



INDEPENDENT SCHOOLS INSPECTORATE

HOLLYGIRT SCHOOL

INTEGRATED INSPECTION

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Hollygirt School

Full Name of School	Hollygirt School
DfE Number	892/6001
Registered Charity Number	508617
Address	Hollygirt School Elm Avenue Nottingham Nottinghamshire NG3 4GF
Telephone Number	0115 958 0596
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Email Address	info@hollygirt.co.uk
Head	Mrs Pamela Hutley
Chair of Trustees	Mr Robert Heason
Age Range	3 to 16
Total Number of Pupils	186
Gender of Pupils	Mixed (4 boys; 182 girls)
Numbers by Age	0-2 (EYFS): 0 5-11: 53 3-5 (EYFS): 15 11-18: 118
Head of EYFS Setting	Mrs Stephanie Payne
EYFS Gender	Mixed
Inspection dates	05 Feb to 08 Feb 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 2008.

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.

ISI is also approved to inspect the Early Years Foundation Stage (EYFS), which was introduced in September 2008 and applies to all children in England from birth to 31 August following their fifth birthday. This report evaluates the extent to which the setting fulfils the requirements of the Early Years Foundation Stage Statutory Framework published by the Department for Education (DfE) and follows the requirements of the Childcare Act 2006 as subsequently amended.

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 the chair of trustees and representatives of the trustees, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited the facilities for sick or injured pupils. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

Inspectors

Mrs Carole Evans

Mrs Kerstin Lewis

Miss Kate Mitchell

Mrs Jenny Clayphan

Reporting Inspector

Team Inspector (Former Head, GSA school)

Team Inspector (Head of Juniors, GSA school)

Co-ordinating Inspector for Early Years.

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Hollygirt School is an independent day school for girls aged three to sixteen and boys aged three to seven. The school aims to provide a broad programme of academic study that fosters a desire to learn, and the ability to think and work independently; to provide opportunities for each pupil to develop their potential to the full and a happy, caring and friendly environment where the individual is valued and nurtured. It seeks to promote integrity and respect for other people and aims to be forward-looking, while respecting traditional values.
- 1.2 The school is situated in a mainly residential, urban setting on the northern fringe of Nottingham city centre. The school was founded in 1877 and moved to its present location in 1913. It consists of a junior school which takes pupils up to the age of 11 and a senior school for those aged 11 to 16. The school occupies four separate buildings which have been extended and adapted to meet the demands of the curriculum. The Early Years Foundation Stage (EYFS) is a self-contained unit. The school is a registered charity and a board of trustees oversees the work of the school. Since the previous inspection, boys have been admitted into the EYFS and at Key Stage 1.
- 1.3 At the time of the inspection, 186 pupils were on roll, with 15 in the EYFS, of whom five attend part time. There were 53 pupils in Years 1 to 6 and 118 in the senior school. The pupils come from a wide catchment area around Nottingham. Around three-quarters of the pupils come from families that are white British with others being ethnically diverse.
- 1.4 Pupils in the junior school have a wide range of abilities with the majority of pupils having average ability. Most junior school pupils transfer to the senior school. The ability profile of the pupils in the senior school is above the national average, with just over a half of the pupils having ability that is at least above average. No pupil has a statement of special educational needs. Fifty pupils have been identified by the school as having special educational needs and/or disabilities (SEND), of whom ten receive additional support. There are no pupils for whom English is an additional language (EAL).
- 1.5 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 Throughout the school, including in the EYFS, the pupils' achievement is good, both in their academic work and in their activities. The school meets its aims well. All pupils, including those with SEND and those who are gifted and talented, make good progress in relation to their abilities as a result of the good teaching they receive. However, not all teaching reflects the successful practice of the best, and use of assessment data to provide for individual pupils' needs is not fully developed. In the EYFS progress is good. Children have some opportunities to initiate and develop their own activities, but the resources of the outdoor area are not used to the full to stimulate thinking towards new discoveries. Throughout the school, the pupils' achievements are well supported by the good curricular provision. Small class sizes across the school enable pupils to receive individual attention. The excellent extra-curricular programme ensures opportunity and choice for all and is much appreciated by the pupils. The pupils' achievements in all parts of the school are further supported by their positive attitudes to their work, by the high standard of skills they develop in school and by their exemplary behaviour.
- 2.2 The pupils' personal development throughout the school is excellent. Their spiritual and social development is excellent and they exhibit a strong awareness of moral issues and a keen understanding of cultural issues. The pupils demonstrate confidence and they are mutually supportive of one another. They are also pleasant and respectful. They enjoy very good relationships with their peers and with adults. Arrangements of a high standard are in place for pastoral care in all sections of the school and pupils are encouraged to have healthy lifestyles. The arrangements for welfare, health and safety are excellent. Pupils feel safe, well known and are well supported as indicated in the pre-inspection questionnaires and confirmed by pupils spoken with during the inspection.
- 2.3 The quality of governance is excellent. The trustees are fully committed to supporting the aims and ethos of the school. They discharge their duties effectively, including in the EYFS. The quality of leadership and management, including links with parents and carers, is excellent throughout the school. Senior managers including in the EYFS, are committed to supporting the pupils in their work and in their personal development, but monitoring of teaching is not yet fully effective. Parents' views, as expressed in pre-inspection questionnaires, showed a high level of satisfaction with the school's provision. Inspection evidence supports these views. The recommendations in the previous inspection report have all been addressed.

