



# **INDEPENDENT SCHOOLS INSPECTORATE**

**LATYMER UPPER SCHOOL**

**AND**

**LATYMER PREP SCHOOL**

**STANDARD INSPECTION**

# INDEPENDENT SCHOOLS INSPECTORATE

## Latymer Upper School and Latymer Prep School

Full Name of School	<b>Latymer Upper School and Latymer Prep School</b>
Dee Number	<b>205/6306</b>
Registered Charity Number	<b>312714</b>
Address	<b>Latymer Upper School 237 King Street Hammersmith London W6 9LR</b>
Telephone Number	<b>0845 638 5800</b>
Fax Number	<b>020 8748 5212</b>
Email Address	<b>head@latymer-upper.org</b>
Head	<b>Mr Peter Winter</b>
Chair of Governors	<b>Mr James Graham</b>
Age Range	<b>7 to 18</b>
Total Number of Pupils	<b>1285</b>
Gender of Pupils	<b>Mixed (711 boys; 574 girls)</b>
Numbers by Age	7-11: <b>163</b> 11-18: <b>1122</b>
Inspection dates	<b>12 Jan 2011 to 13 Jan 2011</b> <b>07 Feb 2011 to 09 Feb 2011</b>

## PREFACE

This inspection report follows the STANDARD *ISI schedule*. The inspection consists of two parts: an INITIAL two-day inspection of regulatory requirements followed by a three-day FINAL (team) inspection of the school's broader educational provision. The previous ISI Latymer Upper School inspection was in September 2007. That of Latymer Prep School was in February 2005.

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

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

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

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

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

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

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

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

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## 1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Founded in 1624, the Latymer Foundation at Hammersmith comprises Latymer Upper School, established in 1895, and Latymer Prep School, which in 1951 was part of Latymer Upper School and became an independent free-standing school, accommodated a short distance away, in 1995. At the time of inspection, a total of 1285 pupils attended the school, with 601 boys and 521 girls in Latymer Upper School, and 110 boys and 53 girls in Latymer Prep School. Recent developments include a sports pavilion, re-landscaped playing fields, a performing arts centre, and a new science and library building. A revised curriculum, including an extended school day, was introduced in 2010.
- 1.2 The school owes its origin to the will of Edward Latymer, making provision for the education and maintenance of “eight poore boies” of Hammersmith. It is now a charitable trust administered by a governing body and is fully co-educational. The school lays great emphasis on the pastoral care of pupils and embraces academic rigour, encouraging a love of learning and the pursuit of excellence. It aims to provide a welcoming, tolerant community where individual talents are nurtured. Pupils of all faiths or of none are welcomed. Pupils come from a variety of ethnic and economic backgrounds and most are from local, professional families.
- 1.3 Admission is based on the school’s own selection procedures. Latymer Prep School pupils demonstrate at least above average ability nationally. The ability profile in Latymer Upper School is far above the national average, with almost all pupils demonstrating at least above average ability. Almost all Latymer Prep School pupils transfer to Latymer Upper School. The majority of pupils transfer to the sixth form after GCSEs and then to higher education. The school does not carry out ability tests for pupils entering the sixth form but conducts interviews. Pupils’ suitability to courses is determined by examining personal statements, school references and reports.
- 1.4 The school identifies 171 pupils as having learning difficulties and/or disabilities (LDD), of whom 20 receive specialist learning support for which parents pay. No pupils are identified as needing help with English as an additional language.
- 1.5 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

