development planning.

The school or head may operate informally, by senior managers being 'in touch' with what is going on and with its quality. ISI has no requirements about the methods the school uses. Inspectors will look for the ways in which the school has a critical and active grasp at all levels of the main strengths and areas for development.

Please be assured that by frankly presenting the areas you have identified as needing improvement, you will not be disadvantaged. **What matters is that the school is taking effective steps to improve.**

The main sources of evidence for self-evaluation are:

- (a) **observation** (of lessons and activities);
- (b) **scrutiny** (of pupils' work, assessment records, pastoral records, records of attendance and sanctions, and reports);
- (c) **analysis of indicators** (ability tests, examination results, rates of attendance, numbers of exclusions, subject choices, participation in activities and so on);
- (d) **discussion and taking surveys** (of pupils, parents, staff and others);
- (e) **review** (of policy and documentation).

For each aspect, you are asked to enter a grade on the four-point scale. Grade descriptions are provided to help you in doing this.

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1 INFORMATION PROVIDED BY THE SCHOOL IN ADVANCE OF INSPECTION

1(a) Pre-inspection information

This keeps to a minimum the amount of information you will have to enter. The reporting inspector will rely on documentation you have prepared already; including material that is necessary for compliance with the regulatory requirements.

Some information is provided regularly to ISI early in September each year. Other items are sent directly to the reporting inspector on the day you receive the telephone call alerting you to an imminent inspection.

1(b) Information to be sent annually to ISI Office in up-dated form when it becomes available

Ability profile of school	VR (verbal reasoning), NVR (non-verbal reasoning) tests, PIPS (Performance Indicators in Primary Schools) data, MidYIS (Middle Years Information System), Yellis (Year 11 Information System) and TDA (Test of Developed Abilities) scores should be included where available. If supplying MidYIS data, please provide only the nationally standardised scores.
Performance data	National Curriculum, GCSE, IGCSE (separately from GCSE), A-level, IB etc.
'Value added' data	PIPS, MidYIS, Yellis, Alis (A-level information system) feedback, for example, or any analysis carried out by the school using DCSF value-added material.
Notes	For MidYIS, Yellis and Alis, please supply standardised residual data, and for MidYIS, provide only the feedback based on the national standardisation . Usernames and passwords are the easiest way of communicating Centre for Evaluation and Monitoring (CEM) results to ISI Office. Confidential arrangements are available, with the agreement of the school.

1(c) Information to be sent out by the school immediately on notification of the inspection

Questionnaires for parents and pupils	To be completed electronically or on paper as soon as the inspection is notified.
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1(d) Information to be prepared in advance and sent to the reporting inspector immediately on notification of the inspection

School information (to school's own format providing it meets the description opposite)	Details for reaching the school, entering and parking
	The timings of the school day
	A plan of the school with teaching rooms clearly labeled
	A subject timetable with subject, year group, teacher and room indicated (plus a key to the symbols used) and with a clear indication of the lessons occurring during the time of the inspection
	The staff handbook
	The aims of the school as presented to parents
	Either the completed ISI staffing form OR the school's own list with the following information: first name, surname, subjects, main and other responsibilities, and note if NQT
	A curriculum plan by years, with subjects, teaching groups and numbers of lessons per cycle, number of pupils, whether an option, setting arrangements

	A school prospectus including inserts of information required for parents under the Independent School Standards Regulations [see <i>Regulatory checklist</i> , Standard 6]
	Most recent annual report to governors
	Most recent school development plan and its evaluation
	List of governors/proprietors, brief backgrounds, and any special responsibilities
	One set of minutes from the governing body and its academic sub-committee (or equivalent)
	Full list of extra-curricular activities and a note of those happening during the inspection

1(e) Information for *Regulatory checklist* sections

Keep this form and the items listed below in readiness to send to the reporting inspector. It is important that the reporting inspector is sent the information promptly by email if possible or by special delivery/courier on the day you are notified of an inspection.

The various items listed are also marked on the sections of the *Regulatory checklist* integrated in this *Pre-inspection package*. They are identified by **bold italics** and the keyword **'include'**. There is no need to send those policies which are readily available on the school website [it is a legal requirement for Regulation 6.(4), if the school has a website, and an option under Regulations 6.(3)(a) to (g)]. It is acceptable to send up-to-date policies in a parents' handbook, otherwise please provide in **discrete files** clearly labelled (**not embedded in other documentation**).

[Regulation 1.(2)] curriculum policy (but not the detailed supporting plans and schemes)
[Regulation 1.(2)(f)] scheme of work for personal, social and health education (PSHE)
[Regulations 3.(2) (a)-(d)] written policies to (a) prevent bullying, (b) safeguard and promote the welfare of pupils, (c) safeguard and promote the health and safety of pupils on activities outside the school, (d) promote good behaviour and set out sanctions
Please confirm that you have checked that the above policies are fully consistent with the guidance in <i>ISI Handbook – The Regulatory Guidance</i>
[Regulation 3.(4)] sample of risk assessments for the workplace and away from school
[Regulation 3.(5)] fire risk assessment; fire risk policy; fire procedures/arrangements
[Regulation 3.(6)] written policy on first aid
[Regulation 3.(7)] supervision of pupils (for example, guidance in a staff handbook)
[Other legislation] three-year plan (from 1 April 2006 to 31 March 2009 and subsequently from 1 April 2009 to 31 March 2012, for compliance with the Special Educational Needs and Disability Act (SENDA))
[Regulations 6.(2)(a)-(d)] information as provided for parents of pupils and of prospective pupils: full contact details for the school, head, proprietor/chairman of governors; statement of the school's aims and ethos
[Regulations 6.(3)(a)-(g)] particulars of the school's policy on and arrangements for admissions, discipline and exclusions; particulars of education and welfare provision for pupils with statements of special educational needs and English as an additional language; particulars of the curriculum policy under Regulation 1.(2) [see above]; particulars of the welfare, health and safety policy under Regulation 3.(2) [see above]; particulars of academic performance during the preceding year, including the results of public examinations; complaints procedure [see below] and the number of complaints registered under the formal procedure during the preceding school year; the number of staff, including temporary staff, and their qualifications
[Regulation 6.(4)] the policy to safeguard and promote the welfare of children who are pupils at the school
Evidence that <ul style="list-style-type: none"> • items 6.(2)(a)-(d) are 'provided' to parents of current and prospective pupils; • items 6.(3)(a)-(g) are 'made available' to parents of current and prospective pupils (that is, they are on the school website or provided on request; if the school has no website, the information

<ul style="list-style-type: none"> must be sent on request and may be consulted in the school; item 6.(4) is published on the school website or, where no such website exists, is sent to the parents of current and prospective pupils and that it is also available in school and by request; you have given written notification to parents of prospective pupils (with or in the school prospectus as part of the preliminary information pack) that each item of the above information is available to them and that you have also so informed the parents of current pupils (by letter or similar communication).
[Regulations 7.(a)-(l)] written complaints procedure
[Standard 4C.] sample extract from the centralised appointments register

Make sure that other documentation and records required by inspectors are readily available in the school (see 1(g) below). They should be in one place and clearly labelled. They will normally be viewed in company with the head or a senior member of staff.

1(f) Information for the report

Full name of the school	St Gabriel's School					
DCSF number	8696004					
Ofsted EYFS number (if registered setting)	N/A					
Registered charity number	1062748					
Association(s) [unless this is an accreditation inspection]	GSA, IAPS, ISBA					
Address	Sandleford Priory, Newbury, Berkshire, RG20 9BD					
Telephone number	01635 555680					
Fax number	01635 555698					
Email address	info@stgabriels.co.uk					
(In the next two rows, change nomenclature to reflect school usage, if necessary)						
Head	Mr Alun Jones					
Chair of governors	Mr Nigel Garland					
Age range	3-18					
Total number of pupils (including EYFS)	Overall:	480	Boys:	4	Girls:	476
Numbers by age	0-2:	0	11-16:	257		
	3-5:	28	16-18:	59		
	5-11:	136				
Day pupils	Number:	480	Capacity for flexi-boarding:	N/A		
Number of boarders	Full:	N/A	Weekly:	N/A		
Head of EYFS setting	(If different from head; otherwise delete.)					
Inspection dates (delete as appropriate)	Interim:			EYFS:		
	OR			Ofsted boarding (if applicable):		
	Initial visit:					

Team visit (if applicable):	
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1(g) Evidence available at the school

Please make sure that at the start of the inspection, inspectors have ready access to the following in school:

the daily attendance registers;
the admission register;
for each class, a list of pupils with their names and National Curriculum year groups;
records of pupils' attainment and progress;
records of rewards and sanctions;
record of sanctions for serious disciplinary offences;
record of cases of bullying, kept according to the anti-bullying policy;
for pupils with special educational needs and learning difficulties:
 evidence of pupils' progress (from records and samples of work);
 statements of special educational needs;
 annual reviews;
 individual education plans;
school long- and medium-term curriculum plans, where applicable;
guidelines and schemes of work relating to individual subjects;
records of any accidents or incidents that have taken place in the school;
records of fire drills held;
reports and other documentation relating to fire prevention and any visits by the fire officer;
most recent reports by other inspectorates: for example, Office for Standards in Education (Ofsted), Commission for Social Care Inspection (CSCI), British Accreditation Council (BAC), Council for the Registration of Schools Teaching Dyslexic Pupils (CReSTeD);
records of checks made on staff for suitability;
a record of allegations or incidents involving safeguarding issues;
a record of all parental complaints and whether they were resolved at the preliminary stage or proceeded to a panel hearing;
evidence of procedures as required by the Independent School Standards Regulations and other legislation;
minutes of committee and sub-committee meetings of governors;
school magazines and newsletters for the last full academic year.

2 THE CHARACTERISTICS OF THE SCHOOL

(a) Numbers of pupils

Please complete the tables below.

	Boys (full-time)	Girls (full-time)	Total (full-time)	Boys (part-time)*	Girls (part-time)*	Total (part-time)*
Children under 3						
Children of 3-4 years	1	4	5	3	10	13
Children of 4-5 years		10	10			
Pupils in Year 1		16	16			
Pupils in Year 2		18	18			
Pupils in Year 3		14	14			
Pupils in Year 4		30	30			
Pupils in Year 5		32	32			
Pupils in Year 6		26	26			
Pupils in Year 7		53	53			
Pupils in Year 8		45	45			
Pupils in Year 9		45	45			
Pupils in Year 10		62	62			
Pupils in Year 11		52	52			
Pupils in Year 12		27	27			
Pupils in Year 13		32	32			
Total	1	466	467	3	10	13

Number of pupils receiving some fee support (where known from ISC Census information) from the following.