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) Recommendations for further improvement

2.5 The school is advised to make the following improvements

1. Ensure greater consistency in teaching and learning, including in the EYFS, by sharing the best practice.
2. Increase the use of assessment data in identifying the needs of individual pupils.
3. In the EYFS, take steps to enable children to move more freely between the classroom and the outdoors.

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 good.
- 3.2 Small classes throughout the school enable pupils to feel well-known and supported, and they fulfil their potential in accordance with the school's aims. The pupils' enthusiastic participation in both curricular and extra-curricular pursuits ensures that they develop a breadth of skills and good levels of achievement in a broad range of subjects and activities. Achievement in creative and technological subjects is good. They demonstrate strong speaking and listening skills, their reading and writing develops well and pupils make good progress in lessons in relation to their starting points and abilities. Pupils are confident and articulate, express themselves with maturity, and listen sympathetically and empathetically. In the EYFS, children listen, develop ideas imaginatively, and they learn well both independently and with adult support. The level of achievement in the EYFS is good. When given the opportunity, pupils of all ages demonstrate good levels of logical and independent thought and their creativity is of a high standard. In some lessons where opportunities for this are limited, progress is hindered. In the EYFS children develop number skills and understand simple phonics. The pupils apply their mathematical skills well. Pupils frequently achieve awards in national mathematical challenges, including several at the highest gold level.
- 3.3 Pupils enjoy a variety of successes both individually and collectively; excellent standards are achieved in the drama productions and pupils enjoy a high level of success in singing, instrumental music, and speech and drama examinations. They develop good physical skills in a variety of sports at club and county level. Almost all Year 10 pupils complete the bronze level of the Duke of Edinburgh's Award (DofE) scheme and many continue to the silver award.
- 3.4 The following analysis uses the national data for the years 2009 to 2011. These are the most recent three years for which comparative statistics are currently available. Results in GCSE have been good in relation to the national average for maintained schools. Nearly all results are achieved at grades A* to C, with around 40 per cent awarded at an A or A* grade. Junior school pupils' attainment cannot be measured in relation to average performance against national tests, but on the evidence available from lesson observations, work scrutiny, standardised data and interviews, it is judged to be good in relation to national age-related expectations. Pupils who wish to continue with their studies after Year 11 are successful in their applications to either maintained sixth forms or independent schools. These levels of attainment indicate that pupils make good progress in relation to pupils of similar ability. Pupils with SEND participate fully in lessons and demonstrate equivalent levels of achievement to their peers in response to excellent support. The gifted and talented pupils make good and sometimes rapid progress in response to well-developed opportunities.
- 3.5 Throughout the school, pupils show an excellent attitude to their work both in lessons and activities. At all stages they are effectively focussed, well-motivated learners who speak with enthusiasm about their work. In the EYFS, children behave well, concentrate hard and are eager to respond to challenging questions. All pupils organise their work well and settle to work quickly. They co-operate with the staff and with each other and create an atmosphere that is conducive to both teaching