## **2. THE SUCCESS OF THE SCHOOL**

### **2.(a) Main findings**

- 2.1 Throughout Latymer Prep School and Latymer Upper School, pupils are successful in their learning and achieve excellent standards in activities. The wide-ranging curriculum and programme of activities contribute to the pupils' high attainment and preparation for adult life. Pupils write imaginatively and converse in a mature way; ready to express their own views and willing to listen to others. Creative abilities in art, music and drama are very well developed. Pupils' achievements are celebrated through impressive displays around the school. Test and examination results are far above national norms, all pupils making good progress in relation to their abilities. Pupils take part in sporting and other events at local and national level with commendable success. Excellent teaching and lesson preparation support pupils' achievements. In the best lessons, well-qualified teachers set a brisk pace to retain interest and mark thoroughly; but these are not consistent features of all teaching.
- 2.2 Through the excellent personal, social and health education (PSHE) programme, pupils develop their social skills and awareness of diverse cultures. Spiritual awareness is strong and cultivated throughout the curriculum, with time for reflection and debate. Pupils have a clear sense of right and wrong. The school's behaviour policy, the high expectations of staff, and a reward system acknowledging academic and other achievement, nurture pupils' sense of security and their self-esteem. They eagerly seek opportunities to serve their school and the wider community.
- 2.3 Strong governance and leadership have overseen many changes since the last inspection. The school is now fully co-educational, with a revised curriculum and extended school day. Educational opportunities have been greatly enhanced by an extensive building programme providing specialist teaching and study areas. Provision for information and communication technology (ICT) and the library in Latymer Upper School have benefited from substantial investment and a training programme addressing how teachers may use ICT resources more effectively. In their pre-inspection questionnaire responses, parents and pupils were overwhelmingly positive about the quality of education and pastoral care. Inspectors agree with this view. Parents express great satisfaction with the governance and leadership of the school. A few felt that their concerns were not handled well but the inspectors found no evidence to support this view. An 'open door' policy encourages parents to be involved in their children's education. Pupils are happy at school and say that there is always someone to whom they can turn with any concerns.

## **2.(b) Action points**

### **(i) Compliance with regulatory requirements**

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

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

### **(ii) Recommendations for further improvement**

- 2.5 The school is advised to make the following improvements.

1. Ensure the standard of all marking throughout the school reaches that of the best.
2. Ensure that the substantial investment in ICT is used to the utmost effectiveness in teaching.

### **3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS**

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

- 3.1 The excellent attitudes and skills of pupils result in excellent achievement overall in line with the school's aims to provide equal opportunity for able boys and girls from all backgrounds to achieve the highest academic standards. Pupils are clearly enthusiastic about learning, and their excellent behaviour underpins their very good progress. They articulate their ideas and opinions with maturity and are supportive of each other. Latymer Prep School pupils used their understanding of similes in very good creative descriptions of pirates. A powerful talk comparing the work of Caravaggio and Scorsese enthralled fellow pupils in history of art. The pupils' creative talents find expression in a stimulating artistic environment; they demonstrate considerable skills in their writing, art, drama and musical activities. The chamber choir has been invited to perform at renowned musical venues. The pupils' mathematical skills are excellent. They can analyse problems and present logical arguments to support their findings.
- 3.2 Pupils achieve well both individually and in teams. Latymer Prep School pupils regularly gain scholarships to Latymer Upper School for academic, sporting or musical achievement. Pupils from Latymer Upper School have gained success in biology, chemistry and physics competitions, including winning a gold medal in the chemistry Olympiad in 2007 and going on to represent the United Kingdom in Moscow. The school regularly enters pupils for national mathematics challenges with considerable success. Pupils have won engineering scholarships. Representatives won a bronze medal in a national schools' under-eleven chess competition. Pupils have achieved acclaimed success in a wide range of sports including basketball, football, swimming and netball. They have reached the final of national school rowing competitions in the eights and were quarter finalists at an international regatta; pupils have been selected to row for Great Britain in coupé. The school has twice received ecological awards.
- 3.3 The analysis of attainment uses the national data for the years 2007 to 2009. These are the most recent three years for which comparative statistics are available. Results in GCSE and A-level examinations have steadily improved and are far above the national average for maintained schools and above the national average for maintained selective schools. This improvement has been maintained in 2010, with the school achieving its best ever results. The overwhelming majority of leavers continue their education in higher education and gain places at their first-choice university, including considerable success in entry to universities with demanding entrance requirements. Pupils' attainment in Latymer Prep School cannot be measured in relation to average performance against national tests, but on the evidence available it is judged to be above the national average. Pupils make good progress over time in relation to their ability profile.
- 3.4 Throughout the school, the pupils are keen to work and to succeed. They settle quickly and listen attentively. They are well prepared for their lessons. They work very effectively as individuals, in pairs and in teams, and they demonstrate high levels of intellectual curiosity in all that they undertake. The relationship between pupils and teachers is outstanding and reflects the strong, caring ethos of the school, promoting very positive attitudes to learning.



