



INDEPENDENT SCHOOLS INSPECTORATE

THE SCHOOL OF ST HELEN AND ST KATHARINE

STANDARD INSPECTION

FINAL VISIT

INDEPENDENT SCHOOLS INSPECTORATE

The School of St Helen and St Katharine

Full Name of School/College	The School of St Helen and St Katharine	
DCSF Number	931/6096	
Registered Charity Number	286892	
Address	The School of St Helen and St Katharine Faringdon Road Abingdon Oxfordshire OX14 1BE	
Telephone Number	01235 520173	
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Email Address	pahead@shsk.org.uk	
Headmistress	Miss R Edbrooke	
Chair of Governors	Miss Jane Cranston	
Age Range	9 to 18	
Total Number of Pupils	633	
Gender of Pupils	Girls	
Numbers by Age	9-11:	35
	11-18:	598
Number of Day Pupils	633	
Inspection date/EYFS	25 Jan 2010 to 26 Jan 2010	
Final (team) visit	22 Feb 2010 to 24 Feb 2010	

PREFACE

This inspection report follows the STANDARD *ISI schedule*. It consists of two parts: an INITIAL two-day inspection of regulatory requirements followed by a three-day FINAL (team) inspection of the school's broader educational provision. The previous ISI inspection was in April 2006.

The Independent Schools Inspectorate (ISI) is the body approved by the Government for the purpose of inspecting schools belonging to the Independent Schools Council (ISC) Associations and reporting on compliance with the Education (Independent School Standards) (England) Regulations 2003 as subsequently amended with effect from January 2005, May 2007 and February 2009. The range of these Regulations is as follows.

- (a) The quality of education provided (Curriculum)
- (b) The quality of education provided (Teaching)
- (c) The spiritual, moral, social and cultural development of pupils
- (d) The welfare, health and safety of pupils
- (e) The suitability of staff, supply staff and proprietors
- (f) The premises and accommodation
- (g) The provision of information
- (h) The manner in which complaints are to be handled

Legislation additional to the welfare, health and safety Standard is as follows.

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

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

The inspection does not examine the financial viability of the school or investigate its accounting procedures. The inspectors check the school's health and safety procedures and comment on any significant hazards they encounter: they do not carry out an exhaustive health and safety examination. Their inspection of the premises is from an educational perspective and does not include in-depth examination of the structural condition of the school, its services or other physical features.

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 The School of St Helen and St Katharine was founded as an independent day school in 1903, with the aim of offering a Christian education for girls. The Junior Department (Year 6) was opened in 1990, with the addition of a Year 5 form in 1995. There are strong links with Abingdon School, including some shared teaching in the sixth form, known as Upper School. Located on the outskirts of Abingdon, the school is housed in distinctive buildings that represent a pleasing blend of those dating from its foundation and later additions, including an excellent library and resource centre. Its extensive grounds incorporate generous playing fields and an attractive garden. The school has also recently acquired a further twelve acres of playing fields off-site.
- 1.2 The school has 633 pupils between the ages of nine and eighteen. Of these, 35 are in the Junior Department, 426 are in Years 7 and 8, and Years 9 to 11, respectively known as the Lower and Middle Schools, and 172 are in Upper School. Few pupils are of ethnic minority origin. Eighteen have English as an additional language. No girl has a statement of special educational needs, although sixteen have been identified as having learning difficulties and disabilities (LDD). The ability profile of the school is far above the national average, as measured by standardised tests taken in Year 7 and Year 12. If pupils are performing in line with their abilities, their results in public examinations will be well above the results for all maintained schools. Examination success of those in the Senior School can be expected to equate to those in maintained selective schools.
- 1.3 The school aims to develop the individual talents and strengths of all pupils within a community that is based on Christian values, so that they may grow in confidence, increase their awareness of the moral, social and spiritual dimensions of life, and achieve high levels of intellectual attainment.
- 1.4 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

2. THE SUCCESS OF THE SCHOOL AND ACTION POINTS

2.(a) Main findings

- 2.1 Pupils achieve well, particularly in terms of high standards of examination success and entrance to leading universities. Good progress is promoted by effective teaching and curricular provision that offers pupils opportunities to access wide-ranging subjects and experiences in all stages of their school life. Whilst the school is committed to fostering intellectual risk-taking and independent learning, these elements are not yet embedded throughout. In the Senior School, pupils' learning is often tightly linked to examination requirements, when it can become prescriptive, or insufficiently stimulating, exciting or intellectually challenging. Learning does not consistently reflect the school's beliefs relating to its learning environment or the first of its strategic intents. Pupils are efficient learners, whose attitude to study is characterised by a determination to succeed, in and out of the classroom. Good extra-curricular provision enhances achievement for most pupils. The school's pursuit of excellence is reflected in notable successes in competitions, individual music examinations, and the high standard of school performances in music and drama. However, parents and pupils alike are keen to see more competitive sport available to pupils who are not in leading teams.
- 2.2 The personal development of pupils is good, supported by comprehensive welfare arrangements, and health and safety policies. Pupils are supportive of each other, showing genuine care, respect and tolerance. They co-operate readily in lessons and extra-curricular activities. Their awareness of those less fortunate than themselves is clearly evident in their approach to charitable giving. However, whilst well-established systems of pastoral care exist, a significant number of pupils do not feel that their needs are effectively met. The role of the school council is under-developed.
- 2.3 Governors are committed to the school's aims, which are largely fulfilled. They have sound oversight of the school and its successes in examinations, music, drama and other aspects of school life. However, measures to reflect current expectations of governors have not been implemented rapidly. In conjunction with senior managers, governors have shown tardiness in responding to the recommendations from the last inspection report, including the construction of development plans that are rigorously and regularly monitored. Parental responses to pre-inspection questionnaires are largely favourable and express positive views about many aspects of the quality of education and care provided by the school. However, some concerns were raised about the provision of help for those with LDD and for the able, gifted and talented (AGT). They also queried the frequency and efficacy of monitoring and reporting of their daughters' progress, linking to another recommendation from the last report.

