



# **INDEPENDENT SCHOOLS INSPECTORATE**

**INTEGRATED INSPECTION  
KING HENRY VIII SCHOOL**

# INDEPENDENT SCHOOLS INSPECTORATE

## King Henry VIII School

The preparatory school was inspected at the same time and a separate report published.

|                           |   |
|---------------------------|---|
| Full Name of 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> |
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| Fax Number                | <b>024 7627 1122</b>  |
| Email Address             | <b>info@khviii.net</b>  |
| Head                      | <b>Mr Jason Slack</b>   |
| Chair of Governors        | <b>Mrs Julia McNaney</b>  |
| Age Range                 | <b>11 to 18</b>   |
| Total Number of Pupils    | <b>725</b>  |
| Gender of Pupils          | <b>Boys and Girls (401 boys; 324 girls)</b>   |
| Inspection Dates          | <b>09 Feb 2016 to 12 Feb 2016</b>   |

## PREFACE

The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools belonging to the Independent Schools Council (ISC) Associations and reporting on compliance with the Education (Independent School Standards) Regulations 2014. The range of these Regulations can be viewed on the website [www.legislation.gov.uk](http://www.legislation.gov.uk). Additionally, inspections will consider the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment introduced by the School Standards and Framework Act 1998.

This inspection report follows the *ISI schedule*. The inspection on which the report is based took place over a period of four continuous days in the school.

The previous ISI standard inspection was in March 2010.

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, although inspectors 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.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to in the published report but will have been considered by the team in reaching their judgements.

Both Ofsted and ISI inspect and report on the Independent School Standards Regulations. However, they apply different frameworks and have different criteria for judging school quality that are suited to the different types of schools they inspect. Both use a four point scale when making judgements of quality but, whilst the ISI terminology reflects quality judgements that are at least equivalent to those used by Ofsted, they also reflect the differences in approach. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement on each aspect of the school's work at the beginning of each section. **These headline statements must include one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory', and where Achievement is 'exceptional' that term may be used for the top grade.** Elsewhere in the report, inspectors may use a range of different adjectives to make judgements. **For EYFS registered provision (for children aged under two), reports are required to use the same terminology ('outstanding', 'good', 'requires improvement' and 'inadequate') as Ofsted reports.**

## **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**

|                     |   |
|---------------------|---|
| Mr Bill Burn        | Reporting Inspector   |
| Mr Christopher Enos | Team Inspector (Director of Studies, GSA school)              |
| Mr Andrew Gillespie | Team Inspector (Director of Studies, Society of Heads school) |
| Mr Nicholas Plater  | Team Inspector (Deputy Head, HMC school)                      |
| Mr James Priory     | Team Inspector (Head, HMC school)                             |
| Mr David Tickner    | Team Inspector (Head, Society of Heads school)                |
| Mrs Clare Trelfa    | Team Inspector (Head, ISA school)                             |

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## **1. THE CHARACTERISTICS OF THE SCHOOL**

