



INDEPENDENT SCHOOLS INSPECTORATE

SHREWSBURY HOUSE

INTEGRATED INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

Shrewsbury House

Full Name of School	Shrewsbury House		
DfE Number	314/6002		
Registered Charity Number	277324		
Address	Shrewsbury House 107 Ditton Road Surbiton Surrey KT6 6RL		
Telephone Number	020 8399 3066		
Fax Number	020 8339 9529		
Email Address	csm@shspost.co.uk		
Headmaster	Mr Kevin Doble		
Chairman of Governors	Mr Andrew Weiss		
Age Range	7 to 13		
Total Number of Pupils	313		
Gender of Pupils	Boys		
Numbers by Age	7-11:	206	11-13: 107
Number of Day Pupils	Total:	313	
Inspection dates	14 May 2013 to 17 May 2013		

PREFACE

This inspection report follows the *ISI schedule*, which occupies a period of four continuous days in the school. The previous ISI inspection was in March 2010.

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) (England) Regulations 2010. The range of these Regulations, which replace those first introduced on 1 September 2003, can be viewed on the website 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.

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 pupils aged under three), reports are required to use the same terminology ('outstanding', 'good', 'satisfactory' 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 a governor, 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 David Bunkell

Mr Nathan Close

Mrs Tracy Handford

Mr Kieron Peacock

Reporting Inspector

Team Inspector (Deputy Head, IAPS school)

Team Inspector (Head, IAPS school)

Team Inspector (Deputy Head, IAPS school)

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Shrewsbury House is a day preparatory school for boys aged from 7 to 13, situated in a six-acre site on a quiet residential road in Surbiton, south-west London. It is based around an old house, with more recent buildings and facilities in the grounds, including a new all-weather surface playing field. Further grass playing fields are located in nearby Chessington. The school was founded in 1865, and was privately owned until 1979, when a group of parents established a charitable trust. The 12 governors on the current board are also the trustees.
- 1.2 The aims of the school are to provide both an academic and broad education, giving a comprehensive preparation for the various examinations required by independent senior schools. The school's intention is to develop sound work attitudes and habits, while promoting spiritual, moral, social and cultural development, and to advance individual development, including instilling self-esteem, confidence and wholeheartedness.
- 1.3 Currently 313 pupils attend the school. For most pupils, admission is not selective on grounds of academic ability although a few places are allocated following a competitive entry test. The ability profile of the school is above the national average. The majority of pupils are of above average ability, a notable proportion having well above average ability, with only a few having ability that is below average.
- 1.4 The school has identified 23 pupils with special educational needs or disabilities (SEND), who receive support as necessary. For 19 pupils, English is not their first language, but they do not require any support for their English, this competency being a condition for admission to the school. The majority of pupils are white European, but a few are of Asian origin and a very few have African British ethnicity. Most come from professional families, and live within 15 miles of the school.
- 1.5 Since the previous inspection, a new headmaster has been appointed, the senior management structure reorganised and new management posts created, and the governors' committees have been reconstituted. Opportunities for consultation with parents have been increased, sports facilities developed, relations with senior schools extended and cultivated, and changes made to the yearly programme of holidays and examinations.
- 1.6 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 overall achievement of the pupils is excellent, largely due to their extremely strong attitudes to learning, as they approach every task with great enthusiasm. The pupils go on to a range of selective independent senior schools with demanding entrance requirements, and often achieve scholarships. Good teaching also contributes to this success. In the most successful teaching, opportunities for evaluation and critical thinking encourage pupils to be independent thinkers, actively seeking to extend their own learning. In a small amount of teaching, expectations of pupils are too low, or lessons lack in structure or pace, hindering the pupils' progress. Pupils are extremely successful beyond the classroom, with particularly significant successes in sport and music. Extra-curricular activities contribute highly to school life. Enhancements to the excellent curriculum by trips and visitors add to successes of the school.
- 2.2 The quality of the pupils' personal development is excellent. Most pupils show maturity in the manner in which they care for each other and look after visitors. Relationships within the school are highly positive. The adults are excellent role models, providing excellent pastoral care for the pupils. The pupils are able to take on responsibilities within the school. Arrangements for health and safety are excellent. Safeguarding the welfare of the pupils is of paramount concern to all staff.
- 2.3 The governors provide excellent oversight of the school. All of their statutory duties are discharged diligently, and they have an extremely clear vision for the school's future development. Good leadership and management at all levels enable day-to-day school life to proceed efficiently, although systems for monitoring the quality of teaching and marking have yet to be implemented fully by middle managers. The regulatory failings identified at the time of the previous inspection have been resolved, and the recommendations regarding the governors' monitoring of health and safety and staff recruitment, the co-ordination of personal, health and social education (PSHE) and the development of provision for pupils with SEND have all been met in their entirety.

