



**ISI** Independent  
Schools  
Inspectorate

**Advice Note for an Additional Inspection**

**King Henry VIII School**

**December 2021**

## School's details

|                                  |  |     |                |     |
|----------------------------------|--|-----|----------------|-----|
| <b>School</b>                    | King Henry VIII School   |     |                |     |
| <b>DfE number</b>                | 331/6016   |     |                |     |
| <b>Registered charity number</b> | 528961   |     |                |     |
| <b>Address</b>                   | King Henry VIII School<br>Warwick Road<br>Coventry<br>West Midlands<br>CV3 6AQ |     |                |     |
| <b>Telephone number</b>          | 02476 271111   |     |                |     |
| <b>Email address</b>             | info.khviii@bkhs.org.uk  |     |                |     |
| <b>Headteacher</b>               | Mr Philip Dearden  |     |                |     |
| <b>Proprietor</b>                | Coventry School Foundation   |     |                |     |
| <b>Age range</b>                 | 3 to 18  |     |                |     |
| <b>Number of pupils on roll</b>  | 872  |     |                |     |
|                                  | <b>Preparatory</b>   | 261 | <b>Seniors</b> | 436 |
|                                  | <b>Sixth Form</b>  | 175 |                |     |
| <b>Date of visit</b>             | 14 to 15 December 2021   |     |                |     |

## 1. Introduction

### Characteristics of the school

- 1.1 King Henry VIII School is an independent co-educational day school. The school is one of three schools in the Coventry School Foundation, which is a charitable trust run by a single board of governors. King Henry VIII Preparatory School, which shares the same site, forms part of the school.
- 1.2 Since the previous inspection, the school has announced its intention to amalgamate with other schools in the foundation to become one school under the name Bablake King Henry VIII School. Each school currently has its own headmaster; however, the schools are applying to merge under a single principal with shared functions such as human resources.
- 1.3 The school has identified 145 pupils as having special educational needs and/or disabilities (SEND), three of whom have an education, health and care (EHC) plan. English is an additional language (EAL) for 143 pupils, 17 of whom receive additional support for their English. The current interim headmaster took up his post in September 2021 and a new chair of governors was appointed in October 2021.
- 1.4 The previous inspection was a regulatory compliance inspection, which took place in March 2019.

### Purpose of the visit

- 1.5 This was an unannounced additional inspection at the request of the Department for Education (DfE) which focused on the school's compliance with the Education (Independent School Standards) Regulations 2014 (ISSRs).
- 1.6 Additionally, a material change visit relating to the proposed merger of the component schools of the foundation was separately undertaken in conjunction with a visit to Bablake Junior School. This is the subject of a separate report.

| Regulations which were the focus of the visit                           | Team judgements |
|---|-----------------|
| Part 1, paragraph 2A (relationship and sex education)                   | <b>Met</b>      |
| Part 1, paragraph 3 (teaching)  | <b>Not Met</b>  |
| Part 1, paragraph 4 (framework for pupil performance)                   | <b>Met</b>      |
| Part 2, paragraph 5 (spiritual, moral, social and cultural development) | <b>Met</b>      |
| Part 3, paragraph 7 (safeguarding)                                      | <b>Not Met</b>  |
| Part 3, paragraph 9 (behaviour)   | <b>Met</b>      |
| Part 3, paragraph 10 (bullying)   | <b>Met</b>      |
| Part 3, paragraph 11 (health and safety)                                | <b>Met</b>      |
| Part 3, paragraph 12 (fire safety)                                      | <b>Met</b>      |

|  |                |
|--|----------------|
| Part 3, paragraph 13 (first aid)   | <b>Met</b>     |
| Part 3, paragraph 14 (supervision of pupils)                                     | <b>Not Met</b> |
| Part 3, paragraph 15 (admission and attendance registers)                        | <b>Met</b>     |
| Part 3, paragraph 16 (risk assessment)   | <b>Met</b>     |
| Part 4, paragraphs 18 to 21 (suitability of staff, supply staff and proprietors) | <b>Not Met</b> |
| Part 6, paragraph 32(1)(c) (provision of information)                            | <b>Met</b>     |
| Part 7, paragraph 33 (complaints procedure)                                      | <b>Met</b>     |
| Part 8, paragraph 34 (leadership and management)                                 | <b>Not Met</b> |