Ministry of Defence (MOD) or Foreign and Commonwealth Office (FCO) boarding allowance	0
Other – for example, the DCSF 'dance and drama awards' and 'music and dance scheme'	0
A local authority (excluding funding for SEN)	0
The school	120

Number of pupils for whom English is an additional language (EAL)	
Number of such pupils who receive support for their English	

Please give brief details of any extra support for pupils who do not have English as their first language.

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Number of pupils with a statement of special educational needs funded by a local authority	
Number of pupils with a statement of special educational needs funded by parents	1
Number of pupils the school has identified as having learning difficulties and/or disabilities	
Number of pupils receiving specialist learning support from the school	
Do parents pay extra for learning support for their children? (Yes/No)	Yes
Does the school produce individual education plans (IEPs)? (Yes/No)	Yes
Does the school have regard to the <i>Code of Practice for Special Educational Needs</i> when identifying and assessing learning difficulties and/or disabilities? (Yes/No)	Yes

If the school has regard to the *Code of Practice*, please complete the next table indicating the number of pupils in each category (note that independent schools are not required to follow the *Code of Practice*, except in the case of government-funded nursery education and the placement and provision for pupils with statements).

School Action	29	Action – Total	29
School Action Plus	28	Action Plus – Total	28
Total School	57	Overall Total	57

Please have ready for the inspection an up-to-date list of all pupils who have a statement of special educational needs or who have been identified as having learning difficulties and/or disabilities. Include information as follows, preferably in headed columns with one row for each pupil.

Name Year group Whether pupil has a statement Brief note of main identified need Brief note of any specialist learning support.

2(b) Context, features, aims and progress

Please briefly indicate the ability range of pupils (you do not need to repeat here any standardised scores that you have already submitted to ISI) and mention any contextual features or circumstances which might affect the evaluation of the school and of which the inspectors should be aware. Such features include, for example: recent major changes in the age range, premises or location of the school; additional pupils entering the school part way through (for example, in Year 4, Year 10 or Year 12, altering the range of ability at that stage); information about the background of pupils or the expectations of their parents. Inspectors will take the school's aims to be those notified to parents (see 1(d) above).

St Gabriel's attracts pupils from a radius of over 20 miles Many parents are professionals who have high aspirations for their children and were committed to an Independent Education from the outset. At the same time, the School and Newbury, is fairly transient. Parents choose St Gabriel's because of its academic position in relation to local schools, reputation for high quality pastoral care and the support each individual pupil enjoys to help her achieve the best possible results of which she is capable. Consequently, a number of pupils join later in their school careers from local comprehensive schools where they are considered to be floundering. The School does well by these pupils and staff expend a great deal of time offering individual support. As a result of feeder Preparatory Schools wishing to retain pupils to 13, the vast majority of our 11+ entrance come from local primary schools. Entrance at 13+ (6 for 2010) is therefore dominated by pupils from local Preparatory Schools who have also been prepared for Common Entrance. Throughout the school, pupils are keen to do well and grow into highly aspirational young women, looking to secure a place at leading HE institutions.

Briefly describe the following.

Distinctive features of the school and its governing structure.

Pupils achieve the very best results of which they are capable in a happy environment where they feel very much at ease, safe and secure with all who care for them. Pupils appreciate and respect their historic surroundings whilst at the same time understanding its considerable constraints.

The Governing Body is supported by two sub-committees: Finance & General Purposes (F&GP) and more recently, Education and Staffing. The F&GP & Executive meets termly with the School's bankers.

Its location and history.

St Gabriel's is situated on the periphery of the town in 57 acres of historic parkland. The buildings, some Grade 1 listed, are of historic interest and whilst beautiful, prove a considerable constraint on the School's development.

The School was established in 1929 and is designated a school with Religious Character.

Any major changes in the nature of the school since its last inspection.

The School has developed further as 'one school'. Whilst the Junior & Pre-Prep Departments values its IAPS association, parents value the seamless transition possible between departments. Only one pupil will not proceed to Senior School from Year 6 in 2010.

Nursery and Reception classes have been re-located to more appropriate, refurbished accommodation and have become a single, EYFS unit within the heart of the Pre-Preparatory Department.

Destinations of leavers – for example, to senior schools or universities – and the proportion successful in obtaining places/awards at their first choice of institution.

Please see Appendix – Destination Of Leavers

Self-evaluation

Which of its aims does the school fulfill best?

Pupils thrive in our safe, secure and happy environment which values mutual trust and respect. They develop their abilities in and out of the classroom within our positive, aspirational culture and their success is celebrated regularly amongst their peers and in Newsletters, on the website, in weekly assemblies and at Annual Prize Giving
Pupils develop excellent personal and moral values and their behaviour is exemplary.

Which of its aims does it fulfill least well?

In seeking to provide a balanced and challenging education, the School could investigate and establish further Independent/ State School Partnerships.

How do you know?

Discussions between the Executive and Heads of local schools.

What steps are you taking to improve?

The School has introduced a Challenge & Extension Programme which has impacted significantly on the provision for our more able pupils. Part of our provision now involves joint activities with Park House School including residential visits to Oriel College Oxford.

In what respects has the school changed since the last inspection?

1. New Head of Junior Department
2. New Management Information System (MIS)
3. Introduction of a new 'Whole School' Challenge & Extension Programme and appointment of a Junior Department and a Senior School Challenge & Extension Coordinator

What have been the main improvements since the last inspection?

1. Systematic refurbishment of Junior Department including new Art and Science facilities
2. Relocation of Nursery & Reception to new single, large 'Early Years' accommodation
3. Further strengthening of ICT infrastructure to facilitate greater use of ICT in teaching and learning
4. Enhanced site security through a new Controlled Access System
5. The Senior School Management Team, in its infancy at the last inspection, has strengthened; particularly with regard to Pastoral care and coordination.

3 THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

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

<p>Comment briefly on the quality of these (test and examination results will have been received separately). Include judgements on the performance of different groups (for example, according to year/stage, gender, ethnicity, learning needs and first language).</p> <p>Public examination results over the last three years are consistently above National Average and reflect pupils' high levels of motivation and committed work ethic. Pupils with individual learning needs access all aspects of our curriculum and invariably achieve excellent results at GCSE and A level. The number of pupils entered early for GCSE examinations, when appropriate, has increased since the last inspection. In the Junior Department, regular assessment indicates that pupils are performing at an above average level.</p>
<p>Provide details of any other academic awards or distinctions; for example, Arkwright scholarships and mathematics/science 'Olympiads'.</p> <p>Maths Challenge; Chemistry Olympiad; Tate Times Art Competition Winners; Young Enterprise Award Winners; 'Futurechef' Regional Finalist; TECHNOLOGY? Festival of Chemistry – Year 8 achieved a number of 2nd & 3rd prizes over the last 3 years; Year 9 are Rutherford Appleton Laboratory Prize Winners; Sixth Form Physicists winners of the AWE Competition; Royal Geographical Society Essay Prize Winner; 'Eurotalk' National finalist</p>
<p>If you enter pupils for any other nationally or internationally recognised examinations – for example, Common Entrance or music and drama examinations – please include here or as an appendix a summary of the results for the last three years, by subject and overall. It is not necessary to include the results of individual candidates.</p> <p>ABRSM Music Examinations</p> <p>Results summary 2006-2009</p> <p>Number of examinations taken: 161 % Distinction – 16.8% % Merit – 39% % Pass – 42% % Fail – 2%</p>
<p>Briefly note pupils' significant achievements in areas other than academic subjects; in each case the school should have played a part in the achievement or positively supported an external activity (please indicate). Comment on any significant differences between groups.</p> <p>Please see Appendix –Individual & Team & Sporting Successes & Drama Successes</p>
<p>List up to four activities that should be observed during the inspection, if the inspectors are able to do so:</p> <ol style="list-style-type: none">1.Any Choral or Instrumental Group2.Creative Writing Club3.Debating Society4.Dance Club

Self-evaluation

In what ways have the achievements and development of pupils changed since the last inspection? How do the changes relate to the aims of the school?

- Consistency in high academic achievement at GCSE & A level in relation to pupils' ability and the consequent impact on university destinations and courses followed. Oxbridge applications and successes have increased considerably.
- There are greater opportunities to challenge the more able pupils in and out of the classroom and we have seen greater opportunities for early entry in public examinations
- Further opportunities for girls to develop individual strengths as leaders and acquire confidence and self-esteem
- Increased number of specialist lessons, e.g. Dr, Mu, Da, Fr and Mandarin in Pre-Prep

What are the strongest features of pupils' achievements?

In keeping with the School's Aims – the diversity of the pupils' achievements in both academic and extra-curricular activities – especially in activities that benefit others eg: Charity Term & House Activities in Mu; Dr; Da; Deb; poetry competitions, or when achievements are enhanced by pupils working in the community e.g PALS project which involves pupils hosting and running activities at St Gabriel's for physically handicapped children and The Castle School which has involved Junior Sports Leaders accompanying children, with severe learning difficulties and handicaps, to a camp where they then organise activities and assist in their supervision.

There is increased opportunity for pupils to lead activities particularly in sport, music & dance. Sixth Form Students have the opportunity to take part in a 4 week World Challenge expedition where they spend one week participating in a community project in the developing world.

What areas are you seeking to improve or develop?

1. To develop further the opportunities for leadership amongst our younger pupils in Senior School.
2. To record effectively pupils' achievements on the new MIS system
3. To develop further pupils' opportunities and performance in high attaining sports teams for our talented sports players
4. To increase participation for lower ability sports players in the Junior Department
5. To develop further the breadth and quality of music ensembles

How did you identify this need?

1. Discussion at Junior & Senior School Management Meetings
2. Discussions with HoDs at Strategic 'Futures Thinking' Meetings
3. Discussions with whole departments at 'Blue Sky' Meetings
4. Feedback from individual parents and pupils
5. Feedback from pupils' report reading with Tutors

What actions are you taking?

1. Pupils are given every encouragement to show initiative with new ideas and lead clubs and activities and organize events
2. A new Data Manager has been appointed to assist staff in the effective use of the new MIS
3. Staff training arranged on new MIS
4. Cross age sports 'squads' such as the Netball Academy are now in place to promote higher training levels and expertise of our top players
5. Versatility tournaments, Inter-house Competitions, fixtures with local primary schools have been introduced in the Junior Department.
6. The new Director of Music has introduced a wide variety of new ensembles –eg jazz group; rock bands that sit alongside orchestras, choirs and chamber groups

Select a grade for pupils' achievements

Excellent	Good	Satisfactory	Unsatisfactory
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Grade descriptions ('best fit' approach)

The grade descriptions are exemplars only and not a prescriptive list of requirements for all schools. They should be used as a 'best fit' guide to help you identify the grade closest to your own provision.