2.(b) Action points

(i) Compliance with regulatory requirements

2.4 The school meets all the requirements of the Independent School Standards Regulations 2010.

(ii) Recommendation for further improvement

2.5 The school is advised to make the following improvement.

1. Ensure that arrangements to monitor the quality of teaching, including marking and the use of ICT, are implemented consistently across all subject areas.

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 This enables the school to meet its aim to provide both an academic and broad education. Pupils of all ages, including those with SEND, show an excellent knowledge of all subject areas, which they apply skilfully to advance their understanding. The most able pupils show exceptional levels of achievement. The pupils speak with confidence; even the youngest pupils usually respond to questions with complete sentences. Pupils listen very carefully, and in the best lessons sustain concentration for long periods of time. Levels of achievement are reduced on the few occasions when lessons lack pace, or the expectations of teachers are too low. The pupils read fluently, in most cases with reading ages far above their chronological age, write maturely, and show logical and independent thought. Creativity is well developed, and pupils apply mathematical skills well. The pupils show well-developed skills in the use of ICT, although the opportunities for them to use these skills are inconsistent. They achieve well in physical activities.
- 3.3 The pupils' significant achievements include success in pre-assessments in Year 6 for future admission to senior schools, and the many pupils in Year 8 who proceed to academically highly-selective schools, often achieving scholarships. Successes are frequent in local and national competitions, in such areas as sport, swimming, mathematics and history, and pupils have individual sporting achievements at county and national levels. Pupils succeed at music, speech and drama examinations, where high grades are often achieved. They participate successfully in local arts festivals and art exhibitions. These accomplishments are frequently supported by achievements in the extensive extra-curricular activities programme.
- 3.4 The pupils' attainment cannot be measured in relation to average performance against national tests, but, on the evidence available, including lesson observation, work scrutiny, and interviews with pupils about specimens of their written and creative work, it is judged to be excellent in relation to national age-related expectations. The pupils follow a very demanding curriculum, focussed at all ages on preparation for examinations. This level of attainment, as judged, indicates that pupils make an excellent rate of progress in relation to pupils of similar ability. The pupils' progress was seen to be rapid on many occasions, and this rate of progress is sustained throughout the school. The academic achievement of pupils with SEND is above the national average for pupils of a similar age and in some cases is far above national expectations.
- 3.5 The pupils have excellent attitudes to learning, clearly enjoying their lessons, and approaching every challenge with delightful enthusiasm. They gain much satisfaction from all that they do, working successfully as individuals, in pairs or with others in larger groups, where they listen patiently to each other, and refine their views as a result. Most pupils present their work very neatly, take initiative and organise their work very well.