## 2. Inspection findings

### Quality of education provided – relationships and sex education [ISSR Part 1, paragraph 2A]

- 2.1 The school meets the standard.
- 2.2 The school has a satisfactory programme for personal, social and health education (PSHE) that incorporates the components of the relationships and sex education (RSE) requirements and follows the statutory guidance. A summary of the RSE policy is available on the school's website. The school has consulted parents, pupils and staff, and taken their views into consideration. Scrutiny of the RSE schemes of work confirms that they include appropriate coverage as planned. In discussion, a number of pupils, across all year groups, commented that in practice they had received very little sex education as a part of the programme. Staff reported that during periods of remote learning it had been more difficult to engage in meaningful discussions on more sensitive topics. Inspection evidence confirms that effective planning is underway to address any shortfalls in discussion of sensitive matters. The PSHE and RSE programmes take into account the ages, aptitudes and needs of the pupils and do not undermine the fundamental values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

### Quality of education provided – teaching [ISSR Part 1, paragraph 3]

- 2.3 The school does not meet the standard.
- 2.4 The majority of pupils in response to the questionnaire said that they did not find RSE lessons interesting and that they did not spend enough time on relationships and sex education, contrary to the planned curriculum. Inspection evidence shows that timetabled time for RSE is limited by being incorporated into a weekly 35-minute session which also includes morning registration. Comments in staff interviews concurred with this view. Other comments related to staff having received limited training in teaching the components of the RSE programme. Inspection evidence shows that the majority of teaching of PHSE and RSE is undertaken by staff who are not trained PSHE specialists. Current training does not support effective teaching of RSE because it does not enable sufficient knowledge and understanding of the subject matter. Senior leaders are aware of the weaknesses in the PSHE and RSE programme and have identified a need for additional staff training and increase time and provision for RSE. They have begun to plan for such improvement, but changes had not been implemented at the time of the inspection.

### Quality of education provided – framework for pupils' performance [ISSR Part 1, paragraph 4]

- 2.5 The school meets the standard.
- 2.6 A suitable framework is in place to evaluate pupils' progress in PSHE and RSE. Those teaching the programme feedback on pupil progress to heads of year, who in turn have regular meetings with senior staff who currently co-ordinate the programme. This enables identification of pupils' needs which informs future planning effectively.

### Spiritual, moral, social and cultural development of pupils [ISSR Part 2, paragraph 5]

- 2.7 The school meets the standard.
- 2.8 The school's spiritual, moral, social and cultural (SMSC) programme is supported by recent staff and pupil initiatives which include the formation of equality, diversity, and inclusion groups. Pupils confirmed that these initiatives are influencing pupil attitudes towards diversity and have contributed

positively to the culture of the school. Inspection evidence from members of minority groups within the pupil body confirms that they feel themselves to be integrated into the school community and that diversity is an accepted part of the school's culture. Within the SMSC curriculum, principles and values are actively promoted to encourage pupils to be responsible, tolerant and law-abiding citizens. This is reinforced through assemblies, tutor group meetings and the input provided by specialist guest speakers. Pupils report that topical media issues relating to pupil relationships are discussed within the SMSC curriculum and senior leaders address such issues in both assemblies and year group meetings. Older pupils in discussion were able to describe the influence of active LGBTQ, Christian Union and Amnesty International groups in successfully promoting both inclusivity and diversity.

## **Welfare, health and safety of pupils – safeguarding [ISSR Part 3, paragraph 7]**

### **Safeguarding policy**

- 2.9 The school meets the requirements.
- 2.10 The school has an appropriate policy for safeguarding which provides suitable arrangements to safeguard and promote the welfare of pupils at the school.