Excellent

Attainment in National Curriculum tests or public examinations is excellent when compared with the national average. The overall attainment of the pupils in the school is exceptional in relation to their ability. This picture is confirmed by the school's observation of pupils' performance in lessons and written work. Progress is good or better. Pupils have considerable group or individual achievements in activities such as music, games, drama, clubs, societies and charity fund raising. Their attitudes to learning are exemplary and their basic skills are at a high level.

Good

Attainment in National Curriculum tests or public examinations is high and above the national average. The overall attainment of the pupils in lessons is good in relation to their ability. This picture is confirmed by the school's observation of pupils' performance in lessons and written work. Progress is usually good. Pupils have good achievements in activities and their attitudes are positive. Their basic learning skills are an effective support to their learning.

Satisfactory

Attainment in National Curriculum tests is moderate in relation to the national average. The overall attainment of the pupils is appropriate in relation to their ability. This picture is confirmed by the school's observation of pupils' performance in lessons and written work. Progress is at least satisfactory and sometimes good. Pupils produce satisfactory work with a mixture of strengths and weaknesses. Their group or individual achievements are reasonable and their attitudes and basic skills are sufficient to enable progress in learning.

Unsatisfactory

Attainment in National Curriculum tests or public examinations is low, being in line with or below the national average. For most pupils, or significant groups of pupils, attainment in relation to ability is insufficient. This is confirmed by the school's observation of the pupils' performance in written work and lessons. They have limited success in activities and their attitudes to learning have negative features. Their basic skills do not support sufficient progress in learning.

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

Self-evaluation

<p>List any such links with the local or international community and indicate which pupils participate.</p> <p>Junior & Senior Pupils enjoy strong links with local WW2 Veterans; Senior Pupils supported local charity Swings & Smiles; Strong links with Education Programme at Newbury's Corn Exchange Theatre;-Year 10 Puppet Theatre with Blind Summit; Year 9 Community Volunteering Programme including – Tumble Tots/Mencap/Snelmore Common Project; Year 9 worked on a joint Drama/History project with a professional actor from the Watermill Theatre, Newbury on the theme of WW2 and the Holocaust. Girls visited Mary Hare Grammar School for the Deaf and performed an interactive Theatre in Education show for Year Seven; Junior Department pupils have formed strong links with a girls' school in Afghanistan through the Afghan Project. Year 6 participate in activities with Christian Outreach in Newbury Schools(COINS) Regular MFL residential visits to France, Spain & Germany.</p> <p>The Pre-Prep Department raises funds for the local Mencap Centre and groups of Year 2 visit their "bubble club" and support Samaritan's Purse</p>
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The quality of education provided (curriculum) –

DCSF Standard 1

1.(2) The school shall draw up and implement effectively a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for – [Include the curriculum policy, but not detailed plans and schemes]			
(a) full-time supervised education for pupils of compulsory school age, which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education;	Yes		
(b) subject matter appropriate for the ages and aptitudes of pupils, including those pupils with a statement;	Yes		
(c) pupils to acquire skills in speaking and listening, literacy and numeracy;	Yes		
(d) where the principal language of instruction is a language other than English, lessons in written and spoken English, except that this requirement shall not apply in respect of a school which provides education for pupils who are all temporarily resident in England and which follows the curriculum of another country;			N/A
(e) where a pupil has a statement, education which fulfils its requirements;	Yes		
(f) personal, social and health education which reflects the school's aims and ethos; [Include scheme of work for PSHE]	Yes		
(g) appropriate careers guidance for pupils receiving secondary education;	Yes		
(h) where the school has pupils above compulsory school age, a programme of activities which is appropriate to their needs;	Yes		
(i) all pupils to have the opportunity to learn and make progress;	Yes		
(j) adequate preparation of pupils for the opportunities, responsibilities and experiences of adult life.	Yes		

Self-evaluation

In what ways has the educational provision changed since the last inspection? How have the changes contributed to the pupils' achievements and personal development?

- The introduction of separate sciences, very much in its infancy at the time of the last inspection is now well established and has given rise to a developed and strengthened KS3 & KS2 Science curriculum. Many students choose to study Sciences at leading Universities including Oxford and Cambridge
- The introduction of Spanish, in its infancy at the time of the last inspection, has now been successfully studied at A level with 2 students now studying Fr & Sp at Cambridge.
- We have revised the delivery of our Modern Foreign Languages programme of study to include Italian, Spanish and French in the Junior Dept and all three languages are now studied in Year 7, each for a term. All pupils choose two languages for study in Year 8 and beyond.
- Mandarin Chinese, in its infancy at the time of the last inspection is now taught in the curriculum up to Year 5 and offered as a club within GAP and is assessed through the Asset Languages Programme
- PSHE programme has been developed in Senior School and allocated quality teaching time in parallel for Years 7-13 allowing for the inclusion of a wide range of visiting speakers
- Greater emphasis has been placed on preparing pupils for the next stage of their lives, in accordance with our Aims and Objectives; the provision includes enhanced use of ISCO which is now funded by the school and offered to all Year 11; use of external organizations & expertise to provide Oxbridge interview practice; links with local businesses and professionals to provide an Interview Day for Year 11; links with industry such as IBM Schools Outreach Programme to introduce pupils to the concept of opportunities for 'Women in Industry'
- Programme of Extra-curricular activities has been strengthened to include Creative Writing Club; Cine Club (Junior Department) and Art Club for Years 1 and 2
- The ICT infrastructure has been further strengthened to provide 100Mb internet access; Gigabyte network access throughout the school; digital signage; on-line TV & streaming video; 80% of teaching areas now fitted with interactive media

What are the strongest features of the education you provide?

- Breadth of curriculum and range of subjects on offer at GCSE & A level together with extensive extra-curricular opportunities
- The enrichment of the curriculum through visits
- Use of specialist teaching in Pre-Preparatory and Junior Departments
- Opportunities to further differentiate teaching and learning through small teaching groups, set by ability, in the Junior Department

What areas are you seeking to improve or develop?

- To develop further the activities offered across all subject areas for our more able students as part of the Challenge & Extension Programme
- To develop the Junior & Senior School Libraries as a resource for Individual learning, research and reading
- We wish to develop further the accommodation and facilities to support the excellent teaching and learning within the MFL

How did you identify this need?

- Discussion with the Education and Staffing Governors sub-committee & Challenge & Extension Coordinators
- Discussion with Junior & Senior School Management Teams
- Discussions with HoDs and Subject Leaders through strategic 'Futures Thinking' Conversations
- Discussions with new Librarian

What actions are you taking?			
<ul style="list-style-type: none"> • Challenge and Extension Programme is featured regularly in HoDs meetings allowing greater opportunity to share good practice • A new librarian has been appointed with whole school responsibility • A new £2,000,000 development to accommodate MFL curriculum is scheduled to be ready for September 2011 			
Select a grade for the curriculum			
Excellent	Good	Satisfactory	Unsatisfactory
Select a grade for extra-curricular provision			
Excellent	Good	Satisfactory	Unsatisfactory

Grade descriptions ('best fit' approach)

Curriculum

Excellent

The curriculum is stimulating and facilitates the attainment of high standards in relation to the age and ability of the pupils. It is wide-ranging and more than covers the usual subjects taught in English schools. Creative and expressive subjects have excellent facilities and are strongly represented in regular work. Reading, writing and mathematics are emphasised, with strong provision of languages. Learning support is extremely effective and does not clash with the availability of other subjects. English as an additional language is provided in extra time for those who need support. In a senior school, separate science subjects and a range of modern languages/classics are readily available options from an early stage. English language and literature are studied by almost all pupils and ablest/talented pupils benefit from extension work and challenging courses. ICT and the library enhance learning and well-organised visits outside school broaden pupils' horizons.

Good

The school provides a broad curriculum which more than covers the subjects usually taught in English schools. It provides progressively more difficult work and facilitates above average standards. Learning support is of good quality and English as an additional language is provided as necessary. Gifted and talented pupils have effective provision of extension work in several subjects. Creative, expressive and practical subjects have a strong place in the curriculum and pupils are happy with the options available. In a senior school, separate science subjects are readily available and more than one language is studied by many. Resources such as ICT and the library are well used. Visitors to the school and visits outside are well integrated into the curriculum.

Satisfactory

The school provides the subjects usually studied in English schools and all pupils study at least one foreign language. Science is taught on a suitable time allocation and covers a good range of content mainly in an integrated course. In a senior school, separate science subjects are available for some students and additional subjects such as business studies are available. Creative and expressive subjects are suitably provided. Learning support is available, partly at parental cost and English as an additional language is provided for overseas beginners. The school gives suitable attention to individual interests and pupils are satisfied with the options available to them.

Unsatisfactory

The school provides the subjects usually studied in English schools but not all pupils study a modern foreign language. The allocation of time for history and geography is not sufficient for each subject separately. In a senior school, a science course is followed by all pupils but provision for more specialised study is weak because of insufficient time allocation or subject expertise. Creative, expressive and practical subjects are popular but the range of media is limited, and facilities are dated. ICT is taught through the subjects of the

curriculum, but most pupils do not develop much beyond word processing and internet use. The library has little use and the book stock is dated.

Extra-curricular provision

Excellent

A vast array of activities is available to most pupils, covering sporting, musical and dramatic areas of interest and pupils enter many different competitions and events. Older pupils benefit greatly from the opportunities provided through the Duke of Edinburgh's Award Scheme and the Combined Cadet Force. Societies flourish for literature, academic interest and general pursuits of various kinds, including public speaking and debating. Business and charity ventures are encouraged and social service plays a conspicuous role in the local community. Pupils have many opportunities to organise their own activities and exercise leadership qualities. Extra-curricular activities are a major factor in the promotion of personal qualities.

Good

Pupils have many opportunities to take part in games of various kinds and many are in musical groups or involved in drama productions. Social service and charity fund raising provide successful opportunities to develop organisational and leadership skills and, in senior school, participation in business enterprise is encouraged. Societies and clubs cover a good range and include school subjects and activities of general interest. The range of extra-curricular activity available is good for the size of the school and plays a useful role in the pupils' personal and social development.