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

- 3.6 The contribution of curricular and extra-curricular provision is excellent.
- 3.7 The curriculum is balanced, including all National Curriculum subjects, and meets fully the school's aim to give a comprehensive preparation for the various examinations required by independent senior schools. Timetabling arrangements are reviewed and adjusted regularly to maximise the best times for pupils to learn, and the most efficient use of the accommodation. In the pre-inspection questionnaire, a small minority of parents felt that homework did not entirely match either the age or ability of their sons, but inspectors found no evidence to support this view. Specialist teaching from Year 3 provides excellent preparation for entrance examinations to senior schools, and pupils are carefully placed into a variety of small teaching groups best suited to their individual abilities in each subject. Throughout the school, pupils benefit from learning French and Latin. Ancient Greek is also taught to some pupils in Year 8 after their scholarship examinations, and the opportunity to learn Mandarin is provided at an after-school club. Generous time allocation and outstanding facilities for physical education and games boost the pupils' physical development. A fully inclusive sports programme gives every pupil the opportunity to represent the school in each major sport. Separate, well-equipped rooms for art, pottery and design technology (DT) contribute to success in these areas.
- 3.8 In Year 7, a series of lessons in leadership contributes to the pupils' economic, social and political understanding as well as enabling them to develop their own leadership skills. Since the previous inspection, the PSHE curriculum has been improved, and is now directly co-ordinated by the heads of each year group. More emphasis has been given to learning about the law and public institutions, entirely meeting a recommendation from the previous inspection. This has been further supported in the extra-curricular programme, with visiting speakers.
- 3.9 Curricular support for pupils with SEND is excellent throughout the school. Clear targets are set in individual learning plans, and the school provides appropriate learning support without the need to withdraw pupils from lessons. This entirely meets a recommendation from the previous inspection to develop provision for pupils with SEND. No support is needed for those with English as additional language (EAL). The curriculum and extra-curricular opportunities at all ages cater for the needs of the most able pupils through the provision of additional challenges.
- 3.10 Visits to the school by specialist speakers broaden all pupils' experiences, for example those made by children's authors. Clubs take place every school day and suit all tastes. For example, an art club offers pupils the opportunity to be taught by a local professional artist. The extensive extra-curricular provision makes an excellent contribution to the all-round achievement of pupils. The frequently-changing programme gives all pupils the chance to take part and try a new challenge or experience. Other clubs are by invitation only to provide further opportunities for gifted and talented pupils. Chess and reasoning clubs encourage critical thinking, and a cookery club, led by the catering staff, is very popular. Individual music lessons prepare pupils for external music examinations. The vast majority of pupils learn at least one instrument.
- 3.11 The curriculum is enriched by visits to museums and galleries, and for pupils from Year 5 onwards by residential trips including week-long French trips in Years 6 and

8. An exchange programme enhances the pupil's understanding of other cultures and provides opportunities to visit and to receive children from South Africa.
- 3.12 The pupils also benefit from many links within the community. Choirs perform within the local area, singing evensong in local churches, and performing in residential homes. During the inspection visit, the Shrewsbury House Singers performed at the school's partner pre-preparatory school. The school has developed links with local, national and international charities, with the charities chosen by the school council after careful discussion.

3.(c) The contribution of teaching

- 3.13 The quality of teaching throughout the school is good.
- 3.14 Teaching supports the pupils' achievement well and fulfils the aims of the school to develop sound work attitudes and habits. In the most successful teaching, opportunities for evaluation and critical thinking encourage pupils to be independent thinkers, actively seeking to extend their own learning. Overall, expectations of pupils are very high and all abilities are catered for. In a small amount of less successful teaching, there is a lack of pace or structure, or the expectations of the pupils is too low which results in lower levels of achievement.
- 3.15 Throughout the school, subject knowledge is excellent. In the most successful teaching, teachers draw on their own experiences and knowledge to ignite the imagination and interest of the pupils. For example, when exploring the issue of morality, the enjoyment by adults and children of a popular television programme was used succinctly to demonstrate the importance of making the right choices and being true to one's own values. Pupils from the youngest age benefit from specialist teaching. In promoting extremely strong attitudes towards learning, teachers frequently use praise and encouragement. The use of rewards and positive encouragement helps pupils to remain focused. Excellent behaviour is the norm where such approaches are adopted. Pupils who were given freedom to explore an open-ended task through collaborative work clearly adhered to the school's code of conduct, formulated by the school council, which allows pupils to speak and express themselves without interruption. As a result, mature and purposeful discussion ensued.
- 3.16 Lesson planning is generally thorough. In the most successful teaching, it shows clear progression and intentions for future learning for all pupils including those with SEND and the most able. Teaching makes very good use of most of the high quality resources readily available across the school, but whilst there are exceptional facilities for ICT available in every classroom, the planned use of these is inconsistent, with the result that pupils' opportunities to use ICT are reduced for some teaching groups.
- 3.17 Work is marked regularly, but the quality of marking is uneven. When at its best, pupils are given clear written feedback regarding their success and rate of progress, and their achievements are praised. The areas where improvement is needed are clearly indicated, a specific target for progress is given, a pupil response required, and in some cases the pupil also then sets his own personal target. On other occasions, marking is less useful because it is perfunctory, giving insufficient information to help pupils develop their work and build on achievements.
- 3.18 Assessment data is collected and centrally collated, and teaching reflects familiarity with the levels of attainment that pupils must reach to gain places or awards at the