### **Safeguarding implementation**

- 2.11 The school does not meet the standard.
- 2.12 Safeguarding arrangements to ensure the welfare of pupils, including those with SEND are implemented effectively in most areas. Staff with designated responsibility for safeguarding receive training at the appropriate level, including in working with external safeguarding agencies. Staff new to the school receive appropriate induction training, including those staff who start work at times other than the start of term. Staff are required to read *Keeping Children Safe in Education (KCSIE)* Part 1 and Annex B; their understanding of what they have read is checked through periodic briefings and online training sessions, managed by the designated safeguarding lead (DSL).
- 2.13 Most staff receive training in safeguarding with sufficient regularity, including their responsibility to promote the welfare of pupils, both those at risk and those in need. However, a number of staff had not received school-based training on safeguarding or KCSIE updates from September 2021 sufficiently promptly, as they had received no training during the current term. These staff had been identified prior to the inspection and booked in to complete this training in the following term.
- 2.14 Training delivered by the school is in line with the requirements of the local safeguarding partnership (LSP) and includes appropriate training in promoting the pupils' online safety, peer-on-peer abuse and the prevention of extremism. Discussions with pupils confirmed that the school listens to children, gives a response and acts on their concerns.
- 2.15 The school teaches pupils how to remain safe, including when online, and provides suitably filtered and monitored internet access. The school passes safeguarding information on to the receiving schools when pupils leave to go elsewhere.
- 2.16 However, the school does not always take effective steps to manage potential safeguarding risks relating to adults connected with the school.
- 2.17 In addition, the merging of information between the school and others in the foundation has not ensured that safeguarding information is kept confidential and stored securely, as required by current statutory guidance.
- 2.18 The school cannot effectively demonstrate that it carries out required recruitment checks and maintains a suitable record of them, as required by current statutory guidance.

- 2.19 Governors conduct an appropriate annual review of safeguarding, but their oversight lacks effectiveness as the school's arrangements do not meet requirements.

### **Welfare, health and safety of pupils – behaviour [ISSR Part 3, paragraph 9]**

- 2.20 The school meets the standard.
- 2.21 There is a suitable written behaviour policy. Good behaviour is promoted with rewards for good conduct and sanctions for misconduct set down clearly. The policy aims to promote good behaviour, self-discipline and respect, and to encourage all members of the school community to adopt positive attitudes and values which include kindness, courtesy and integrity. It is implemented effectively. Pupils stated during interviews that standards of behaviour are good, with any minor issues which arise from time to time typically being dealt with quickly and effectively. Examination of behavioural logs supports this view. These show very few incidents of inappropriate images produced by pupils and that when this occurred, appropriate action was taken in every case. Additionally, records show that the school implements its zero-tolerance policy towards sexual harassment and online abuse issues.
- 2.22 In a very small number of cases, pupils across genders have shown a lack of respect and kindness to others and use inappropriate and offensive language. Senior leaders are alert to this type of inappropriate behaviour and deal with it effectively. Several pupils who responded to the questionnaire expressed doubts about the consistency of sanctions from different members of staff. Behavioural records show that sanctions, including any exclusions, are given out fairly and proportionately.

### **Welfare, health and safety of pupils – bullying [ISSR Part 3, paragraph 10]**

- 2.23 The school meets the standard.
- 2.24 The school has suitable written anti-bullying and anti-cyberbullying policies and implements them appropriately. The school maintains an appropriate record of instances of bullying, or behavioural matters that could be considered as such. Pupils indicated that during the return to school after COVID-19 lockdown periods there had been no mixing between year groups and that there had been a small rise in incidents once restrictions had been lifted. They expressed confidence that issues taken to tutors and pastoral staff are dealt with quickly and effectively. Bullying logs support this view and any bullying that has occurred has been appropriately managed by senior pastoral leaders. School prefects are suitably trained to support the senior leaders as role models in reducing bullying. Pupils can express any concerns they have through the 'My concern' notification boxes located throughout the school, which pupils consider a welcome initiative. School leaders have further supported pupils in the middle school through the recent staff appointment of a behaviour mentor.