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

- 3.5 The quality of the curriculum and the provision of extra-curricular activities are excellent, allowing both Latymer Upper School and Latymer Prep School to achieve their aim to deliver a high quality education suitable for all ages, abilities and needs. In response to pre-inspection questionnaires, parents expressed overwhelming satisfaction with the range of subjects and activities offered. The PSHE element of the curriculum makes very good provision for pupils' personal development. The curriculum is enriched by links with the local and international communities. A revised timetable has facilitated more time for extra-curricular activities during the school day. The curriculum and extra-curricular activities make a strong contribution to the achievement of pupils, both academically and in their personal development.
- 3.6 All the main areas of learning are covered, are allocated appropriate time and are suitable for all ages, abilities and needs. In response to recommendations in the last report, a revision of the curriculum has made more effective use of time for the teaching of French and religious studies in Latymer Prep School. A popular addition to Latymer Upper School's provision is the World Perspectives course and pupils demonstrate a good understanding of issues of current global relevance. Since 2009, the majority of subjects have adopted the International GCSE specifications, and all sixth-form written public examinations are taken at the end of Year 13. Another stated aim, to encourage independence of approach, is achieved through the Extended Project qualification in the sixth form.
- 3.7 The curriculum is designed to cater for all ability needs. In Latymer Prep School, as part of the aim to establish a personalised learning culture, the needs of pupils identified as requiring focused support are met by specialist staff. Targets for improvement are shared between the pupil and teachers and are recorded on target sheets, and staff monitor achievements. Whilst pupils with LDD are not routinely withdrawn from lessons in Latymer Upper School, good provision for their support is made before school and at lunchtimes. Throughout both schools, very effective provision is made to meet the needs of very able pupils and their talents.
- 3.8 The restructuring of the school day has facilitated excellent provision for extra-curricular activities; these are generally well supported. Latymer Prep School's aim to encourage pupils to try new things and meet new challenges is well met. Parents are invited to provide some of these activities. In Latymer Upper School, a joint symphony orchestra with another school performs substantial works such as a Khachaturian violin concerto, and international cultural links are fostered through work experience opportunities and exchange schemes in Europe and Argentina.
- 3.9 Both schools encourage social responsibility. From the very youngest, pupils are encouraged to initiate and contribute to charitable events. Pupils in Year 12 participate in local community service. They help at a primary school for pupils with particular needs, providing support for mathematics and English, engage in practical conservation work and assist at a local hospice. Additional links supporting the academic development of pupils include partnerships with other maintained and independent schools at sixth-form level, and opportunities for pupils to be classroom assistants in a project offering extension activities for over 150 local maintained primary school pupils.