selective senior schools for which they are aiming. Assessment data is analysed and the progress of individual pupils tracked successfully.

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 meets its aim to promote spiritual, moral, social and cultural development, and to advance individual development. The pupils clearly understand and appreciate their own thoughts, feelings and abilities, having high levels of self-esteem. They are reflective and self-critical, developing these qualities through discussion held during tutor time, in house meetings and in assemblies. The pupils are emotionally mature for their age, and in discussion articulated their views with confidence. They are happy to express their personal feelings freely in lessons, and to have the confidence to discuss the complex connotations of, for example, transient and transcendental in an English lesson when debating what might be their legacy.
- 4.3 The pupils demonstrate an excellent awareness of the difference between right and wrong, and treat each other and their teachers with respect. They demonstrate a keen sense of fair play in all aspects of school life. Individual pupils were seen to discuss the award of pluses and minuses with their tutors, to help reinforce the school's aim for pupils to advance their individual development.
- 4.4 The pupils thrive in positions of responsibility, such as school or house officials, form monitors and school council members. Year 8 pupils support those in Year 3 in a highly effective 'buddy' system to help the new boys settle in to the school, very much appreciated by the younger pupils. When working with each other in the classroom, the pupils show excellent co-operation. Pupils of varying ages interact with energy and compassion on the all-weather pitch during breaks and in games or physical education (PE) lessons. In the pre-inspection pupil questionnaire, a few pupils indicated that they would like more opportunities for responsibility. The inspectors found that the pupils do naturally accept responsibility in class, assisting the teacher, in play at break times and during inter-house activities. A democratically-elected school council, organised by the pupils themselves, addresses issues suggested by their peers and reports back to them. In this way, pupils develop a good understanding of democracy and feel that their views are being listened to. Pupils in Year 7 benefit from the extra guidance that their leadership course provides, also adding to their awareness of social and economic matters. All pupils take pleasure in celebrating the achievements of others, and celebrate their own without arrogance.
- 4.5 The pupils have a strong understanding of major religions and cultures, gained through religious studies (RS) and geography lessons, and these themes are also developed through assemblies and the extra-curricular programme. Pupils have an excellent knowledge of western culture, further enhanced by cultural activities such as visits to museums, concerts and theatres. They benefit from trips abroad, with South African rugby tours, ski trips, visits to chateaux in Normandy, and to historic Pompeii. The pupils' experience is further broadened by themed lunches, such as that to celebrate Chinese New Year. They have an excellent standard of personal development by the time they leave the school.