- 1.1 King Henry VIII School was founded by royal charter in 1545 and has stood on its present site in Coventry since 1885. It educates girls and boys aged from eleven to eighteen, and is one of four schools which form the Coventry School Foundation, a charitable trust which has a single board of governors. King Henry VIII Preparatory School is also part of the foundation, and some of it shares the senior school site. The school aims to enable pupils to achieve academic and extra-curricular success in a supportive, friendly and purposeful community, characterised by mutual respect and honesty.
- 1.2 There are 725 pupils in the school, with slightly more boys than girls. The ability of the pupils is above the national average. They are drawn from the city of Coventry and the surrounding area. About two-fifths are of minority ethnic origin, predominantly Indian. The remainder are of white British heritage. There are three pupils who speak English as an additional language (EAL), and two receive specialist support from the school. In total, 68 pupils who have been identified as having special educational needs and/or disabilities (SEND), of whom 63 receive additional support from the school. There are no pupils with an education, health and care plan or a statement of special educational needs.
- 1.3 Since the previous inspection a new head has been appointed. In addition, new sports changing facilities have been built, the library has been extended and the school has increased the resources for information and communication technology (ICT).
- 1.4 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 The school is highly successful in meeting its aim to enable all pupils to achieve their potential. Achievement in academic subjects and extra-curricular activities throughout the school is excellent. Pupils are committed learners, showing high levels of skill in debating, reasoning and problem solving, and high levels of numeracy and literacy. The academic curriculum is excellent, and is carefully matched to the pupils' abilities and interests. Pupils benefit from a wide range of extra-curricular cultural and physical activities, including music, drama, orienteering and The Duke of Edinburgh's Award (DofE) scheme. They take full advantage of excellent teaching, characterised by strong planning, management of time, use of resources and subject knowledge. Teachers know their pupils well and ensure that the pace and content of lessons make appropriate demands. In a few cases, marking is of an inconsistent quality and frequency.
- 2.2 The pupils' spiritual, moral, social and cultural development is excellent. They are mature and responsible, and they treat one another with tolerance, courtesy and respect. Their development is nurtured by excellent pastoral care, which ensures that each pupil is guided and supported effectively. The school is a caring environment, and has excellent arrangements for ensuring pupils' welfare, health and safety. Matters of policy and implementation are overseen meticulously by governors and senior managers.
- 2.3 Governance and the leadership and management of the school make an excellent contribution to pupils' achievements and personal development. The school has a strong understanding of how it can continue to improve outcomes for pupils. Planning for its future development is coherent and ensures that all staff have an opportunity to contribute. Governors and senior managers are highly effective in discharging their statutory obligations. The school has made good progress in meeting the recommendation of the previous inspection to raise the standard of all teaching to that of the best.

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

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

- 2.4 The school meets all the requirements of the Education (Independent School Standards) Regulations 2014.

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

- 2.5 The school is advised to make the following improvement.
1. Raise the frequency and quality of marking to the standard of the best.

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

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

- 3.1 The quality of the pupils' achievements and learning is excellent.
- 3.2 All pupils show excellent knowledge, skills and understanding across the academic and the wider curriculum. They are well educated, meeting the school's aim to develop to the full pupils' potential, and for them to achieve academic and extra-curricular success.
- 3.3 Pupils are articulate and good listeners. They argue cogently and write fluently. They show an outstanding willingness to adapt ideas to accommodate fresh evidence. They reason maturely and apply new knowledge rapidly. Pupils are highly numerate and solve complex problems efficiently, and apply these skills in other subjects. In science they show excellent practical and experimental skills, and interpret data ably. For example, a class of younger pupils exhibited an excellent understanding of graphs showing velocity and time, and were therefore able to calculate a gradient. Pupils can apply their ICT skills with confidence: a physics class used a sophisticated application to process data and plot graphs when measuring resistivity.
- 3.4 Pupils show excellent levels of creativity in music, drama, art and design technology. This is exemplified by the success of the robotics club, which has qualified for world championships. Pupils have won numerous medals in science Olympiads, including a recent gold award in biology. The vast majority of pupils secure places at a range of British universities, including those with highly demanding entry requirements.
- 3.5 The school develops pupils' potential in differing extra-curricular areas. This enables them to excel in outdoor education, games, and the many clubs and societies. Over half of pupils in Years 10 to 13 take part in the DofE, with over 50 achieving the gold award last year. Pupils are eager to embrace opportunities for developing leadership skills. They reach excellent standards in team and individual sports, many competing at county or regional level. The girls' orienteering team has won national championships. Likewise, many achieve success in instrumental and singing examinations, play in choral ensembles and orchestras, or perform on stage.
- 3.6 The following analysis uses national data for the years 2012 to 2014, the most recent three years for which comparative statistics are currently available. The level of attainment at GCSE is above the national average for maintained schools, and similar to the national average for maintained selective schools. In 2013, results were well above the national average for maintained schools. The levels of attainment in International GCSE examinations are higher than worldwide norms. Attainment at A level is above the national average for maintained schools, and similar to the national average for maintained selective schools.
- 3.7 From the level of attainment at GCSE and standardised measures of progress that are available, all pupils are judged to make progress that is at least good in relation to the average for pupils of similar abilities. At A level, pupils also make progress that is judged to be at least good. This is based on their prior attainment and evidence from lesson observation and scrutiny of pupils' work. Pupils with SEND or EAL and the more able also make good progress. This is as a result of effective individual support and of teachers' awareness of their needs, which enables them to provide work that is well matched to the pupils' abilities.