and learning. They take a pride in their work which is reflected in the high level of presentation seen across all ages.

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

- 3.6 The contribution of curricular and extra-curricular provision is good.
- 3.7 The curriculum throughout the school is appropriate in its balance and breadth. It covers all the required areas of learning and supports the school's aims well. This enables pupils, throughout the school, to achieve well across all areas of learning. The provision for pupils with SEND is strong, and that for those pupils identified as gifted and talented is well developed, as evidenced in lessons and by participation in external programmes for gifted and talented. In the senior school, standardised data is used to inform setting; this enables individual needs to be addressed within each cohort. The curriculum provided in the EYFS is good and ensures that the individual needs of all children are met.
- 3.8 In the junior school, information and communication technology (ICT) is used to support other subjects and the outdoor space is well used to enhance the curriculum. However, use of outdoor areas in the EYFS is limited which results in limited opportunities to use the resources available. French is introduced at an early age and Latin from Year 5. Creative subjects are well represented. The personal, social, health and citizenship education (PSHCE) programme aids emotional development.
- 3.9 The senior school curriculum has a good focus on linguistic skills. It continues the study of French and introduces German in Years 8 to 9. At GCSE, most pupils take at least one modern foreign language. Creative and technological subjects are well represented. There is opportunity to study three separate sciences at GCSE. Options in GCSE allow pupils to choose from a wide range of subjects; this enables them to focus on their strengths and to achieve well. Drama, German and statistics are offered as extra options outside the timetable for some pupils. Gifted and talented pupils have the opportunity to study for the Extended Project Qualification. The PSHCE programme includes careers guidance and provides good support for the pupils' personal development. A well-developed programme of day conferences for Year 10 and 11 pupils on such topics as study skills, relationships and university life enhances their experience.
- 3.10 Provision for sport and physical activity has been greatly enhanced to meet the recommendation of the previous inspection. The introduction of games afternoons has enabled the pupils to go off site to participate in a wide variety of sports.
- 3.11 The academic curriculum is supported by an excellent range of extra-curricular activities which enhance the pupils' personal, social, physical and creative development, in line with the school's aims. The extension of the programme meets the recommendation of the previous inspection and it provides stimulating opportunities for all pupils. The wide range of activities reflects the contribution made by staff to the wider life of the school. Many sporting, musical and creative activities are available for the full range of abilities and ages. Also included are the scholastic, such as the English clinic and the more practical such as first aid. The DofE scheme provides opportunities for pupils to support the local community. A range of local charities are supported, together with national and international causes with fundraising events organised by the school houses.

- 3.12 A number of trips and visits are arranged locally, within the UK and overseas, to enhance the educational experience and personal development of the pupils. Examples include a recent trip to Poland to visit Krakow and Auschwitz, trips to York Minster for junior pupils and a ski trip to Austria for Years 6 to 11.