Satisfactory

Most pupils have opportunities to play in competitive games and to take part in a limited range of sports. There are reasonable opportunities for involvement in music, drama and a few academic and general interest societies. The time for extra-curricular activities is protected on certain evenings but problems of transport and clashes of commitments create problems particularly for those wanting involvement in music and games. Many pupils gain personal and social benefit from their extra-curricular involvement, but a sizeable minority find it difficult to participate in the activities they particularly like.

Unsatisfactory

Apart from the major games and occasional school performance, sporting and dramatic activity is limited for most pupils and relatively few are in the choir, the orchestra or a musical group. Social service and outdoor pursuits are available but only followed by the dedicated few. Academic and other clubs and societies are relatively few in number. As a result of limited provision and staff commitment, extra-curricular activities do not play a significant part in furthering the personal development of most pupils.

3(c) The contribution of teaching

The quality of education provided (teaching) –

DCSF Standard 1

1.(3) The teaching at the school shall –		
(a) enable pupils to acquire new knowledge and make progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;	Yes	
(b) foster in pupils the application of intellectual, physical or creative effort, interest in their work, and the ability to think and learn for themselves;	Yes	
(c) involve well-planned lessons, effective teaching methods, suitable activities and wise management of class time;	Yes	
(d) show a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensure these are taken into account in the planning of lessons;	Yes	
(e) demonstrate appropriate knowledge and understanding of the subject matter being taught;	Yes	
(f) utilise effectively classroom resources of an adequate quality, quantity and range;	Yes	
(g) demonstrate that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan	Yes	

teaching so that pupils can progress;		
(h) utilise effective strategies for managing behaviour and encouraging pupils to behave responsibly.	Yes	
1.(4) The school shall have in place a framework for pupils' performance to be evaluated, by reference either to the school's own aims as provided to parents or to national norms, or to both.	Yes	

Self-evaluation

<p>Since the last inspection, in what ways has the teaching improved the quality of pupils' learning?</p> <p>The School continues to enjoy high quality teaching staff who provide significant individual care and attention for pupils. Staff continue to embrace the significant benefits of the use of ICT in teaching & learning made possible by the continued investment in the ICT infrastructure. As a consequence, pupils make considerable use of the school's intranet including our VLE- (Moodle)</p> <p>Greater use of Data Midyis/Yellis/CAT 3/PIPS/IEPs to inform setting, identify C & E candidates, review public examination results and inform teaching.</p> <p>The Whole School's Marking & Assessment Policy has been strengthened, with greater consistency across all subjects and pupils benefit considerably from comment driven, formative assessment that encourages and directs further progress</p>
<p>What are the strongest features of the teaching you provide? What impact do they have on the pupils' achievements?</p> <p>Teaching is enthusiastic and paced to both nurture and challenge. Teaching promotes a confidence and culture in classrooms ensuring that pupils feel at ease contributing and able to participate freely in a variety of tasks. Teachers are well informed and highly committed to the pupils in their care – they willingly give of their time generously to support pupils either on an individual basis or through additional workshops, support clubs and revision sessions, often during the holiday period.</p>
<p>What areas are you seeking to improve or develop?</p> <ul style="list-style-type: none"> • Staff use of the new MIS to facilitate more finely tuned use of data and the tracking of pupil progress. • Further strengthen the consistency of exciting, creative teaching across departments • The role of Subject Leaders within the Junior Department is being developed to allow greater opportunities for teaching and learning to be monitored with the view to promoting creativity and challenge.
<p>How did you identify this need?</p> <ul style="list-style-type: none"> • Discussion with Junior & Senior School Management Teams • Discussion with HoDs and Subject Leaders through annual strategic 'Futures Thinking Conversations'. • Scrutiny of pupils' work, pupil interviews and individual report reading with Tutors • Formal & regular student feedback • Lesson Observation • Discussions between the Head of Junior Department and teaching staff
<p>What actions are you taking?</p> <ul style="list-style-type: none"> • New MIS in place • Appointment of Data Manager • Staff training for use of MIS • Re-structured role of newly appointed Director of Studies & Academic Administrator • Bespoke INSET on Independent Thinking by Ian Gilbert (Independent Thinking) • The introduction of staff development procedures which encourage a culture of peer lesson

observation within and across departments

- Review and restructuring the role of Subject Leader including staff training and liaison with lead-teachers from local schools.

Select a grade for teaching

Excellent

Good

Satisfactory

Unsatisfactory

Grade descriptions ('best fit' approach)

Excellent

Teaching is often good and a significant proportion is of the highest quality, so that pupils are helped to develop a secure understanding of their subject and make rapid progress overall. The flair and enthusiasm apparent in much of the teaching proves infectious and sparks endeavour and interest in the pupils. Resources such as books, the internet and the use of computers has proved most advantageous in supporting exciting approaches to learning. The teachers know their pupils' capabilities and are highly effective in building on their prior learning and helping them overcome difficulties. Marking and assessment are productively focused on guiding improvement and ensures that pupils have a clear understanding of their strengths and areas for development.

Good

The teaching is effective in capturing the pupils' interest in their work and most teaching secures good progress. Good subject knowledge is an important factor in setting work of suitable challenge. Resources such as books and ICT are used well in support of the pupils' learning. The make good use of assessment to learn about their pupils' capabilities and this enables them to plan suitably demanding work.

Satisfactory

Some of the teaching is good and weaknesses are not widespread, so that overall pupils show interest in their work and are enabled to make progress in line with their abilities. Teachers have satisfactory knowledge of the subjects they teach and make reasonable use of resources, including ICT. Work is suitably planned and lessons run smoothly with adequate use of time but little sense of urgency in many. Assessment and marking vary in quality but are used to encourage pupils and generally help to improve the quality of pupils' work.

Unsatisfactory

Most of the teaching is satisfactory and occasionally it is good, but a notable proportion has shortcomings in not making good use of time and not looking supporting significant groups of pupils, for example those with particular learning difficulties. Much of the marking is perfunctory and does not do enough to help pupils improve the quality of their work or provide sufficient challenge to those who need it. Subject knowledge is sufficient but shortcomings occur where teachers are working outside their specialism. Some teachers have insufficient rapport with their classes and do not maintain a suitably high standard of classroom behaviour or interaction.

4 THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

The spiritual, moral, social and cultural development of pupils –

DCSF Standard 2

2. The spiritual, moral, social and cultural development of pupils at the school meets the Standard if the school promotes principles which –		
(a) enable pupils to develop their self-knowledge, self-esteem and self-confidence;	Yes	
(b) enable pupils to distinguish right from wrong and to respect the law;	Yes	
(c) encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute to community life;	Yes	
(d) provide pupils with a broad general knowledge of public institutions and services in England;	Yes	
(e) assist pupils to acquire an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions.	Yes	

Self-evaluation

<p>In what ways has the quality of pupils' personal development changed since the last inspection?</p> <p>Pupils have further opportunities to develop their self-knowledge, self esteem and self confidence through the extra-curricular life of the school. Seen as a significant strength in 2006, the provision has been considerably extended to include Creative Writing Club, English Society, Film Club, Business Club and Young Enterprise. Many activities are student led. The Junior Department now has well-developed international links through the Afghan Project.</p> <p>The School has strengthened its happy, caring, supportive Christian ethos, in keeping with its Aims, through Assemblies, Services and a developed PSHE programme.</p>
<p>What are the strongest features of pupils' personal development? What is the evidence that they take responsibility and show initiative in contributing to the school community?</p> <ul style="list-style-type: none"> Pupils' moral development has strengthened and behaviour is exemplary. St Gabriel's has established a 'telling school' culture. Sixth Form Peer Counselling is well established. Relationships are strong; pupils take responsibility for others and support and care for each other. Pupils have considerable opportunities for responsibility and to show initiative be it through the numerous House competitions scheduled throughout the school year, student led productions such as the Comedy Review, or during Charity Term when entrepreneurial opportunities are relished by all and pupils manifest their altruistic nature. Funds totaling £38,000 have been raised over the last three years for the pupils' chosen charities.
<p>What areas are you seeking to improve or develop?</p> <ul style="list-style-type: none"> Opportunities for younger pupils in the Senior School to take responsibility, show initiative and develop as leaders Develop international links in the Senior School to assist pupils understanding of the wider world
<p>Why and how did you identify this need?</p> <ul style="list-style-type: none"> Through discussions with Head and Deputy Head Girls, School Councils, pupils and staff

What actions are you taking? <ul style="list-style-type: none"> • A Junior Department Council has been established • Senior School Tutor Groups are seeking opportunities to forge international links with schools & Charities • We now alternate the School's charitable focus between local and international charities. E.g. 'Play-Pumps (water aid) in Africa and a School in Namibia – EduKaid in 2010 			
Select a grade for pupils' personal development.			
Excellent	Good	Satisfactory	Unsatisfactory

Grade descriptions ('best fit' approach)

Excellent

The pupils have extremely well-developed personalities for their age. They show a keen sense of fair play and appreciate the circumstances of those less fortunate than themselves. They are reflective and self-critical and many show a clear awareness of their own strengths and weaknesses. They are able to give convincing reasons for the values which they espouse. They relish the responsibilities which they have and in many cases have taken strong initiatives in organising fund-raising activities. Through their lives in school, they have developed an easy approach to pupils of different nationalities and show conspicuous understanding of cultures other than their own.

Good

The pupils show a good understanding of the feelings of others and are well able to discuss matters of inequality and injustice in the world. They see the reasons for laws and rules and are happy to undertake tasks for the good of the school community. They have friendly relationships with others in the school, including pupils of different nationalities and with different cultural backgrounds.

Satisfactory

The pupils talk sensibly about their own experiences in school and show some understanding of the feelings of others. They appreciate the difference between right and wrong and are knowledgeable about the situation of people living in difficult conditions in other parts of the world. They undertake their responsibility for pupils younger than themselves and they accept differences between their own culture and that of pupils from other backgrounds.

Unsatisfactory

The pupils are not used to considering their own motives and actions and take little interest in the plight of those less fortunate than themselves. They see the point of rules but are ready to see ways round them if it is to their own advantage. They find difficulty in relating to pupils from backgrounds different from their own.