3.8 Pupils' attitudes to learning are excellent. They are eager to become involved in lessons and to learn, and they are not afraid to challenge assumptions. They take pride in the quality, organisation and presentation of their work. They relish different ways of learning, and show abundant initiative and independence whenever they have the opportunity. Pupils develop excellent collaborative skills through working in pairs or groups, supporting one another and facilitating rapid progress. Pupils of all ages have well-developed research skills, and have an outstanding capacity to draw parallels and evaluate evidence to make links between different areas of learning.

### **3.(b) The contribution of curricular and extra-curricular provision**

3.9 The contribution of curricular and extra-curricular provision is excellent.

3.10 This high level of provision supports all pupils, in accordance with the school's aims. This is also the view of the overwhelming majority of parents as expressed in response to the questionnaire. The curriculum provides a high quality education, which covers all areas of learning: linguistic, mathematical, scientific, human and social, physical, aesthetic and creative. It is well suited to the abilities and needs of the pupils. For example, at GCSE pupils are enabled to opt for a range of modern foreign languages and Latin within the curriculum, as well as an additional modern foreign language and Classical Greek outside the usual timetable. At A level the introduction of theatre studies and law and, at AS level, critical thinking, further widens the choice available.

3.11 Throughout the school provision for pupils with SEND or EAL is excellent. A secure knowledge of those pupils' strengths enables them to be supported effectively in the curriculum. The most able pupils are withdrawn from lessons on occasion to attend bespoke themed sessions. The opportunity to complete the Extended Project Qualification in Year 13 and to enter subject Olympiads further enriches the curriculum. A course in study skills offered in Years 10 and 11 stimulates and supports independent thinking; it also enables pupils to develop organisational, research and examination preparation skills. This reinforces the building of resilience to enhance pupils' personal development and attainment.

3.12 A comprehensive careers programme supports pupils effectively when they are selecting subjects at GCSE and A level, and when they are preparing for the next stage of their education. Pupils also benefit from a careers fair, individual support and subject-based societies which explore the university application process. Pupils derive great advantage and enjoyment from an extensive range of activities and educational visits, both subject-specific and as part of the wider curriculum of physical and cultural activity.

3.13 Pupils benefit from a carefully planned and flexible programme of personal, social, health and economic education. The programme supports the school's aims and is highly effective in embedding the values inherent to British society. It covers political views impartially, and is effective in encouraging respect for others as a core value. It responds to pupils' needs, including guidance on how to stay safe when using the internet.

3.14 The school has many excellent links with the local community, and offers use of its facilities as well as teaching expertise where it can. This includes opening the DofE award scheme to pupils from other schools, and more extensive teaching of mathematics.