3.(c) The contribution of teaching

- 3.13 The quality of teaching is good.
- 3.14 Teaching at all stages secures good progress and fosters in pupils a desire to learn, and the ability to think and work independently, in line with the school's aims. Teaching throughout the school is sensitive to the pupils' abilities and individual needs at every stage of development. Those pupils with SEND are well supported. In the EYFS, teaching is enriched by skilful questions which engage the children's interest and extend their thinking and reasoning well but the pace of lessons is slow on occasions. Throughout the school, secure subject knowledge informs the planning of lessons to ensure that they are appropriate to each age and range of abilities. Most teaching includes suitably varied tasks to match the range of the pupils' abilities, including individual activity packs for some pupils. When such variety is lacking there is less provision to meet individual pupils' needs. In the EYFS teachers know their children extremely well and ensure that they are all fully included in activities and are learning at a rate suitable for each one.
- 3.15 In the most successful teaching, time is well managed and resources are used well for supporting the pupils' learning giving them the opportunities to work independently and collaboratively. This was endorsed by the majority of parents in response to pre-inspection questionnaires. In the few less successful lessons, progress is limited by slow pace and lack of challenge. Prior learning is reinforced by the use of good questioning noted, particularly, at the start of lessons. Key skills are reinforced throughout the school, including thorough teaching of phonics, effective testing of tables, enabling pupils to take notes, and the encouragement of good practical skills. Resources, including those for ICT, are used well to support the pupils' learning at all stages.
- 3.16 Pupils are generally appreciative of the support they receive, and confirm that they have the right amount of work to do. They acknowledge that teachers help them learn and give them individual support. Marking is thoughtful and many comments are supported with guidance for future improvement but this is not always consistent. Pupils commented that teachers' written and verbal comments helped them to understand how to improve their work.
- 3.17 Throughout the school, there is some use of assessment data to inform planning with regard to the needs of individual pupils but this is not yet fully established across all departments. Targets are often set and reviewed and there are many good examples of pupils assessing their own progress and setting targets for themselves. In the EYFS the children's learning profiles are comprehensive and include parental comments.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

- 4.1 The quality of the pupils' personal development is excellent.
- 4.2 The school fully meets its aim to enable each pupil to become an independent, resourceful and responsible member of society. By the time they leave the school pupils are extremely well prepared to make a positive contribution to the wider society. In the EYFS, the children's personal and emotional development is good. They are friendly, confident and are able to co-operate and share resources. They show early signs of social maturity and are able to play well together.
- 4.3 The pupils' spiritual awareness is excellent. Pupils are self-confident, self-aware and have a good sense of who they are within the community. They are articulate and expressed their views clearly in interviews. They have high levels of self-esteem, recognising their own worth whilst being highly aware of the equal worth of others. Pupils participate confidently in assemblies and celebrate one another's academic and personal achievements. Confidence has been boosted by the 'confidence project' which has been introduced in the senior school. A well-planned programme of assemblies and religious studies lessons enables the pupils to live respectfully alongside fellow members of the community, including those who have beliefs different from their own.
- 4.4 The pupils' moral development is excellent throughout the school. Pupils can distinguish right from wrong and are able to accept responsibility for their behaviour. In the EYFS children understand simple rules. All pupils display excellent manners both to one another and to adults and there is an all-pervasive caring approach across both schools. The PSHCE programme enables senior school pupils to gain a good understanding of topics such as alcoholism and human rights. They discuss issues such as rites of passage, prayer and marriage vows with confidence and in the junior school the PSHCE programme focuses on social and emotional development. Pupils discuss ethical issues in English and religious studies lessons with insight.
- 4.5 The pupils' social awareness is excellent. Pupils are very supportive of one another and have friendly relationships which add to a real sense of community within the school. From a young age in the EYFS the pupils learn to work together co-operatively and to share resources. There are opportunities throughout the school for pupils to take on roles of responsibility which assist with the smooth running of the community. Year 11 pupils train as peer counsellors and through this scheme develop strong links with pupils in Year 7. Pupils develop an awareness and understanding of social, political and economic matters. They appreciate the circumstances of those less fortunate themselves and support a wide range of charities both local and further afield, such as a local day centre, Race for Life and a project to support children in Africa.
- 4.6 The pupils develop excellent cultural awareness. Friendships across different nationalities and cultural backgrounds are common. Pupils develop an awareness of other cultures through a culture week in the junior school and visits to local faith and cultural centres, such as a Buddhist centre. Visits to art galleries and the theatre, and regular trips and residential visits, all help to enhance the pupils' cultural awareness. Senior pupils reflected sensitively on a visit to Krakow and Auschwitz.