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

How many members of staff are qualified in first aid?	
How many of these are trained at the higher level?	
Has the school recently had any recommendation made to it by the Health and Safety Executive? (Yes/No)	No
Has the school recently had any recommendation made to it by the Environmental Health Authority? (Yes/No)	No
Has the school recently had any recommendation made to it by the Local Health Authority? (Yes/No)	No
Has the school recently had any recommendation made to it by the Fire Authority? (Yes/No)	No

Is there a health and safety committee? (Yes/No)	Yes
If so, who chairs this committee?	Assistant Bursar (Operations)

Please have the admission and attendance registers available for the reporting inspector during the first day of the inspection.

The number of fixed-term and permanent exclusions during the last 12 months.

	Under 5s		5-11		11-16		Sixth Form	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Fixed-term						1		
Permanent								

Indicate below any reason(s) for significant numbers of exclusions.

N/A

Indicate in the following table the number of pupils in your official record of serious disciplinary sanctions over the past 12 months, if different from above. **N/A**

Under 5s		5-11		11-16		Sixth Form	
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls

Please have the record of serious disciplinary offences available for inspectors at the start of the inspection.

The welfare, health and safety of pupils –

DCSF Standard 3

3.(1) The welfare, health and safety of pupils at the school meets the Standard if the requirements in sub-paragraphs (2) to (9) are met.			
3.(2) The school shall draw up and implement effectively a written policy to –			
(a) prevent bullying, which has regard to DCSF Guidance <i>Safe to Learn: Embedding anti-bullying work in schools</i> ; [Include anti-bullying policy]	Yes		
(b) safeguard and promote the welfare of children who are pupils at the school, which complies with DCSF Guidance <i>Safeguarding Children and Safer Recruitment in Education</i> ; [Include child protection policy]	Yes		
(c) safeguard and promote the health and safety of pupils on activities outside the school which has regard to DCSF Guidance <i>Health and Safety of Pupils on Educational Visits</i> ; [Include educational visits policy]	Yes		
(d) promote good behaviour amongst pupils and set out the sanctions to be adopted in the event of pupils' misbehaviour. [Include behaviour policy]	Yes		
3.(3) Where a school provides accommodation, it shall have regard to the National Minimum Standards for Boarding Schools or where applicable the National Minimum Standards for Residential Special Schools.			N/A
3.(4) The school shall have regard to the DCSF Guidance <i>Health and Safety: Responsibilities and Powers</i> . [Include sample risk assessments]	Yes		
3.(5) The school shall comply with the Regulatory Reform (Fire Safety) Order 2005.	Yes		
(a) The school has discharged its duty to carry out a fire risk assessment.	Yes		
(b) The school has received a report from the fire authority. Contracted out Fire Risk Assessment	Yes		
3.(6) The school shall have and implement a satisfactory written policy on first aid. [Include first-aid policy]	Yes		
3.(7) School staff shall be deployed to ensure the proper supervision of pupils. [Include guidance: for example, in staff handbook]	Yes		
3.(8) The school shall keep a record of the sanctions imposed upon pupils for serious disciplinary offences.	Yes		
3.(9) The school shall maintain an admission and attendance register in accordance with the Education (Pupil Registration) (England) Regulations 2006.	Yes		

Other legislation

Does the school fulfil its duties under the Special Educational Needs and Disability Act (SENDA)? [Include three-year accessibility plan]	Yes		
Does the school fulfil its duties under race, gender and sexual discrimination legislation?	Yes		
Does the school use corporal punishment? [Answer 'No' if the school complies]		No	

Self-evaluation

In what ways have provision and quality changed since the last inspection?
<ul style="list-style-type: none"> • A new Controlled Access System has been installed throughout the school. • New Child Protection Officers are in place for the whole school and EYFS • All interview panels include at least one member who is qualified in Safer Recruitment Procedures

<p>What are the strongest features of the care you provide?</p> <ul style="list-style-type: none"> • Seen as a strength in 2006, caring, committed staff unequivocally embrace the Schools' Aims and approach to 'pro-active' pastoral care and an ethos which thrives on mutual trust and respect. All staff will go that extra mile to support the pupils in their care. • Well coordinated approach to each pupil's care through Tutors, Matron, Coordinator of Individual Needs, Junior & Senior School Management Teams and the Executive. 			
<p>What areas are you seeking to improve or develop?</p> <ul style="list-style-type: none"> • Use of new MIS to facilitate fine tuned recording and subsequent accessibility of information 			
<p>How did you identify this need?</p> <ul style="list-style-type: none"> • Discussions at Governing Body, Executive and Senior Management Team levels. 			
<p>What actions are you taking?</p> <ul style="list-style-type: none"> • A full time Data Manager is now in place • Staff training 			
<p>Select a grade for pastoral care</p>			
Excellent	Good	Satisfactory	Unsatisfactory
<p>Select a grade for welfare, health and safety</p>			
Excellent	Good	Satisfactory	Unsatisfactory

Grade descriptions ('best fit' approach)

Pastoral care

Excellent

Teachers and tutors know their pupils extremely well and are adept at helping them to take advantage of the opportunities provided by the school. Relationships between staff and pupils are excellent, and staff are devoted to helping pupils overcome problems whether in their work or their relationships with others.

Good

The school has effective structures to oversee the pupils' welfare and academic progress. Particular emphasis is placed on supporting those with problems of attitude or behaviour. Great care is taken to help pupils in the choice of their future school or educational path. The school's pastoral system is successful in appropriately boosting the pupils' confidence and helping them recognise the contribution that they make.

Satisfactory

Pastoral care is suitably organised and succeeds in supporting the needs of pupils so that they make sound progress in their work. Advice and guidance are beneficial to pupils as they make choices about their future school or place of education.

Unsatisfactory

The care provided by the school does not always show understanding of the pupils and their backgrounds and sometimes does not take enough action to support pupils with particular problems in their learning and development. Pupils are sometimes left to their own devices when it comes to supporting their choice of school or place of education.

Welfare, health and safety

Excellent

The school is most thorough in its attention to issues of safeguarding and provides high quality training for all those working in the school. Excellent relationships are maintained with local welfare agencies. Appointment procedures are followed with meticulous care and risk assessments are exhaustive in their prudent consideration of the pupils' safety. The school premises are constantly monitored and all precautions are taken against fire and other hazards.

Good

Risk assessments are thorough and the school pays good attention to matters of safeguarding and the necessary training of staff. Good relationships are maintained with local welfare agencies. The health and safety committee is diligent in responding to deficiencies around the school site and makes effective use of external suppliers to ensure safety from fire and other hazards.

Satisfactory

The school fulfils its duties for the safeguarding of pupils and the training of staff. All relevant regulatory requirements are met. The school has appropriate procedures for the checking of staff and other appointments. Health and safety reviews are carried out and risk assessments are in order. Appropriate contact has been maintained with local welfare agencies.

Unsatisfactory

The school has not paid sufficient regard to its duties for the safeguarding of pupils, and its appointment checks on staff have on occasion lacked rigour. Contact with local welfare agencies has not been maintained closely enough to ensure that everyone has up-to-date training. The PSHE programme places little emphasis on helping pupils to be vigilant for their own welfare. Health and safety audits have sometimes revealed deficiencies without speedy action being taken.

4(c) The quality of boarding education

Please make sure that the reporting inspector receives a copy of the most recent Ofsted or CSCI boarding report and the school's response.

Number of boarding houses	
Number of teaching house staff	
Number of non-teaching house staff qualified in the provision of boarding	
Number of non-teaching house staff who are not qualified in the provision of boarding (for example, by following Boarding Schools' Association (BSA) courses).	

Self-evaluation

In what ways has boarding provision changed since the last ISI/CSCI/Ofsted inspection?			
What are the strongest features of boarding?			
What areas are you seeking to improve or develop?			
How did you identify this need?			
What actions are you taking?			
Select a grade for boarding:			
Excellent	Good	Satisfactory	Unsatisfactory

Grade descriptions ('best fit' approach)

Excellent

Boarding plays a highly significant role in promoting the pupils' personal development. Relationships are excellent within the boarding houses and the boarders have a fine range of activities available to them in the evening and at weekends. Their accommodation is of a high standard and pleasantly personalised by the pupils themselves.

Good

The boarders have good opportunities to take responsibility for themselves and others within their houses and this contributes well to their personal development. They relate well to one another and to their house staff, who know them well as individuals. They have good access to the school facilities in the evening and at weekends. Their rooms and common areas are comfortable and well decorated.

Satisfactory

The boarders benefit from the experience of living together and learn responsibility from the experience of discharging their house duties. They have reasonable access to school facilities in the evening and at weekends, although their in-house facilities are limited. Privacy and space are adequate and rooms and common areas are reasonably furnished.

Unsatisfactory

The experience of boarding does little to support the development of personal and community responsibility. Relationships are generally satisfactory but different groups tend to keep apart rather than mixing freely. Facilities are limited in the houses and access to school facilities is unduly restricted in the evenings and at weekends. Accommodation is cramped and provides insufficient privacy in rooms, while common areas are shabby and have few recreational facilities.

5 THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5(a) The quality of governance

Please list below any sub-committees operating on behalf of the governors or proprietor(s).

Sub-committee	Function (if not evident from name)	Chaired by	Meeting frequency
F & GP		Mr Michael Scholl	Termly
Education and Staffing		Mrs Mary Steel	Termly

<p>Please give brief details of any governor/proprietor training undertaken in the last three years.</p> <p>AGBIS Conference for Chair of Governors & Principal</p> <p>Child Protection</p>

Please have the articles of governance available for inspectors.

If the school is run by a proprietor, or if it is managed and governed in common with other schools, for example by a trust, please indicate which, if any, of the following areas are operated directly by the proprietor or company as opposed to the school. Please answer 'Yes' or 'No' in each case, and use the blank rows for other functions not already included in the table.

Accounting	
Budgeting	
Management of premises and accommodation	
Welfare and child protection	
Staff development	
Admissions	
Development planning	
Health and safety	

Please provide any detail below.

Please consult with the company/trust and provide details of any company/trust employee charged with oversight or support for the school; indicate the employee's role description and give a contact email address and telephone number.

Self-evaluation

(If the school is proprietorial or is part of an over-arching company or trust, please tailor your response to that context.)

Has governance changed since the last inspection? Please explain.

- The role of Staff Observers, elected from Teaching and Support Staff, who attend meetings has been updated to reflect new consultation legislation.
- Appropriate members of the Senior Management Teams, HoDs and Subject Leaders support the Executive at the Governors' Meetings and Education & Staffing Sub-Committee

How do governors assure themselves that the school is fully compliant with the *regulatory requirements*?