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

- 3.15 The contribution of teaching is excellent.
- 3.16 Teaching ensures that pupils make good progress, in line with the school's aims. In response to the questionnaire, a large majority of pupils felt that their teachers help them to learn and to work independently.
- 3.17 The school has met the recommendation of the previous inspection to develop further the range of teaching initiatives with the aim of raising all teaching to the level of the best. A committee has overseen peer observation, a renewed professional development scheme and more staff training. Teachers display strong subject knowledge and have high expectations, to which pupils respond well. They know their pupils well and relationships between teachers and pupils are highly positive. Pupils appreciate the generosity of teachers who make themselves routinely available outside lesson times for additional support. The atmosphere in lessons is ordered, friendly and purposeful.
- 3.18 Almost all lessons show excellent planning and management of time. The pace is generally appropriate to the pupils' needs. Many lessons feature skilful and well-judged questions to help deepen pupils' understanding and enable them to evaluate competing arguments. In a very few lessons, teaching is less ambitious. These lessons are characterised by a slower pace and fewer opportunities for pupils to explore their ideas more independently. When given the freedom to do so, pupils respond with enthusiasm, diligence and enjoyment. Teachers take care to promote tolerance and respect and ensure that coverage of political issues is non-partisan.
- 3.19 Teaching often enables pupils to develop their collaborative skills through working in pairs or groups. For example, in a classics lesson, pupils learned about different aspects of Pompeii so as to be able to teach others what they had learned, and this led to increased understanding and rapid progress.
- 3.20 The school is effective in identifying and communicating strategies to meet the needs of pupils with SEND or EAL. Teachers take these needs into account when planning their lessons. Consequently, all pupils make progress that is at least good. Teaching generally offers sufficiently demanding content to challenge the most able pupils, and frequently requires pupils to display advanced evaluation and reasoning skills. In response to the questionnaire, almost all parents felt that teaching supports the most able pupils appropriately.
- 3.21 A very small minority of pupils suggested in response to the questionnaire that they do not receive the right amount of homework and that it does not help them to learn. From discussions with pupils and examination of files and exercise books, inspectors found that the quantity and purpose of homework tasks are appropriate for the pupils' abilities.
- 3.22 Most marking gives pupils considered guidance, praise and positive comments. However, some is occasionally infrequent and lacking in detailed advice to allow pupils to progress. Departments and pastoral teams use assessment data effectively to set targets and monitor progress, which enables early intervention if it is needed. Teachers make excellent use of classroom space to display pupils' work, and of a range of resources to stimulate pupils' curiosity and enhance their learning.

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

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

- 4.1 The spiritual, moral, social and cultural development of the pupils is excellent.
- 4.2 The school fully meets its aims of creating a happy learning environment, informed by tolerance and mutual respect. Pupils have an excellent spiritual and aesthetic awareness. They respond well to themes examined in assemblies and the issues raised, valuing the opportunity for reflection and discussion in lessons and tutorials. Pupils have developed an excellent capacity to explore their own values and feelings, as in a geography lesson where they explored their emotional response to awe-inspiring buildings.
- 4.3 The pupils have an extremely strong moral sense. They show an acute awareness of right and wrong, and of what is fair, and are alert to the risks of discrimination. In a law lesson for older pupils they were quick to distinguish between what is legal and what is just. The pupils' behaviour in lessons and around the school is excellent and shows consideration for others.
- 4.4 The social development of the pupils is excellent. They collaborate positively in different contexts in the school, including in lessons, and readily share ideas, valuing others' opinions and supporting each other in their learning. Pupils appreciate the circumstances of those less fortunate than themselves. They select charities that have significance for them, such as a national teenage cancer charity, and are assiduous fund raisers. Pupils relish the opportunity to take on responsibility. They take great pride in being a school prefect, a member of the school council or a house captain. Pupils show enthusiasm when taking one of the many opportunities for leadership offered by the school, such as running a club or co-ordinating house drama or music.
- 4.5 Pupils' cultural development is excellent. They show a strong understanding and acceptance of faiths and cultures other than their own. They are proud to belong to a community where every individual is respected and valued. They are eager and perceptive when exploring cultural issues, as in a Spanish lesson where they discussed influences on the role of women in the family. Pupils also take full advantage of a carefully planned programme of educational visits, locally and abroad, to deepen their experience of other cultures.
- 4.6 Pupils have a good awareness of English public institutions and services, and have a secure understanding of and respect for civil and criminal law. The school actively promotes democracy through, for example, a mock general election, and other common values, such as individual liberty and mutual respect, which underpin life in modern, multi-cultural Britain. Pupils are highly aware of the world in which they live.
- 4.7 By the time they leave the school, pupils grow into articulate, caring and reflective individuals. They are confident, purposeful and self-aware. They are guided and supported in their development by committed and caring staff. Pupils respond positively to the respect shown to them and by the expectation that they will make reasoned choices and act responsibly. They feel prepared for the next stage of their lives.