### **3.(c) The contribution of teaching**

- 3.10 The overall contribution of teaching to the pupils' achievement and learning is excellent. The pupils' talents are developed, in line with the school's aims to encourage trying new things, meet new challenges and adopt an independent approach in the pursuit of excellence.
- 3.11 In Latymer Prep School, the 'red-herring' philosophy encourages research. It is supported by stimulating and innovative teaching methods and 'collapsed curriculum' days when pupils explore their skills in such diverse areas as golf, 'blind football' and art. The best teaching in Latymer Upper School is exciting, providing challenge for the most able and good quality support where it is needed. An excellent physics project on the solar system inspired pupils to use the library very well; their enjoyment and progress in the lesson were clearly helped by the choice of task and the high expectations teaching made of them. A few lessons lack sufficient pace or accurate direction to support learning.
- 3.12 The school's drive to provide more opportunities for independent learning is being met successfully in much lesson planning. For example, in mathematics, younger Latymer Upper School pupils were challenged very successfully, discovering for themselves how to use sin and cos ratios. Sixth-form politics pupils were placed in a simulation of the White House situation room, to decide on an appropriate response to aggression. This, further helped by excellent subject knowledge demonstrated in teaching, enabled them to become more aware of the complexities of foreign policy.
- 3.13 High quality resources support teaching and learning. For example, in geography, the interest of older pupils in Latymer Prep School was engaged through a wide variety of tasks and resources resulting in excellent progress in understanding coastal erosion. Since the last inspection, both schools have made a significant investment in resources to support the use of ICT as a teaching tool in response to a recommendation in this area for Latymer Prep School. The school's plan for implementing this across all departments is ongoing and supported by a pro-active approach to staff training but this is not yet fully effective. Teaching of ICT is effective in developing the pupils' skills, and expanding their knowledge and understanding of techniques.
- 3.14 Highly effective systems for monitoring pupils' progress and identifying learning difficulties and/or difficulties have been introduced. In Latymer Prep School, a pupils' questionnaire informs teachers of preferred learning styles. In both schools, an understanding of pupils' needs is reflected in thorough lesson planning based on detailed and well-constructed schemes of work. Pupils with LDD have individual learning programmes that are monitored by all teachers. Specialist staff support the pupils' learning both within the classroom and in therapy groups.
- 3.15 Many forms of assessment are used successfully. In class, oral, self- and peer-assessment gives pupils on-the-spot help to improve the quality of their work. Marking is thorough and effective in Latymer Prep School. The pupils' work is frequently corrected, with evidence that constructive comments have improved written work. Similar examples of effective marking were seen in Latymer Upper School, however some marking is less frequent and contains fewer diagnostic comments. Since the last inspection of Latymer Upper School, when marking was identified as lacking consistency, strategies have been put in place to improve the quality of this form of assessment. The outcome has been an improvement in some subjects but this good practice has yet to become widespread.

## 4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

- 4.1 Pupils' spiritual, moral, social and cultural development is outstanding. In their pre-inspection questionnaires, parents expressed considerable satisfaction with the school's promotion of worthwhile attitudes and values.
- 4.2 Pupils' well-developed aesthetic and spiritual awareness is expressed through displays of outstanding art work. Music has a high profile: senior musicians perform in the joint symphony orchestra, and a programme of free tuition for Year 4 pupils introduces them to instruments they might not have considered trying. The new performing arts centre is well used for drama teaching and productions. Latymer Prep School pupils treasure their garden, describing it as a "pretty peaceful place". The Latymer Upper School chapel is an inclusive space for quiet reflection. An awareness of faith is raised in religious studies lessons and through the celebration of religious festivals in school. Through enlightened debate in the philosophy society and Christian Union, pupils develop a good understanding of other beliefs. This is reflected in the harmonious relationships between pupils of different beliefs and ethnicities.
- 4.3 In line with the school's aim to create a community in which all members are respected, the pupils' moral development is excellent. From an early age they understand the difference between right and wrong. During an exercise in writing a modern version of *A Midsummer Night's Dream*, Year 6 pupils discussed the courtesy of laughing with someone rather than at them. Pupils become emotionally mature, equipped to make informed decisions and judgements. In a Year 12 biology lesson, pupils discussed moral issues surrounding abortion and the rights of the child. The fundamental school rule that pupils should, at all times, behave responsibly, sensibly and courteously is widely upheld. Pupils understand and support the system of rewards and sanctions.
- 4.4 The pupils' social development is outstanding. Pupils develop an awareness of broad social issues and the contribution they can make in resolving them. Assemblies and tutor periods invite pupils to consider the part they play in society, and after reflection, they develop a good understanding of their responsibility for their actions. Pupils are eager to take on a range of responsibilities, from class monitor to school prefect. Some pupils are trained to be mentors to younger pupils; others are representatives on the school council, take part in ecological initiatives or participate in community service through The Duke of Edinburgh's Award scheme. A programme for Year 12 pupils introduces them to ways in which they can make social contributions; they work in schools, care homes for the elderly and those with disabilities, and in hospitals, and on environmental projects. Pupils' understanding of citizenship is raised through the PSHE programme. Older Latymer Prep School pupils spoke knowledgeably about the difference between dictatorships and democracies. Charity work is wide ranging.
- 4.5 The cultural awareness of pupils is outstanding. Throughout both schools, cultural diversity is acknowledged. In Latymer Prep School, the European Day of Languages celebrates world cultures, and many opportunities are made in Latymer Upper School for participation in overseas trips and exchanges. Sporting fixtures, music and art tours further extend cultural experience. Through their consideration of issues such as multi-culturalism, terrorism and sustainability, senior pupils demonstrate a good understanding of the world in which they are growing up.