Regulatory Requirements, Policies and Procedures are discussed regularly by the Executive and Senior Management Teams prior to presentation, discussion and review at the Education & Staffing Sub-Committee and Full Governing Body (Please refer to Principal's Report to Governors and Clerk's Minutes)

All Governors have up to date copies (currently January 2010) of the Regulatory Requirements as published by ISI

2 Governors and 2 members of the Executive are experienced ISI Team Inspectors and a member of GSA Inspections' Committee

What are the strongest features of the governing body?

- A broad base of expertise across a wide range of relevant disciplines is represented on the Board.
- Excellent communication between the Executive, Chairman and members of the Governing Body
- Governors show a genuine enthusiasm for change, development and progress and a genuine interest in the School through attendance at meetings, concerts, productions, open mornings and social functions with staff. They adopt a challenging, questioning but highly supportive approach to the Executive's leadership and management of the School
- Time is allocated for the two Education Specialists who sit on the Governing Body to tour the school regularly and observe lessons.

What areas of governance are most in need of development?			
<ul style="list-style-type: none"> • Selection of additional appropriate Financial experience for the Governing Body 			
How have these needs been identified and what actions are being taken?			
<ul style="list-style-type: none"> • Discussions between the Executive and Governing Body and a continuing self-critical awareness 			
Select a grade for governance			
Excellent	Good	Satisfactory	Unsatisfactory

Grade descriptions ('best fit' approach)

Excellent

The governing body has a valuable range of expertise, with comprehensive induction arrangements and well-chosen training. The governors have a perceptive long-term strategic plan for the school's future and work closely with the head, bursar and members of the senior management team. They have a clear insight into the school and seek to ensure that its aims are fulfilled through the school development plan. They are well known at the school both at formal occasions and also to sample the pupils' curricular experience. They monitor school policies carefully and exercise constructive oversight of academic standards and pastoral matters, including welfare, health and safety. They are committed to financial planning for the maintenance and development of accommodation, resources and the recruitment of high quality staff. They ensure that questions of suitability are scrupulously checked and that the central register is thoroughly maintained. They are a strong source of advice and support to the head.

Good

The governors have a good range of experience in areas relevant to the school and a clear conception of its aims, together with the issues for its future development. They offer encouragement to the school to fulfil these aspirations. They are well informed by the head's reports, contact with the parents' association and the direct involvement in matters of welfare, health and safety. They are effective in discharging their responsibilities for monitoring and evaluation of the school development plan and the quality of school policies. They take an interest in educational standards and pastoral matters. They are well known in the school and visit from time to time to increase their understanding of its operation. They work closely with the bursar in matters of finance, accommodation and resources, and are well informed about their legal obligations. They take care to see that capable staff are selected and appointment procedures are properly followed. The chair keeps in close touch with the head, providing valuable support with a broad perspective and useful contacts.

Satisfactory

The governors have a reasonable range of expertise. They have had training in aspects of welfare, health and safety and they are committed to maintaining the ethos of the school. They make useful suggestions for the school development plan and keep themselves informed about pupils' successes and results. They receive regular reports from the head and have other information on the school from personal contacts with parents. They are aware of their responsibilities and delegate them appropriately. They visit the school in connection with specific issues and are moderately well known. They rely extensively on the head and bursar for the preparation of policies and procedures, and their monitoring is carried out by considering papers for formal meetings. They exercise sound financial control. The chair keeps in touch with the head and provides useful advice, particularly in matters of staffing and complaints.

Unsatisfactory

The governing body recruits members committed to the good of the school, but with little regard to variety of experience or training. It has made a brief analysis of the position of the school in the local community but without sufficient regard to possible future developments. The governors consider the school to be performing well, fulfilling its aims and in need of no more than light monitoring. They hold termly meetings and rely almost exclusively on the head for their understanding of the school. Being detached from the day-to-day running of the school, their meetings are essentially concerned with approving policies and documents presented to them, including the school development plan. Their contact with the staff at the school is formal and detached, and parents know little about them. They pay superficial regard to matters of welfare, health and safety, but undertake no effective monitoring. They have a hazy understanding of the requirements for appointments.

5.(b) The quality of leadership and management

Is there a formal scheme for evaluating and improving educational standards and teaching? (Yes/No)	
Is there a formal appraisal scheme for all teaching staff? (Yes/No)	
Is there a formal appraisal scheme for the head? (Yes/No)	
Is there a strategy for evaluating and improving the quality of care and welfare? (Yes/No)	

Please give brief details below.

- HoDs review performance of their departments with the Principal during annual strategic 'Futures Thinking' conversations. The Vice Principal, who oversees staff development also attends these meetings.
- The Director of Studies meets with all HoDs to analyse public examination results in relation to pupils' ability and data.
- Formal Staff Development is in its infancy in its newest form which follows a considerable period of time to develop staff expertise in lesson observation which now regularly takes place effectively within departments as well as cross-department and cross-phase.
- The Principal is reviewed annually by the Chairman of Governors and by a full 360 degree appraisal by an external GSA reviewer in 2008/9?

Is the school registered with the Criminal Records Bureau (CRB)? (Yes/No)	Yes
Is it registered in its own name? (Yes/No)	Yes
Is it registered under the name of an umbrella organisation? (Yes/No)	No

If the answer to the third of these questions is 'Yes', please give the name of the organisation:

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Inspectors will ask to see the centralised register of appointments and, where necessary, to have access to files containing evidence of CRB and other checks.

The suitability of staff, supply staff and proprietors

DCSF Standard 4 – Appointment of staff since 1st May 2007

[See 4C. for recording evidence of earlier checks]

4.(1) This paragraph applies to the appointment of a member of staff at an independent school, other than a proprietor and supply staff.			
4.(2) The suitability of a member of staff appointed to a position at the school meets the Standard if –			
(a) the proprietor carries out appropriate checks to confirm in respect of	Yes		

<p>each such person – (i) identity; (ii) medical fitness; (iii) right to work in the UK; (iv) previous employment history; (v) character references; (vi) where appropriate, professional references; (vii) where appropriate, qualifications;</p>			
<p>(b) an enhanced criminal record check is made by the proprietor in respect of any such person and the enhanced criminal record certificate which is the subject of the application is obtained before or as soon as practicable after the appointment;</p>	Yes		

(c) in the case of any person for whom, by reason of living or having lived outside the UK, obtaining such a certificate is not sufficient to establish suitability to work in a school, such further checks are made as the proprietor considers appropriate, having regard to any guidance issued by the Secretary of State;	Yes		
(d) no such person carries out work, or intends to carry out work in contravention of any direction made under section 142 of the 2002 Act(a) or any disqualification, prohibition or restriction which takes effect as if contained in such a direction; [Reference to List 99]	Yes		
(e) in the case of staff who care for, train, supervise or are in charge of children for whom accommodation is provided, in addition to paragraphs (a)-(d), a check is made by the proprietor that Standard 38 of the National Minimum Standards for Boarding Schools or, where applicable, Standard 27 for Residential Special Schools is complied with.			N/A

DCSF Standard 4A – Appointment of supply staff

4A.(1) This paragraph applies to the appointment of supply staff at an independent school.			
4A.(2) The suitability of supply staff at the school meets the Standard if the following requirements are satisfied.			
4A.(3) No person supplied by an employment business to the school may begin work at the school unless the proprietor has received –			
(a) written notification from the employment business in relation to the person – (i) that the checks referred to in paragraph 4C.(4)(a)(i) have been made; (ii) that an enhanced CRB check has been obtained, or an enhanced CRB certificate has been obtained in response to an enhanced CRB check by that or another employment business; (iii) whether such a CRB certificate disclosed any matter or information in accordance with section 113B(6) of the Police Act 1997;	Yes		
(b) a copy of the CRB certificate if it discloses any such matter or information.	Yes		
4A.(4) and (5) Such a certificate has been obtained not more than three months before the person is due to begin work at the school; or the person already had an enhanced CRB check from working in a school or FE institution not more than three months previously.	Yes		
4A.(6) Before beginning work at the school, the person offered for supply by an employment business has been subject to an identity check by the school (irrespective of any earlier identity check).	Yes		
4A.(7) In the contract or other arrangement with the supply business, the proprietor of the school has required the business to provide (a) the notification in paragraph (3) above; and (b) a copy of the CRB certificate if it contained any matter or information according to (3)(a)(iii) above.			N/A
4A.(8) Except for those persons to whom sub-paragraph (5) above applies, the proprietor has checked according to the relevant parts of the Standards in 4.(2)(e) above any supply staff who care for, train, supervise or are in charge of children for whom accommodation is provided.			N/A

DCSF Standard 4B – Appointment of proprietors/governors since 1st May 2007

[See 4C. for recording evidence of earlier checks]

4B.(1) This paragraph applies to the proprietor of an independent school.			
4B.(2) The suitability of any proprietor who is an individual or the Chair of any body of persons named as the proprietor of the school in the register or in an application to enter a school in the register meets the Standard if –			
(a) an enhanced CRB check countersigned by the Secretary of State is obtained;	Yes		
(b) a check is made of the person's identity and, if relevant, right to work in the UK;	Yes		
(c) any further checks are made if the person lives or has lived outside the UK; [See 4.(2)(c)]			N/A
4B.(3) the checks in 4B.(2)(a)-(c) are completed before the person commences acting as proprietor or takes up appointment as Chair.	Yes		
4B.(4) The suitability of any member of a body of persons named as the proprietor meets the Standard if –			
(a) an enhanced CRB check is obtained before appointment;			N/A
(b) a check is made of the person's identity and, if relevant, right to work in the UK;			N/A
(c) any requirement as under 4B.(2)(c) is met.			N/A
4B.(5) The Chair of any such body of persons ensures that the checks as in sub-paragraph (3) above are carried out.			N/A
4B.(6) Any person mentioned in sub-paragraph (2) or (4) is free from contravention of any direction made under section 142 of the 2002 Act. <i>[Reference to List 99]</i>			N/A

DCSF Standard 4C – Centralised register of staff appointments *[Applies to all staff, supply staff and proprietors]*

4C.(1) The proprietor keeps a register which meets the following requirements. <i>[See Appendix 2 in ISI Handbook – The Regulatory Guidance and include an extract from the register]</i>			
4C.(2) In relation to each member of staff appointed on or after 1st May 2007, the register shall show whether –			
(a) identity was checked;	Yes		
(b) a check was made to establish whether the member of staff is subject to any direction under section 142 of the 2002 Act; <i>[Reference to List 99]</i>	Yes		
(c) where appropriate, qualifications were checked;	Yes		
(d) an enhanced CRB check was obtained;	Yes		
(e) any further checks were made if the person lives or has lived outside the UK; [See 4.(2)(c)]	Yes		
(f) where appropriate, a check was made of right to work in the UK;	Yes		
(g) in the case of staff who care for, train, supervise or are in charge of children for whom accommodation is provided, checks were made as in paragraph 4.(2)(e).			N/A
4C.(3) In relation to each member of staff appointed before 1st May 2007, the register shows whether each check in sub-paragraph (2) above was carried out. <i>[Previous legislation applies]</i>	Yes		