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

- 4.6 The contribution of arrangements for pastoral care is excellent.
- 4.7 This fulfils the school's aim to instil self-esteem, confidence and wholeheartedness. Pupils appreciate the help and guidance available to them from the staff, who are excellent role models. Open and supportive relationships between staff and pupils, and amongst pupils themselves, underpin a strong sense of community. Induction for new pupils is carefully planned. Staff share any pastoral concerns about pupils at weekly meetings, or at regular year-group pastoral meetings. Detailed records are kept to help support pupils as they progress through the school, and much attention is given to resolving any pastoral issues with patience and understanding.
- 4.8 The pupils develop healthy eating lifestyles and habits. School lunches are nutritious, appetising, have plenty of choice and are enjoyed by the pupils. The catering staff enjoy positive relationships with all whom they serve, and care is taken to provide for dietary needs, whether for religious or medical reasons. The pupils respond well to the excellent opportunities to enjoy exercise in PE and games lessons, and in extra-curricular activities.
- 4.9 In the pre-inspection questionnaire, some parents suggested that bullying is not always dealt with effectively. The inspection findings show that the school's procedures for promoting good behaviour and guarding against harassment are highly effective. On the rare occasions when bullying or unacceptable behaviour does occur, clear procedures are in place to manage them constructively and promptly. The pupils are all very aware of what to do if they have concerns. The systems for rewards and sanctions are clearly understood by the pupils. A small number of pupils commented in their questionnaire that they did not feel that rewards and sanctions are always given fairly. Inspection evidence does not support this view. In meetings with the pupils, they clearly understood that rewards and sanctions are an integral part of the structure of pastoral care, and that they themselves are responsible for their own actions. A culture of positive praise pervades the school. This praise, together with fair and firm expectations, encourages good behaviour across the school. These values are also supported by the PSHE programme.
- 4.10 Effective methods are used to seek the views of pupils, although in the questionnaire, some pupils considered that their views were not considered sufficiently. Inspection evidence does not support this, as it is clear that the school takes pupils' views seriously, and has acted in direct response to their requests. Several initiatives, such as the code of conduct, walking on the left-hand side of corridors, displaying a daily menu for lunch, and the current review of school bags, have all resulted from school council deliberations. The school has the necessary plan to improve educational access for pupils with SEND.

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

- 4.11 The arrangements for welfare, health and safety are excellent.
- 4.12 Regulatory failings at the time of the previous inspection regarding safeguarding and recruitment have been dealt with, and procedures are now good. The safeguarding policy has regard to all official guidance and is implemented highly effectively. The school is meticulous in its record-keeping, due largely to new management appointments, which have been of great benefit. All teaching and non-teaching staff receive frequent and appropriate training regarding safeguarding the welfare and protection of children, and new staff have a thorough induction process, including child protection training.
- 4.13 Measures are taken to reduce the risk from fire and other hazards. Regular fire drills are carried out, and are properly recorded. Health and safety is given a high priority in all parts of school life, and is reinforced through the school's PSHE scheme. The school has made the necessary adaptations to the accommodation for DT, science and pottery to meet regulatory requirements. A designated governor helps oversee health and safety throughout the school. Staff proactively show ownership of health and safety responsibilities, and promptly report any deficiencies or potential risks. Thorough risk assessments take place regularly, and any necessary action taken.
- 4.14 Pupils who are ill or injured are very well cared for, in suitable accommodation, and procedures for the administration of medicine are robust. Parents are appropriately informed if their child is unwell or has had an accident at school. The admission and attendance registers are correctly maintained and archived.

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 governing body provides highly effective oversight of all sections of the school in line with the commitment to offer every pupil a truly broad education. The governors discharge their responsibilities for monitoring health and safety matters and recruitment processes very robustly, entirely meeting a recommendation of the previous inspection report and the regulatory failings identified at that time. The governing body is also most diligent in undertaking a detailed annual review of safeguarding and child protection arrangements throughout the school, received and discussed at a meeting of the full governing body.
- 5.3 Since the previous inspection, the structure of the board has been changed, with revised committee arrangements that work most effectively. Three committees enable detailed control of financial planning and investment in staff, accommodation and resources, and a further Strategy Committee oversees and directs their work.
- 5.4 The governors have a clear vision for the future of the school, and in conjunction with senior managers, have very recently instituted measures to improve their monitoring of educational standards and the pupils' personal development. As a result of this, the governing body now has an excellent insight into the day-to-day working of the school, and is effective in providing support, challenge and stimulus for growth and improvement. Governors frequently attend events in the school, and undertake relevant training to help ensure that they are fully equipped for their roles.