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

- 4.6 Pupils' personal development is outstanding and benefits from very good pastoral care and arrangements for their welfare. All staff have received training in safeguarding and welfare, health and safety. The school achieves its aims to safeguard and nurture every pupil, recognising that each is unique, with individual strengths, aspirations and needs. Relationships between teachers and pupils are excellent. Preparatory staff have close relationships with parents and good knowledge of family circumstances. Parents of both schools are very satisfied with the quality of pastoral care given to their children. A newly appointed pastoral administrator supports heads of year and the learning support department.
- 4.7 Form tutors plan their time with pupils well, and many topics of concern to young people as they reach maturity are openly discussed. Tutors know their pupils well and relationships with them are warm and supportive. An improved internal communication system enables tutors to inform heads of year and senior managers of any concerns regarding pupils' welfare. Should these arise, they are dealt with swiftly. A counsellor is available for pupils and works closely with pastoral staff. Pupils feel well cared for and appreciate the time teachers spend with them when they have a concern. Through their eagerness to take on responsibility for organising form time activities and through the appreciation of their contributions, pupils develop self-esteem and self-confidence.
- 4.8 Since the last inspection, an ongoing review of behaviour has ensured that pupils clearly understand what is expected of them. They conduct themselves appropriately, are willing to help others and welcome visitors with great courtesy. Their understanding of the schools' rules, which they say are fair, and their regard for them is noticeable. Bullying is very rare and incidents are dealt with swiftly. Sanctions rarely need to be used and are fairly administered. Much emphasis is given to rewards and commendations. Achievements for academic and sporting successes, along with those for effort and good deeds, are celebrated in assemblies. Pupils are quick to recognise and praise the achievements of their peers.
- 4.9 A health and safety committee is vigilant in its scrutiny of arrangements and policies to ensure that all members of the school community work in a safe and secure environment. Staff exercise suitable supervision of pupils and have all been appropriately trained in child protection matters. All necessary measures have been taken to reduce the risk from fire and other hazards. Risk assessments are thorough and regularly updated to cover activities within school and on trips and visits. The healthy eating agenda in Latymer Prep School is scrupulously monitored, and nutritious food is prepared in hygienic environments in both schools. The premises are very well maintained and clean. A three-year accessibility plan is in place and the school has taken all appropriate steps to ensure that pupils and staff with physical disabilities can access the buildings. A school nurse is available at all times and many staff are qualified in first aid, including two at the higher level. Excellent facilities are available to care for unwell pupils. Medicines are stored and administered appropriately, and accidents suitably recorded. The attendance and admission registers are kept accurately and stored for three years.

## **5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT**

### **5.(a) The quality of governance**

- 5.1 The quality of governance is outstanding, playing a valuable role in the support and constructive challenge of the leadership and management teams of the two schools. Governors have a clear understanding of the ethos and aims of the school. A number are former pupils of the school. Their broad range of expertise is effectively used in planning, with a focus on raising continually the standards of education for all pupils. In response to pre-inspection questionnaires, parents were overwhelmingly satisfied with the governance of the school.
- 5.2 Members of the leadership and management of both schools attend governors' meetings and, through an annual review of targets, ensure that the governing body is fully briefed on developments. Named governors have responsibility for overseeing health and safety, and child protection matters, which are discussed in governing body meetings. Through attendance at school events and several social occasions, the governors meet staff in both schools, although contact with pupils and parents is less frequent.
- 5.3 Since the last inspection, governors have overseen the successful move to co-education and raised staffing levels to meet the needs of Latymer Prep School. A number of development projects have improved facilities to support the high quality of education of the pupils. The finance committee ensures the financial security of the school and an audit committee reviews school procedures to ensure compliance with regulatory requirements. New sub-committees have been set up, including an education committee with a view to support the head, and the restructured curriculum. With the retirement of long-serving governors, new governors have been appointed. A review of governors' training is underway.
- 5.4 Regular strategy planning days, in conjunction with senior leaders and management, assist long-term planning. The governing body gives generously of its time and is totally committed to the pursuit of excellence and the recruitment of high quality staff.