4C.(4) In relation to supply staff , the register shows whether – (a) written notification has been received from the employment business that – (i) it has made checks corresponding to sub-paragraphs (2)(a)-(c), (e) and (f); (ii) it or another employment business has made an enhanced CRB check; (iii) it has obtained an enhanced criminal record certificate in response to a check made by that or another employment business, with the date of the notification;	Yes		
(b) a check has been made in accordance with paragraph 4A.(8) together with the date the check was completed.	Yes		
4C.(5) The register shows whether the employment business supplied a copy of the criminal record certificate, if it disclosed any matter in accordance with section 113B(6) of the Police Act 1997.			N/A
4C.(6) In relation to each member of a body of persons named as the proprietor appointed on or after 1st May 2007 , the register shall show whether – (a) a check was made of identity and right to work in the UK; (b) checks were made pursuant to paragraphs 4B.(4)(a) and (c), and the register includes the date when each such check was completed and the certificate obtained.			N/A
4C.(7) In relation to each member of a body of persons named as the proprietor appointed at any time before 1st May 2007 , the register shall show whether each check referred to in sub-paragraph (6) above was made and whether an enhanced criminal record certificate was obtained, together with the date when any check was completed or certificate obtained. [Previous legislation applies]			N/A
4C.(9) The centralised register is either kept in legible form, or is capable of being so reproduced if it is kept electronically.	Yes		

Previous legislation

Under Regulation 4.(c) of the requirements in force from 1 st September 2003, the school has carried out checks on staff appointed before 1 st May 2007 to confirm medical fitness, previous employment history, character references and, where appropriate, professional references.	Yes			
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[Those appointed any time before 1st May 2007 are subject to current checks if they are a cause of concern or if they take up a new appointment involving greater responsibility for children.]

Your sample pages from the centralised register should cover the following information. The format of the Independent Schools' Bursars Association also covers the necessary information. Evidence from staff files will be checked on site. Further information is in *ISI Handbook Regulatory Requirements* and its Appendix 2.

IDENTITY			RECOM- MENDED	QUALIFICATIONS CRIMINAL CHECK RIGHT TO WORK IN UK			
1 Name of member of staff <i>(School enters; inspectors omit)</i>	2 Address	3 Date of birth	4 Post and date of appoint- ment <i>(Enter)</i>	5 Qualifications required <i>(Yes/N/A)</i>	6(a) CRB ENH/STD* CRB NUMBER CRB DATE	6(b) List 99* and date <i>(if separate from CRB)</i> Overseas check and date	7 Right to work in UK*** <i>(Yes, N/A)</i>
Name of checker and date <i>(Check)</i>	Name of checker and date <i>(Check)</i>	Name of checker and date <i>(Check)</i>		Name of checker and date <i>(Check)</i>	Name of checker and date <i>(Check)</i>	Name of checker and date <i>(Check)</i>	Name of checker and date <i>(Check)</i>

STATUTORY CHECKS BUT OPTIONAL ENTRY IN REGISTER (RECOMMENDED)			NOTES
8 Refs**	9 CV**	10 Medical fitness**	(including: any acceptance of CRB certificate from another institution; arrangements with a supply agency and whether CRB certificate was supplied if it disclosed any matter; List 99 and supervision while awaiting CRB)
Name of checker and date <i>(Check)</i>	Name of checker and date <i>(Check)</i>	Name of checker and date <i>(Check)</i>	

Self-evaluation

What are the principal factors that give your school the character and strength it has?

As identified in the last inspection, a highly committed and enthusiastic Executive has a shared vision for the School. The Executive are self-reflective and highly self-critical who all fully understand and value the School's ethos, niche market and staff and pupils' needs. The Executive are supported by an equally committed Junior and Senior School Management Team, all of whom embrace the School's ethos and sense of aspiration. The Senior Managers enjoy considerable autonomy and without exception, possess excellent skills for the role they perform. A rigorous procedure for appointing staff to the School ensures pupils enjoy working with teachers who show the greatest commitment to working with young people.

What are the chief constraints holding your school and pupils back from fulfilling their potential?

The historical buildings and grounds, though beautiful and well respected by the whole community, give rise to considerable constraint in terms of development and refurbishment which is more costly in this environment. The School however has ambitious plans and aspirations for the future.

What are the main challenges and opportunities for the school over the next six years?

- Balancing fee rises in a time of economic uncertainty ensuring that an education at St Gabriel's remains highly affordable whilst at the same time ensuring standards of facilities and the breadth of educational experience we desire for our pupils is maintained and improved upon
- Maintaining our desire to show public benefit
- Maintaining the School's reputation locally for high academic achievement in public examinations and breadth of extra-curricular opportunities, thus ensuring the School's future as a 'first choice school' for parents and pupils in a highly competitive area.
- Retention of Sixth Form pupils by continuing to reaffirm the considerable benefits of a single sex education for girls
- The School is now able to embark upon major capital investment in the form of a two storey, 8 classroom block to accommodate MFL teaching, ICT teaching and Year 6 pupils. Further opportunities will exist to re-locate departments into new accommodation and 'faculty areas'

What are the significant elements of the school's development plan which are intended to deal with these?

- A new cycle of Development Planning has been formulated by Governors, Executive, Senior Management Teams, HoDs/Subject Leaders and all teaching staff that will take account of the significant capital expenditure and impact on short-term planning and allow HoDs/Subject Leaders to prioritise departmental needs
- Teaching & Learning and Pupil Development will continue to be the main focus of all planning and development
- The School will continue to review its Recruitment and Marketing Policy to further strengthen links with feeder schools, local primary schools and the local business community. Further progress will be made in strengthening communication with Alumni
- The School will continue to make provision for Montagu Awards, which are designed to financially support able pupils who would not otherwise be able to enjoy an education at St Gabriel's.
- The School will continue to strengthen its Independent/State School partnership and collaborative links with local primary and secondary schools.

- Every opportunity will be taken to incorporate coeducational activities for all ages within the School's extra-curricular provision..

Select a grade for leadership and management

Excellent

Good

Satisfactory

Unsatisfactory

Grade descriptions ('best fit' approach)

Excellent

The leadership and management of the school are highly successful in achieving the aims of the school and in promoting pupils' achievements, personal development and care. School development is a major priority and needs are extremely well identified and successfully achieved. Staff are carefully appointed with a sharp focus on suitability to be involved in the education of children.

Good

The leadership and management are effective in promoting the aims of the school and their success is reflected in the pupils' academic and other achievements and in the high standard of their personal qualities. Priorities are carefully set and care is taken to monitor progress towards them. Staff appointments follow clear procedures to choose high quality staff and to ensure that they are suitable to work with children.

Satisfactory

The leadership and management promote the aims of the school and oversee satisfactory achievements and an acceptable standard of personal development among the pupils. Their systems for the care of the pupils are effective. Priorities are suitably identified for the school's development and satisfactory progress is made towards fulfilling them. The checking of staff and other appointments follows the necessary procedures and staff development is managed effectively.

Unsatisfactory

Leadership and management are well intentioned but have not been successful in raising the pupils' achievements in line with the aims of the school. Personal development is at a good level for some pupils but too many others have failed to reach the standards which the school proclaims. Self-evaluation and the setting of priorities are not well developed. Staff appointments are made with regard to the main checks on suitability but have not been sufficiently robust in several respects.

The premises of and accommodation at schools –

DCSF Standard 5

5. The premises of and accommodation at the school meet the Standard if –			
(a) the water supply meets the requirements of the Education (School Premises) Regulations 1999;	Yes		
(b) there is an adequate drainage system for hygienic purposes and the disposal of waste water and surface water;	Yes		
(c) each load bearing structure complies with the Education (School Premises) Regulations 1999;	Yes		
(d) the school has adequate security arrangements for the grounds and buildings;	Yes		
(e) premises which are used for a purpose other than conducting the school are organised to ensure that the health, safety and welfare of pupils are safeguarded and their education is not interrupted by other users;	Yes		
(f) the school buildings provide reasonable resistance to penetration by rain, snow, wind and moisture from the ground;	Yes		
(g) there is sufficient access so that emergency evacuations can be accomplished safely for all pupils, including those with special needs;	Yes		
(h) access to the school allows all pupils, including those with special needs, to enter and leave the school in safety and comfort;	Yes		
(i) the school has given reasonable assurances that the premises have not been condemned by the Environmental Health Authority;	Yes		
(j) having regard to the number, age and needs (including any special needs) of pupils, classrooms are appropriate in size to allow effective teaching, and all areas of the school do not compromise health or safety;	Yes		
(k) there are sufficient washrooms for staff and pupils, including facilities for pupils with special needs, taking account of the Education (School Premises) Regulations 1999;	Yes		
(l) there are appropriate facilities for pupils who are ill in accordance with the Education (School Premises) Regulations 1999;	Yes		
(m) where food is served, there are adequate facilities for its hygienic preparation, serving and consumption;	Yes		
(n) classrooms and other parts of the school are maintained in a tidy, clean and hygienic state;	Yes		
(o) sound insulation and acoustics allow effective teaching and communication;	Yes		

(p) lighting, heating and ventilation in classrooms and other parts of the school are satisfactory in accordance with the Education (School Premises) Regulations 1999;	Yes		
(q) there is a satisfactory standard and adequate maintenance of decoration;	Yes		
(r) the furniture and fittings are appropriately designed for the age and needs (including any special needs) of all pupils registered at the school;	Yes		
(s) there is appropriate flooring in good condition;	Yes		
(t) there are appropriate arrangements for providing outside space for pupils to play safely;	Yes		
(u) where the school provides accommodation, it has regard to Standards 40-52 of the National Minimum Standards for Boarding Schools or, where applicable, Standards 23-26 of the National Minimum Standards for Residential Special Schools.			N/A

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

How often do you send reports to parents or carers?	Please see Appendix Reporting Patterns
How often do you hold parents' evenings?	Please see Appendix Reporting Patterns
What is your evidence for the parents' views of the school (for example, from surveys, meetings or informal discussions)?	Parent Liaison Mtgs; EYFS Questionnaire Principal's 360 degree Appraisal
How do you identify patterns or trends in concerns raised by parents and pupils?	Parent Liaison Mtgs; EYFS Questionnaire Junior Department & Senior School Management Meetings Executive Meetings

Please make sure that copies of pupils' reports are readily available to inspectors.