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

- 4.7 The contribution of arrangements for pastoral care is excellent.
- 4.8 Pastoral care is a strength of the school. Hardworking, committed, and caring staff provide very effective support and guidance for pupils in accordance with the school's aims throughout the school. Form tutors work closely with senior staff to ensure that the effective pastoral system works well in practice. There are very positive relationships between staff and pupils and amongst the pupils themselves across the whole school community. This is combined with an inclusive attitude to all pupils and adults, whatever their role or position in the school. In the EYFS the roles of key persons ensure that all children feel safe and secure and that their needs are identified and met. As children move from the EYFS to Year 1 staff ensure that they are well prepared for the transition.
- 4.9 Pupils in all areas of the school are encouraged to be healthy and take exercise. They learn about healthy eating through PSHCE programmes in both sections of the school, and in science. Good quality food is provided at lunchtime with a choice of hot and cold meals available. Pupils enjoy regular exercise through physical education lessons, games fixtures, and extra-curricular activities.
- 4.10 The school is extremely effective in promoting good behaviour and guarding against harassment and bullying. A small minority of pupils and a few parents said, in response to pre-inspection questionnaires, that the school does not deal well with bullying. Inspectors found no evidence of this. Interviews with pupils indicated that if bullying does occur it is dealt with promptly and effectively. Pupils said that they feel safe at school and have adults to turn to in case of need. The pastoral needs of all pupils are extremely well met by class teachers or tutors, supported by the school counsellor. In the pre-inspection questionnaire a minority of pupils said that teachers were not fair in the way they give rewards and sanctions and that the school did not ask for, or respond to, their opinions. Inspectors found no evidence to support these views. Rewards and sanctions are given in accordance with the behaviour policy. Effective systems are in place to ensure that the views of pupils are heard and properly considered. Senior school pupils spoke positively about expressing their views through the school forum and others were clear that they receive feedback on these discussions.
- 4.11 The school has a suitable three-year plan to improve educational access for pupils with SEND.

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

- 4.12 The contribution of arrangements for welfare, health and safety is excellent.
- 4.13 The pupils' welfare is promoted effectively at all stages, including in the EYFS. The protection of children is carefully ensured and the school's safeguarding policy is rigorously implemented. All staff receive regular training in safeguarding and the designated safeguarding officers have been trained in child protection and inter-agency working. Pupils confirm that they feel safe.
- 4.14 The school has robust procedures to reduce risk from fire and other hazards. Regular fire drills are held and appropriately recorded, and any concerns arising are responded to. All members of staff receive fire awareness training. Health and safety measures are secure and an annual audit of health and safety arrangements

is carried out. Any items noted for attention are addressed. Throughout the school the health and safety of the pupils is a priority.

- 4.15 Good provision is made for pupils who are ill, injured or have SEND. Pupils with medical needs are made known to staff as appropriate. Medical records are detailed and appropriately stored. The first aid boxes located around the site are very well maintained. The first aid policy is clear and comprehensive, all staff have received suitable first aid training and an appropriate number of staff are trained in paediatric first aid, including in the EYFS.
- 4.16 The admission and attendance registers are completed correctly and stored for the required period.