### **5.(b) The quality of leadership and management**

- 5.5 Both schools benefit from outstanding leadership and very effective management. The principal of Latymer Prep School and the head of Latymer Upper School share a vision for providing an education that develops the talents and abilities of all pupils in a disciplined environment. This is reflected in high quality development planning. They are ably supported by senior managers who share this vision and work hard to put in place procedures to support the realisation of the school's aims. Through formulation and constant review of the outcomes of policies, they ensure that all developments are in the interest of every pupil.
- 5.6 Since the last inspection, a newly appointed senior manager in Latymer Upper School has conducted regular departmental reviews, including observing lessons, with the aim of improving standards of teaching and learning. An annual professional review for all teaching and support staff informs the staff training programme. In Latymer Prep School, these tasks are effectively undertaken by the deputy principal. Committees oversee the evaluation and development of pastoral policies and procedures.

5.7 Leadership has been successful in meeting the challenges of modernising school facilities to ensure they meet the requirements of teachers in their pursuit of excellence, and of the pupils' learning needs and personal development. Since the last inspection, a system for monitoring objectives at departmental level to ensure that they reflect the whole-school development plan has been put in place. The senior leadership team has attended safer recruitment training and all staff have received training in safeguarding, welfare, health and safety. A rigorous recruitment process ensures that all adults employed by the school have undergone statutory checks of their suitability to work with children before taking up employment, and records are suitably kept. New staff follow an effective induction programme.

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

5.8 The school has outstanding links with parents and guardians. In their responses to pre-inspection questionnaires, parents expressed overwhelming praise for the education provided by the school and the care given to their children. Inspectors agree with these views.

5.9 Parents of current and prospective pupils are provided with an abundance of documents, including all required information. Since the last inspection, a parent messaging system has been introduced and a secure parents' area has been established on the redesigned school website. Parents appreciate the ease of communication and the timely response to their questions. Regular newsletters and the annual school magazine, the *Latymerian*, keep parents fully informed about school life and forthcoming events. The redeveloped parental handbook is a further source of information.

5.10 The school's new reporting system is strong. It identifies each pupil's achievement and habits of learning, and gives parents more precise information about the tracking of pupils' progress. Targets for pupils are clearly identified. All parents are very satisfied with the information they are given about their children's education. In Latymer Prep School, parents are invited to meetings twice a year to discuss their progress. Parents' evenings are held at least once a year for each year group in Latymer Upper School, when parents discuss their children's progress with their form and subject teachers. Parents say that issues raised are "listened to and answered", and feel a sense of working together with staff for the benefit of their children.

5.11 Parents are encouraged to be involved in the life of the school. A variety of opportunities is provided to support the wide range of extra-curricular activities. The Parents Guild, with representatives from each form group, meets the senior managers at the beginning of each term to report on events and developments. The guild is actively involved in successful fund-raising and organising social events such as the quiz night and the Christmas fair. Parents of those in Latymer Upper School participate in a careers evening, whilst in Latymer Prep School, parents regularly assist with reading and food technology, and accompany pupils on educational visits.

5.12 A comprehensive policy for dealing with complaints is made available to all parents and the school handles parental concerns with care. The majority of parents feel that the school responds very well to any worries they have, acting quickly and effectively. A very small number felt that the school does not handle their concerns well; the inspectors found no evidence to support this view.

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

## INSPECTION EVIDENCE

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

### Inspectors

Mrs Patricia Cullen	Reporting Inspector
Mr Geoff Lee-Gallon	Assistant Reporting Inspector (Former Head, IAPS school)
Mr Julian Johnson-Munday	Head, HMC school
Miss Liz Knibb	Assistant Head, HMC school
Mr John Pearson	Director of Studies, HMC school
Dr Stephen Wilkinson	Director of Studies, HMC school
Mrs Paula Burgess	Head, IAPS school