### **Welfare, health and safety of pupils – health and safety [ISSR Part 3, paragraph 11]**

- 2.25 The school meets the standard.
- 2.26 The school implements a suitable health and safety policy. Leaders with specific health and safety responsibilities ensure that all required maintenance, checks and servicing are carried out when required. Suitable logs are kept of such checks and maintenance, as well as of accidents and near misses. Appropriate procedures are in place to ensure suitable storage of potentially hazardous materials. The school takes effective steps to ensure the health and safety of pupils, including with regard to potential risks posed by COVID-19.

**Welfare, health and safety of pupils – fire safety [ISSR Part 3, paragraph 12]**

2.27 The school meets the standard.

2.28 The school meets the compliance requirements of the Regulatory Reform (Fire Safety) Order 2005 by ensuring that the fire safety policy and all fire risk assessments are reviewed appropriately and implemented. Fire evacuation procedures are regularly rehearsed by staff and pupils on at least a termly basis. Each school building has an appointed fire marshal, who is suitably trained. All school buildings are fitted with appropriate fire alarm systems which are serviced annually by external fire engineers, ensuring effective fire prevention arrangements. Scrutiny of records of fire risk assessments, fire evacuation procedures and logs of the maintenance of alarms, detectors and servicing arrangements confirm that fire safety is suitably promoted.

**Welfare, health and safety of pupils – first aid [ISSR Part 3, paragraph 13]**

2.29 The school meets the standard.

2.30 The school's first aid policy contains suitable arrangements which are implemented effectively to ensure that pupils have appropriate access to first aid when it is required through injury or illness. The policy details the arrangements for those with specific medical needs, the procedures for recording accidents and guidance on when to call an ambulance. School staff are trained appropriately as basic first aiders and a number of staff are sports first-aid and paediatric first-aid trained. Qualified medical staff are in attendance on a daily basis in the medical room and can call on ten first-aid at work trained staff as necessary. The medical facility has an appropriate consultation room with separate bathroom and washing facilities available to patients and there are two isolation rooms, one of which is currently being used for COVID-19 testing procedures.

**Welfare, health and safety of pupils – supervision of pupils [ISSR Part 3, paragraph 14]**

2.31 The school does not meet the standard.

2.32 The school ensures appropriate supervision of pupils on the school site and in other locations, both in and out of lessons. However, it makes periodic use of unchaperoned school transport. As a result, the school does not ensure that pupils are properly supervised through the appropriate deployment of school staff on all school transport.

**Welfare, health and safety of pupils – admission and attendance registers [ISSR Part 3, paragraph 15]**

2.33 The school meets the standard.

2.34 The school maintains admission and attendance registers, as required. The school's information system enables senior leaders to monitor attendance effectively.

**Welfare, health and safety of pupils – risk assessment [ISSR Part 3, paragraph 16]**

2.35 The school meets the standard.

2.36 The school implements a written risk assessment policy effectively. Suitably qualified staff manage and are responsible for co-ordinating the completion of assessments. Risk assessments seen contain clear identification of possible risks and suitable control measures to mitigate against these. Staff receive regular risk assessment training, including at induction. Leaders check risk assessments, including those for trips and potentially hazardous activities, for their suitability. Scrutiny of a number



of risk assessments including, fire risk, science classrooms, the swimming pool and external school trips, demonstrate that risk assessment is undertaken effectively by the school and the safety of the pupils is promoted.

### **Suitability of staff, supply staff and proprietors [ISSR Part 4, paragraphs 18–21]**

2.37 The school does not meet the standards.

2.38 During the course of preparation for merger of the schools within the foundation, considerable administrative issues were encountered. As a result, a complete single central register of appointments did not exist at the time of the inspection. Nor were these checks supported by suitable staff files. Consequently, the school was unable to demonstrate that the required recruitment checks for staff, supply staff, and governors are carried out consistently.