#### **4.(b) The contribution of arrangements for pastoral care**

- 4.8 The contribution of arrangements for pastoral care is excellent.
- 4.9 Staff understand the pupils as individuals and provide them with effective guidance and support. Pupils feel valued and cared for, and show respect and tolerance for one another. Form tutors and heads of year are supported by strong links with senior managers, who have responsibility for particular year groups throughout the pupils' time in school. In questionnaire responses the vast majority of parents agreed that their children feel happy and well looked after. Pupils are able to develop healthy eating habits and enjoy abundant opportunities for exercise in the curriculum and beyond.
- 4.10 Relationships between staff and pupils and amongst the pupils themselves are excellent. Prefects and peer mentors provide support for younger pupils. The chaplaincy, counselling and medical staff are an integral part of pastoral care. Optional sessions on mindfulness are available to pupils and staff. Pupils are confident that they always have someone to whom to turn if necessary.
- 4.11 A small minority of pupils indicated in response to the questionnaire that the school does not ask for or respond to their opinions. Inspection of school council minutes confirmed that it meets regularly and communicates effectively. The school council has a budget and has brought about numerous changes recently, such as new menu options and additional outdoor seating. Pupils enjoy being able to nominate their own charities for fund-raising events.
- 4.12 The school is highly effective in promoting positive behaviour. A very small minority of pupils and parents felt that the school does not deal effectively with bullying. Inspection evidence does not support this view. The school has a comprehensive anti-bullying policy, and pupils confirmed that the rare cases of bullying are dealt with promptly and effectively. Records showed that the school has a robust and consistent response to bullying, including cyber-bullying, and a constructive approach to the sanctions it imposes. Cases are followed up periodically to check that there is no recurrence. A small minority of pupils indicated in their questionnaire responses that teachers are not always fair in their use of rewards and sanctions. Through examination of records and discussions with pupils, inspectors found that there are high expectations of pupils' conduct, which is managed consistently through the fair use of both rewards and sanctions.
- 4.13 The school has a suitable plan to improve educational access for pupils with special educational needs and/or disabilities.

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

- 4.14 The contribution of arrangements for welfare, health and safety is excellent.
- 4.15 The school takes full account of official guidance in matters of safeguarding, including measures to prevent extremism and monitoring pupils' use of the internet. The policy relating to child protection meets all the requirements and reinforces the school's commitment to promoting pupils' welfare. The implementation of the policy likewise reflects the concern that all members of the school community display for the pupils' welfare. All staff are fully trained in safeguarding: they are properly informed, and have a clear understanding of the practical steps required of them if they need to pursue a concern. Two senior managers and the school nurse have additional training in safeguarding to the level required of a designated safeguarding lead, and excellent links have been established with appropriate outside agencies. Everyone at the school understands that safeguarding is the responsibility of all. Before the inspection, the central record of staff appointments was found to have a small number of minor historical omissions. These were rapidly rectified as part of the school's own monitoring process. Current practice is fully compliant.
- 4.16 The school monitors the health and safety of the pupils with great care at all times, and has put appropriate measures in place to identify and manage any hazards on the school site as well as for activities that take place off site. It takes all appropriate precautions to guard against the risks from fire. Equipment is maintained and checked regularly with the help of external contractors. The school holds practice evacuations of the buildings termly. Any cause for concern is recorded meticulously and addressed systematically through the health and safety committees of both the school and the foundation.
- 4.17 The school has a well-equipped medical room to address the needs of all pupils who are sick or injured, managed by the full-time school nurse. Most staff have basic first-aid training and a few have been trained to a higher level. Pupils with particular needs are expertly looked after, and access arrangements for those with physical disabilities are thorough and appropriate. Admission and attendance registers are suitably maintained and stored, and absences are carefully monitored and promptly followed up.

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

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

- 5.1 The quality of governance is excellent.
- 5.2 The school is governed by the Coventry School Foundation, which delegates day-to-day responsibility for the school's affairs to the academic and resources committee. Its members oversee the school effectively, supporting its aim to enable all pupils to fulfil their potential. They have meticulous procedures to ensure that standards are maintained, and judicious financial planning enables the school to invest appropriately in staff, accommodation and learning resources.
- 5.3 Governors have an excellent understanding of how the school works through informal visits to meet staff and visits to lessons. They have a systematic and effective approach to self-evaluation and ensure that suitable training is undertaken where necessary. They have appropriate arrangements for the appraisal of the head. In this way governors are able to provide support for senior managers and to offer challenge and stimulation for improvement.
- 5.4 Formal links have been established between individual areas of policy and named governors. This ensures that the governing body as a whole is able to meet its responsibilities for child protection, welfare, health and safety in all parts of the school. Individual governors verify that policies are compliant, and ensure that they are implemented appropriately. The whole governing body then carries out annual reviews of all relevant arrangements.

