



INSPECTION SUMMARY

Part of the job of every Headteacher is to monitor constantly the school's performance as a whole and plan for continuous improvement. So it is extremely useful when, every 6 years, a team of objective, experienced peers – often serving Headteachers from other independent schools, visit to inspect the school. The framework used by the Independent Schools Inspectorate to make judgements about schools runs parallel with Ofsted and is approved by the Department for Education. This document summarises a very encouraging and glowing inspection report that genuinely recognises the strengths of Thorpe Hall and our many achievements and innovations across all areas of the school.



Atterbury

Andrew Hampton
BA; LTCL; MEd; NPQH; FRSA
Headteacher



From ISI Inspection Report 2014

The contribution of teaching

- Through the well planned and balanced programmes, thoughtfully constructed, pupils develop key skills and acquire knowledge readily and successfully. This helps towards fulfilling the school's aim to realise their potential.
- Skilled and varied questioning techniques guide pupils to deepen their knowledge and understanding and to investigate and enquire collaboratively. Relationships are excellent and instil high levels of self-confidence.
- One notably successful innovation is the facility known as the 'WOW', or 'writing on the wall'. These sessions offer varied and exciting teaching and learning opportunities, both for teachers and for pupils, to express thoughts and feelings and to express ideas and judgements in a 'virtual' dimension.



★★★★ GOOD

The quality of pupils' achievements and learning

- Pupils have well-developed literacy and numeracy skills. They are particularly articulate and confident, both with each other and when talking to adults or presenting their work. They listen exceptionally well, respecting the views of others, and they read enthusiastically, reaching high standards.
- A key aspect of the pupils' success is their creativity, abundantly evident in eye catching classroom and corridor displays, in excellent drama productions and in the lively variety of musical activities.
- Pupils are successful in winning places at selective grammar schools at age 11, and at maintained and independent sixth forms on leaving the school.



★★★★ GOOD

Pupils' spiritual, moral, social and cultural development

- In response to the school's promotion of its values, pupils create the family atmosphere in which they flourish and develop. Their self-esteem builds and they move on with confidence and maturity to achieve their potential.
- The pupil's moral development is excellent. Pupils are polite and courteous at all times. They clearly show great respect toward other pupils and adults and they display confidence without arrogance. Behaviour around the school is exemplary at all ages and allows pupils to feel secure and flourish.
- Pupils' excellent social development is a real strength of the school at all levels. Older pupils help younger ones through a range of activities and opportunities and they are keen to make a genuine contribution to the school community.



★★★★★ EXCELLENT

The quality of leadership and management

- The senior leadership team's strong vision for the school has a highly successful impact in promoting the pupils' good achievements and excellent personal development.
- The energy and enthusiasm evident inspires commitment and support from all who work within the school.
- All managers set themselves high standards which reflect positively on pupils' exemplary behaviour, their good achievement and their excellent personal development.
- Links with parents, carers and guardians are excellent. Parents who responded to pre-inspection questionnaires expressed wholehearted satisfaction with the education and care their children receive and thoroughly recommended the school.



★★★★★ EXCELLENT

The contribution of arrangements for pastoral care

- Staff provide highly effective guidance and support for pupils. Excellent communication and a clear structure ensure that the pupils' concerns can be quickly dealt with.
- Parental questionnaires resoundingly acknowledge that pupils are safe and are looked after very well.
- Relationships between staff and pupils and amongst pupils are excellent. Through excellent care, staff ensure that pupils are ready to take on any new challenges.



★★★★★ EXCELLENT

The contribution of curricular and extra-curricular provisions

- The curriculum is highly imaginative and flexible and suits each pupils' needs. It is teeming with opportunities that enable the school to fulfil its aims.
- An extensive range of extra-curricular activities is offered. Sports and leisure and the Duke of Edinburgh's Award scheme are joined by art, cookery and philosophy. The BE@T scheme, open to all pupils, gives them the chance to develop entrepreneurial skills, and is a strong element in the school's good links with the local community. Pupils also benefit greatly from the 'School Plus' programme, which offers tuition in a variety of subjects after school. This, along with the weekly 'Choice Afternoon', ensures that pupils are offered a stimulating, varied and excellent range of experiences.
- The spacious and creatively developed eleven acres outside area, including woodland and trim trail for physical exercise is a resource used effectively by pupils to enhance their learning.



★★★★★ EXCELLENT



Early Years

- Children are happy, they enjoy their learning and show increasing independence in everyday activities.
- The experienced staff have high expectations and use regular observation and assessments of the children to inform planning.
- Adults manage behaviour skillfully and relationships between children and staff are very warm and responsive.

“The contribution of the EYFS provision to children’s well being is outstanding.”

“The curriculum is highly imaginative and flexible and suits each pupils’ needs. It is teeming with opportunities that enable the school to fulfill its aims.”

Grades: ISI does not make a single overarching judgement on a school but instead makes a clear judgement on each aspect of its provision using one of the following four grades: excellent, good, sound and unsatisfactory. Registered Early Years Foundation Stage settings are reported on separately and ISI is required to use the same terminology for grades as in Ofsted reports: outstanding, good, satisfactory and inadequate.

T: 01702 582340

www.thorpehallschool.co.uk

Waking Road | Southend-on-Sea | Essex | SS1 3RD

THORPE HALL
SCHOOL