### **Provision of information [ISSR Part 6, paragraph 32(1)(c)]**

2.39 The school meets the requirements for providing information relating to safeguarding to parents. Particulars of the arrangements for safeguarding are published on the school's website.

### **Manner in which complaints are handled [ISSR Part 7, paragraph 33]**

2.40 The school meets the standard.

2.41 The school has an appropriate complaints policy which provides suitably for an informal stage and two formal stages. It has appropriate timescales for responding to complaints and these are observed in practice, including with regard to appeal panel hearings. The school holds a suitable written log, which records the stage at which complaints are resolved, any action taken as a result of complaints and whether or not they were upheld. Scrutiny of the complaints log indicated that all complaints are taken seriously and are appropriately and thoroughly investigated, with written responses being made to the complainants.

### **Quality of leadership and management [ISSR Part 8, paragraph 34]**

2.42 The school does not meet the standard.

2.43 Governors have not ensured that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met, and they actively promote the well-being of the pupils.

2.44 A recently commissioned review of governance, commenced under the new arrangements, is effectively designed to help governors take decisions likely to promote the well-being of the pupils and has the potential to remedy current shortcomings. This was not fully implemented at the time of the inspection.

### 3. Regulatory action points

3.1 The school does not meet all of the requirements of the Education (Independent School Standards) Regulations 2014 and should take immediate action to remedy deficiencies as detailed below.

#### **ISSR Part 1, Teaching, paragraph 3**

- The school must ensure that the teaching of RSE sufficiently motivates pupils and enables them to think and learn for themselves during study of RSE; and that effective staff training enables teaching which demonstrates good knowledge and understanding of the subject matter being taught [paragraph 3(a), (b) and (e)].

#### **ISSR Part 1, Teaching, paragraph 3**

- The school must ensure that sufficient time is allocated to the teaching of RSE to enable the full content of the RSE curriculum to be delivered [paragraph 3(a)].

#### **ISSR Part 3, Welfare, health and safety, paragraph 7**

- The school must ensure that all staff receive regular and prompt update training in safeguarding, to include the reading of part one of KCSIE, each time it is updated, as required by current statutory guidance [paragraph 7(a) and (b)].

#### **ISSR Part 3, Welfare, health and safety, paragraph 7**

- The school must ensure that safeguarding information is kept confidential and stored securely, as required by current statutory guidance [paragraph 7(a) and (b)].

#### **ISSR Part 3, Welfare, health and safety, paragraph 7**

- The school must carry out all required recruitment checks required by current statutory guidance [paragraph 7(a) and (b)].

#### **ISSR Part 3, Welfare, health and safety, paragraph 7**

- The school must take effective steps to manage potential safeguarding risks relating to individuals who have access to children [paragraph 7(a) and (b)].

#### **ISSR Part 3, Welfare, health and safety, paragraph 7**

- The governors must ensure the effective oversight of safeguarding [paragraph 7(a) and (b)].

#### **ISSR Part 3, Welfare, health and safety, paragraph 14**

- The school must ensure that pupils are properly supervised through the appropriate deployment of school staff on all school transport [paragraph 14].

**ISSR Part 4, Suitability of staff, paragraph 18–21**

- The school must ensure that it maintains a complete and accurate single central register that records details of all relevant required recruitment checks of staff, supply staff, and governors, and this is supported by suitable staff files [paragraphs 18, 19, 20 and 21].

**ISSR Part 8, Quality of leadership and management, paragraph 34**

- Leaders and governors must ensure that the recommendations of the recent review of governance are implemented effectively so that all decisions taken promote the well-being of the pupils and all actions are suitably monitored and reviewed [paragraphs 34(1)(a), (b) and (c)].

## **4. Summary of evidence**

- 4.1 The inspectors held discussions with the interim head, senior leaders and other members of staff and met with group of governors. They visited different areas of the school, observed teaching and talked with groups of pupils. They scrutinised a range of documentation, records and policies. The visit included questionnaires given to parents, pupils and staff.