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 trustees, many of whom have a long association with the school, have a valuable range of expertise which supports the school. A number of trustees attend training courses and other meetings in order to keep awareness of their responsibilities up to date.
- 5.3 The trustees are fully committed to the aims and ethos of the school. They have a clear insight into the school's work and seek to ensure that its aims are fulfilled through the school development plan. Throughout the school, including the EYFS, the trustees effectively discharge their responsibilities for educational standards and the pupils' personal development, and strong financial planning ensures the maintenance of accommodation and resources, and the recruitment of staff. They monitor school policies carefully and exercise constructive oversight of academic standards and pastoral matters, including welfare, health and safety. The trustees are kept informed by the headmistress, who reports to them formally at their termly meetings. Two of the trustees have regular meetings with senior staff and through this maintain an informed brief of what is happening in the school. The trustees are well known in the school as they support many activities.
- 5.4 The trustees discharge their statutory duties appropriately; they are involved in the formulation of policies which are then ratified by them. They have overseen the recommendations from the previous inspection report. The trustees are currently in the process of putting in place an audit trail for all policies. The trustees undertake an annual review of safeguarding and child protection procedures. One trustee has responsibility for liaison regarding child protection and has received appropriate training; others are involved in the selection of senior staff and in the professional review of senior staff.

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

- 5.5 The quality of leadership and management is excellent.
- 5.6 The leadership and management of the school ensures that the aims of the school are achieved with great success and promotes the pupils' good achievements, and excellent personal development and care. The senior management team are approachable and accessible and their passion and commitment to the school are evident. They give clear educational direction, communicated through regular meetings with staff who have management responsibilities, and separately with the whole staff group. They set high standards for themselves and also for the school community.
- 5.7 Seniors leaders construct comprehensive development plans which cover all aspects of the school's work. Needs are extremely well identified and measures that are implemented as a result are carefully monitored. In the EYFS educational programmes are effectively monitored and there are opportunities for self-evaluation which leads to effective development planning, although the potential of available resources is not fully realised. The senior management team are generally effective

in ensuring that policies are implemented consistently, particularly in pastoral and welfare areas, and termly reports to trustees provide them with the necessary information to ensure regulatory compliance. Recent changes and reallocation of responsibilities have been effectively managed by a strong management team.

- 5.8 In the junior school, subject co-ordinators work closely together to ensure continuity and good practice. In the senior school staff who have academic or pastoral responsibilities have regular meetings. These staff are keen to develop the areas for which they have responsibility. However, monitoring of teaching does not ensure that the characteristics of the most successful teaching are evident throughout the school.
- 5.9 Robust measures are in place to ensure that suitable and well qualified staff are appointed across the school with appropriate recruitment checks carried out prior to appointment. All staff, including those in the EYFS, are aware of their safeguarding responsibilities, and their training in the areas of welfare, health and safety is up to date. An excellent induction programme ensures that new staff receive the information and training they need as they begin work at the school. All teachers are involved in an effective performance management system linked to their professional development.
- 5.10 Parents responding to the pre-inspection questionnaire, including those with children in the EYFS, expressed high levels of satisfaction with the school. Parents particularly value the individual attention their children receive, the school's high expectations of good behaviour and the warm, family atmosphere the school promotes. They are pleased with the progress their children make, are confident that all children, including those with SEND or those identified as gifted and talented, receive appropriate help and feel that they are happy and safe at school. Inspection evidence confirms these views.
- 5.11 The school's prospectus and handbook is informative and parents receive extra information about the school through regular newsletters sent both by e-mail and post; the former are particularly effective during bad weather. In addition, the school's website is updated frequently. Parents of pupils and prospective pupils are provided with all the required information about the school. Detailed information is also available to parents relating to GCSE option choices.
- 5.12 Parents have very good opportunities to be involved in the work and progress of their children. They support many activities including concerts, dramatic productions and many sporting fixtures. There is an active parents' association which organises social and fund-raising events and a lively parents' forum where many topics are discussed.
- 5.13 Reports are clear and informative; they are personal to the pupil and give an indication of progress in each curriculum area. In addition to the end of year reports, pupils receive a report card during the academic year. There are regular parents' evenings to discuss progress and senior staff are available on a daily basis to meet parents.
- 5.14 The school has a suitable complaints procedure which is available to parents. This is operated appropriately, when necessary, which is rarely. In the pre-inspection questionnaires a small number of parents indicated that the school had not answered their concerns promptly. Inspectors found no evidence to support these views and found that any concerns are dealt with promptly.

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