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

- 5.5 The quality of leadership and management is good.
- 5.6 The good quality of leadership and management contributes to the fulfilment of the school's aims by enabling the pupils' excellent academic achievement and personal development. It is particularly successful in meeting fully the aim to instil self-esteem, confidence and wholeheartedness. Policies and published procedures correctly represent current practice. In responses to the pre-inspection questionnaire and in interviews, pupils reported that they enjoy being at this school, and the vast majority of parents' responses indicated that they consider that the school is well led and managed.
- 5.7 The school leadership has very high aspirations for the school and its pupils, and provide clear educational vision. They show a strong focus on future and continued improvement as a result of effective self-evaluation, but middle management is not consistently effective in the evaluation of their areas of responsibility. This has been identified by the governors and senior managers, and more robust monitoring systems, including the introduction of a rigorous appraisal system to include constructive and critical lesson observations, are being developed. Currently some peer review lesson observations are carried out, but those undertaking the observations have not yet been trained in the skills required. Some middle managers do already use effective methods to monitor the effectiveness of teaching and learning in their particular subjects, but this is not consistent in all curriculum

areas. As a result, the quality of teaching and marking remains variable. Opportunities for professional development for staff are regarded as a high priority, and a schedule for training is rigorously implemented.

- 5.8 Managers responsible for safeguarding, welfare, health and safety are exemplary in the execution of their duties and setting standards. All staff receive the appropriate, regularly-updated training in safeguarding, welfare, health and safety. Safe recruitment procedures are followed when new staff, governors or volunteers are appointed and checks are recorded accurately on a single central register of appointments. Safeguarding and the pupils' safety are seen as priorities. All staff are suitably qualified, and induction procedures for new staff are thorough. Recent appointments have included some exceptionally high calibre staff, who are deployed effectively to promote excellent standards of welfare, health and safety, and of pastoral care. Firm links have been established with relevant staff at independent senior schools, to enable parents to be given high-quality and accurate advice when choosing a senior school for their sons.
- 5.9 Links with parents, carers and guardians are excellent. The school upholds a clear commitment to maintaining effective links with home. The vast majority of parents who responded to the pre-inspection questionnaire were highly supportive of the education provided by the school. They were particularly appreciative of the range of subjects and areas of experience, and the wide range of activities on offer and the high standards of behaviour that are achieved.
- 5.10 The Shrewsbury House Association (SHA) has an important place in the life of the school, and enables many parents to be active in their support. It promotes opportunities for parents, pupils and staff to come together for enjoyable social events. The attendance of staff at SHA committee meetings further enhances the links between the school and parents. The committee members of SHA organise support at major functions, such as the annual cross-country event where the pupils successfully raise significant funds for various charities. SHA also organises new parents' tea parties to help facilitate transition into the school.
- 5.11 Communication with parents is comprehensive. Parents of current and prospective pupils have access to all the required information about the school. Regular detailed newsletters and the annual school magazine provide useful information and news. The school website provides much current and helpful information, including weekly activities and arrangements for special events and sporting fixtures.
- 5.12 Parents are provided with twice-yearly, full, detailed written reports. Reports are thorough and informative, details of assessments are included and the reports offer guidance on what need to be done to improve. Pupils also complete a self-evaluation form covering their reflections on the current period and setting targets for the coming terms. Parents may attend one consultation evening each year, although more frequent opportunities are provided for parents with sons in Year 3. In Years 6 to 8, the pupils also attend these consultation evenings, and take an active part in the discussions.
- 5.13 The complaints policy is made readily available to parents. The school handles the small number of concerns of parents promptly and with sensitivity, all of which are logged carefully. A small number of parents in the pre-inspection questionnaire expressed some concern about the speed of communication, but during the inspection no evidence was found to support this, and no formal complaints have

been received recently. The highly efficient school administrative staff answer parents' queries promptly and with care.

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