### **5.(b) The quality of leadership and management, including links with parents, carers and guardians**

- 5.5 The quality of leadership and management, including links with parents, carers and guardians, is excellent.
- 5.6 The senior management team has excellent systems of self-evaluation. It sets clear priorities for development and ensures that they are achieved. The school development plan is reviewed and updated annually in consultation with the staff as a whole. Roles and responsibilities within the senior management team are similarly reviewed regularly to ensure clarity. A feature of the way the team operates is through frequent formal and informal discussion, and each member of the team has an excellent knowledge of the school as a whole.
- 5.7 Leadership and management provide a coherent educational direction, which is successfully reflected in the excellent quality of the pupils' education and their personal development. The aims and themes of the school development plan are mirrored by departmental planning, which creates an integrated approach. For example, a current initiative is to raise attainment in a particular year group. This is being addressed through the teaching of study skills, more individual guidance and improved monitoring of progress, and involves the whole staff.
- 5.8 Departments undertake an annual self-evaluation and the school's senior management conducts a comprehensive review on a three-yearly cycle. This includes scrutiny of pupils' work, lesson observations, and interviews with pupils and staff. It is effective in supporting the development of teaching, and staff training.

Heads of department are effective in monitoring the quality of teaching. Since the previous inspection, heads of year have taken a more proactive role in monitoring pupils' progress, as well as offering greater continuity of pastoral care appropriate to their pupils' ages and needs.

- 5.9 The leadership and management of the school are effective in discharging their responsibilities for child protection and safeguarding. With the support of the governors, they ensure that school policy and its implementation are compliant and appropriate for the pupils. Management at all levels is successful in securing, supporting, developing and motivating high quality staff. The senior management team ensures that staff are suitably trained for their roles in meeting the needs of all pupils in safeguarding, welfare, health and safety. Recruitment procedures are robust. All the required checks are undertaken, and recorded accurately in the central register. Leaders have identified and promptly addressed some minor historical omissions relating to prohibition checks. Newly appointed staff undergo appropriate training prior to starting work, including safeguarding and fire safety. Senior managers ensure that values which encourage respect for others and democracy are seen in all aspects of the school's work.
- 5.10 All teachers and support staff undertake a structured annual review of their professional development, overseen by the head. Teachers are keen to take further opportunities to share good practice informally. Working parties of staff drawn from different areas of the school evaluate existing practice where the need has been identified. This has been effective in addressing the recommendation of the previous inspection.
- 5.11 The school maintains a constructive relationship with parents, in accordance with its aims, and it handles any concerns with care. Almost all parents responding to the questionnaire expressed satisfaction with the quality of communication with the school. An overwhelming majority of parents expressed a high level of satisfaction with the care their children receive. Clear and appropriate procedures ensure that parents' complaints are dealt with promptly and carefully, in accordance with school policy. Almost all complaints are resolved swiftly and informally.
- 5.12 The school is active in seeking the views of parents and encourages them to be involved in the work and progress of their children. Information about homework is shared with parents on a weekly basis through pupils' homework diaries. This provides an opportunity for regular dialogue between parents and teachers. Parents are particularly supportive of careers events organised by the school for pupils. A strong core of parents supports extra-curricular activities, such as concerts and sports fixtures. The school works closely with its parents' association, which supports school functions and organises its own programme of social and fund-raising events.
- 5.13 Parents of current and prospective pupils are provided with the required information. The school issues a weekly newsletter to parents, providing information about educational matters and school events. The school uses its website effectively, publishes magazines and makes creative use of social media. Parents appreciate being able to access information about sports fixtures from a web-based application. Parents receive well-designed, full written reports about their children's work and progress at carefully selected points in the school year, and are regularly supplied with interim information, electronically and at parents' evenings.

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