Do you have a parents' association? (Yes/No)	Yes
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If you do, please make records of the proceedings of its meetings available to the inspectors.

How many formal complaints from parents were recorded in the previous academic year?	1
How many formal complaints from parents have been recorded in the current academic year?	0

The provision of information –

DCSF Standard 6

6.(1) The provision of information by the school meets the Standard if the requirements in sub-paragraphs (2) to (9) are met.			
6.(2) The school must provide to parents of pupils and of prospective pupils and on request to the Chief Inspector, the Secretary of State or a body approved for the purposes of section 162A of the 2002 Act – [Include all the information and policies mentioned in 6.(2)(a)-(d), 6.(3)(a)-(g), and 6.(4)]			
(a) the school's address and telephone number, and the name of the headteacher;	Yes		
(b) either –			
(i) where the proprietor is an individual, the proprietor's full name, address for correspondence during both term-time and holidays and a telephone number or numbers on which the proprietor may be contacted at all times, or			N/A
(ii) where the proprietor is a corporation, a Scottish firm or a body of persons, the address and telephone number of its registered or principal office;			N/A
(c) where there is a governing body, the name and address for correspondence of its Chair;	Yes		
(d) a statement of the school's ethos (including any religious ethos) and aims.	Yes		
6.(3) The school must make available to parents of pupils and of prospective pupils and provide, on request, to the Chief Inspector, the Secretary of State or a body approved for the purposes of section 162A(1) of the 2002 Act –			
(a) particulars of the school's policy on and arrangements for admissions, discipline and exclusions;	Yes		
(b) particulars of educational and welfare provision for pupils with statements and pupils for whom English is an additional language; [Only current pupils and those soon to arrive]	Yes		
(c) particulars of the policy prepared under paragraph 1.(2); [See 'Curriculum']	Yes		

(d) such parts of the policy prepared under paragraph 3.(2) as are drawn up for the purposes of paragraph 3.(2)(a), (c) and (d); [See 'Welfare, Health and Safety' for the policies (i) to prevent bullying (ii) to promote health and safety on activities outside the school (iii) to promote good behaviour amongst pupils and set out the sanctions to be adopted in the event of pupils' misbehaviour];	Yes		
(e) particulars of the school's academic performance during the preceding school year, including the results of any public examinations;	Yes		
(f) details of the complaints procedure set out in accordance with paragraph 7., and the number of complaints registered under the formal procedure during the preceding school year;	Yes		
(g) the number of staff at the school, including temporary staff, and a summary of their qualifications.	Yes		
6.(4) The school must publish on its internet website or, where no such website exists, the school must send to parents of pupils and of prospective pupils on request, a copy of so much of the policy prepared under paragraph 3.(2) as has been drawn up for the purposes of paragraph 3.(2)(b). [The policy to safeguard and promote the welfare of children who are pupils at the school]	Yes		
6.(5) Following an inspection under section 162A of the 2002 Act, the school must send to the parents of every registered pupil, by a date to be specified by the body who conducted the inspection, a copy of the report of the inspection.	Yes		
6.(6) The school must send to the parents of each registered pupil an annual written report of the pupil's progress and attainment in the main subject areas taught, except that no report need be sent to a parent who has agreed otherwise with the school.	Yes		
6.(7) The school must provide any body conducting an inspection under section 162A of the 2002 Act with –			
(a) any information reasonably requested in connection with it that is necessary for the purposes of the inspection;	Yes		
(b) access to the school's admission and attendance registers.	Yes		
6.(8) Where a pupil wholly or partly funded by a local authority is registered at the school, an annual account of income received and expenditure incurred by the school in respect of that pupil must be submitted to the local authority and on request to the Secretary of State.			N/A
6.(9) Where a pupil with a statement is registered at the school, the school must supply such information to the responsible local authority as may reasonably be required for the purpose of the annual review of the statement.	Yes		

The amendment to Standard 6 has been made to facilitate the provision of information by electronic means. In the statutory instrument, the 'interpretation' is as follows.

In these Regulations, where a school is required to '**make available**' information or a document, the requirement is satisfied where –

- the information or a copy of the document is published on the school's internet website, where such a website exists;
- the information or a copy of the document is available for inspection on the school's premises during the school day; and
- the school ensures that parents of pupils, and parents of prospective pupils who request it, are made aware that the information or document is published or available and the form in which it is published or available.

Where a school is required to '**send**' information or a document, this may be done by email.

The manner in which complaints are to be handled –

DCSF Standard 7

7. The manner in which a school handles complaints meets the Standard if it draws up and implements effectively a complaints procedure which –			
(a) is in writing; <i>[Include a copy of the complaints procedure]</i>	Yes		
(b) the school makes available to the parents of pupils and prospective pupils at the school;	Yes		
(c) sets out clear time scales for the management of a complaint;	Yes		
(d) allows for a complaint to be made and considered initially on an informal basis;	Yes		
(e) where the parents are not satisfied with the response to the complaint made in accordance with paragraph (d), establishes a procedure for the complaint to be made in writing;	Yes		
(f) where the parents are not satisfied with the response to the complaint made in accordance with paragraph (e), makes provision for a hearing before a panel appointed by or on behalf of the proprietor and consisting of at least three people who were not directly involved in the matters detailed in the complaint;	Yes		
(g) ensures that, where there is a panel hearing of a complaint, one person will be independent of the management and running of the school;	Yes		
(h) allows for parents to attend and be accompanied at a panel hearing if they wish;	Yes		
(i) provides for the panel to make findings and recommendations and stipulates that a copy of those findings and recommendations is – (i) sent by electronic mail or otherwise given to the complainant and, where relevant, the person complained about; (ii) available for inspection on the school premises by the proprietor and the headteacher;	Yes		
(j) provides for a written record to be kept of all complaints, and of whether they are resolved at the preliminary stage or proceed to a panel hearing;	Yes		
(k) provides that correspondence, statements and records relating to individual complaints are to be kept confidential except where the Secretary of State or a body conducting an inspection under section 162A of the 2002 Act, as amended, requests access to them;	Yes		
(l) where the school provides accommodation, complies with Standard 5 of the National Minimum Standards for Boarding Schools or where applicable Standard 4 of the National Minimum Standards for Residential Special Schools.			N/A

[See note under Standard 6 above for the definition of 'make available'.]

Self-evaluation

<p>In what ways have the links changed since the last inspection?</p> <ul style="list-style-type: none"> • Quality of website & newspapers, newsletters have been enhanced. The School has a new Prospectus and Information to Parents booklets, • Presentations and Information Evenings at key times have been enhanced • Parent liaison committee, in its infancy at the time of the last inspection, has been re-structured and further developed • New MIS is now able to facilitate fast and effective email communication
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What are the strongest features of the links with parents and the community?

- The School practices an 'Open Door' policy to parents and pupils. The Principal and his staff are easily accessible and communicate personally with parents on both an informal and formal basis as appropriate. As a consequence, and as reported in the last inspection, concerns are dealt with quickly and effectively. The School has received only 1 formal complaint in the last 3 years which was resolved fully at the first stage.
- Formal reporting and feedback on pupil progress through ½ term effort cards, full reports and parents' evenings. Parents feel well informed and enjoy excellent convivial partnerships with staff.
- Information Evenings to parents throughout the school year e.g. Pre-Prep presentation evenings; Welcome to Year... information Evenings in the Junior Department; Information to Year 5 & 6 Parents; Year 7 New Parents' Evening; GCSE & A level Options presentations to parents; UCAS guidance to parents evenings. Information to Parents Evenings for all Residential Trips.
- Parents & Friends of St Gabriel's (PFSG) our Parents' Association continues to prove tireless in its support of the school through the organisation of social and fund raising events throughout the year.
- In EYFS and Pre-Prep, parents are encouraged to contribute in all aspects of their child's school life e.g. individual learning journals and workshops
- Parents & Alumni regularly visit the School to give talks to the pupils
- Pupils in Year 9 as part of their PSHE programme have a community based project
- Parents & staff football matches!

What areas are you seeking to improve or develop?

- Parents secure area of the School's new website
- Parents secure access to pupil information held within the new MIS system.
- Enhanced provision of uniform supply

How did you identify this need?

- Discussion between the Executive
- Monitoring legislation relating to the maintained sector.
- Discussions with Parent Liaison group

What actions are you taking?

- New website design included opportunities for parent portal in its design
- New Data Manager appointed to manipulate new MIS
- New uniform supplier appointed to provide online, external shops and shop within school.

Select a grade for links with parents

Excellent	Good	Satisfactory	Unsatisfactory
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Grade descriptions ('best fit' approach)

Excellent

The school maintains excellent relationships with parents in accordance with its aims, and the parents are extremely happy with the school's provision for their children. Close communication with parents is maintained in termly reports and weekly newsletters and the school website is particularly informative. Parents support a very active parents' association and many are involved in supporting the work of the

school. Reporting is clear and promotes improvement in subject-specific ways. Parents' concerns are given prompt attention and sympathetically resolved.

Good

The school fulfils its aims in keeping good relationships with parents. In their questionnaire returns, they showed great satisfaction with the school's care and educational provision for their children. They are well involved in supporting the work of the school. They have received all the necessary regulatory information, and reports are detailed and constructive. Satisfaction with the handling of concerns is at a high level.

Satisfactory

The school has constructive relationships with the parents of its pupils and achieves its aim in this respect. Parents are generally pleased with the educational and welfare provision of the school and the values it promotes. Many parents belong to the parents' association and become involved in helping with school activities. The parents are suitably informed about the school and receive helpful and encouraging reports. Most parents are satisfied with the way their concerns are handled.

Unsatisfactory

The school has no clear aim to foster relationships with parents and is perceived as formal and reserved in its dealings with them. Many parents are satisfied with the education provided but a significant minority are not happy with the standards of achievement and behaviour. Parents rarely come to the school and few are closely involved in its life and work. The required information on the school has not been readily available. Reports are personal and encouraging but do not do enough to suggest how pupils can improve the quality of their work. In their questionnaire responses, a significant minority of parents expressed dissatisfaction with the way their concerns were handled.

5(d) Any questions?

If there were up to three questions that you would like the inspection findings and report to answer, what would they be?

1.
2.
3.

Signed	Date
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