2.(b) Action points

(i) Compliance with regulatory requirements

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

- 2.4 At the time of the initial visit, the school did not meet all the requirements of the Independent School Standards Regulations 2003, as subsequently amended, and therefore it was required to:
- review the first aid policy, so that it effectively addresses all the essential practical arrangements for the administration of medicines and medical intervention [Regulation 3.(6), under Welfare, health and safety];
 - ensure that pupils in the Junior Department are supervised during break times [Regulation 3.(7), under Welfare, health and safety];
 - ensure that the chair of governors conducts a regular audit of all the necessary checks relating to the appointment of staff, supply staff and governors [Regulation 4B.(5), under Suitability of staff and proprietors].
- 2.5 At the time of the final team visit, the school had rectified all of the above shortcomings, as noted in the text of the report.
- 2.6 In addition, it was found that the school does not meet the following requirement and, therefore it must:
- take all measures, as far as is reasonably practical, to ensure the safety of pupils at all times in lessons and activities in school, and on school buses [Regulation 3.(4), under Welfare, health and safety].

(ii) Recommended action

- 2.7 In addition to rectifying the weaknesses in meeting regulatory requirements, the school is advised to make the following improvements:
1. establish a fully systematic procedure for monitoring and assessing pupils' progress, and ensure that marking and reporting focus consistently on driving improvement;
 2. formulate school and departmental development plans, so that they include success criteria and are easier to monitor;
 3. increase overall participation in sporting activities and remedy the lack of competitive sporting opportunities for juniors and those not in A teams.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

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

- 3.1 Results at GCSE over the last three years for which comparative data are available have been excellent when compared with the national average for girls in all maintained schools, and high when compared with the national average for girls in maintained selective schools. Results in the International GCSE have been high when compared with the average for UK schools. Pupils' performance at A level over the last three years for which comparative data are available has been high when compared with the national average for girls in all maintained schools, and high when compared with the national average for girls in maintained selective schools.
- 3.2 Pupils are well educated in accordance with the school's aim to develop their talents and strengths. Their excellent results in public examinations reflect the school's aim to promote high levels of intellectual attainment, of which examination success is one aspect. Pupils reach high standards of achievement over time in relation to their ability profile, which is far above the national average. Pupils make good progress over time in relation to their ability. In some areas of learning, high expectations of pupils result in excellent progress and significant academic achievement, successfully promoting independent learning and scholarly debate. Such features were particularly evident in Upper School, where the achievement of pupils in over 70 per cent of the lessons was good and in a small minority of lessons very high. In this section of the school, the volume of work produced is quite prodigious.
- 3.3 In many classes in the Senior School, pupils display good subject knowledge and a clear understanding of academic principles, as well as competency in subject related skills. They also demonstrate an ability to apply their knowledge and skills proficiently in a variety of situations. Nevertheless, intellectual attainment does not consistently reflect pupils' abilities or their potential in lessons. In 40 per cent of lessons observed, the level of learning expected of the pupils was pitched too low, with missed opportunities to extend and challenge the girls. Written tasks show a good grasp of numeracy skills, logical thought and the use of information and communication technology, although evidence of independent thinking is varied across areas of learning, despite a whole-school focus on it in 2007 to 2008. Creativity in learning is evident in some subjects; pupils' art and ceramics displayed around the school are of high quality. The ability to develop investigative techniques and cross-curricular links was manifest in some lessons.
- 3.4 In the lessons observed in the Junior Department, pupils' level of understanding and subject skills were variable. Overall, achievement in this section is good.
- 3.5 In some departments, external visits and speakers invited into the school enhance pupils' learning effectively. Since the opening of the impressive new library, borrowing has almost doubled, demonstrating the contribution it can make to independent learning, research and reading for pleasure.
- 3.6 Pupils' achievement is well supported by the extremely good relationships they enjoy with each other and by their exemplary behaviour. They are well motivated and determined to succeed. They concentrate and persevere in their learning, even when the tasks set are rather dull. Enjoyment of learning was palpable in a few lessons in the Junior Department, as it was in the more inspiring Senior School

classes. Pupils work well collaboratively, producing lively discussion and thoughtful recognition of each other's contribution.

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

- 3.7 The school provides a broad and generally well-balanced curriculum that supports its aims effectively, and has a positive impact on pupils' achievement and personal development.
- 3.8 Whilst improvements have been made to the time allocation given to the practical, creative and aesthetic curriculum in Years 7 and 8 since the last inspection, an imbalance still remains in Year 9. As a result, continuity of learning and opportunities for those pupils to conduct extended projects remain restricted, thereby constraining the development of practical and creative skills, independent learning and research
- 3.9 A very high proportion of parents agree that their daughters are offered an appropriate range of subjects and areas of experience.
- 3.10 Whilst curricular planning overall ensures continuity of education throughout the school, departmental planning is less strong, as it does not include long-, medium- and short-term plans, nor details relating to the delivery of skills, as well as content, in all areas of learning. Plans do not specifically address how the needs of those with different abilities, including pupils who are AGT, are met, or how target setting should accelerate progress for all pupils in a school where the ability profile is far above the national average.
- 3.11 Some pupils with LDD receive strong support in withdrawal lessons, but their learning needs are not fully addressed in class. Extension activities are not uniformly offered, or access to them is slowed by the fact that able, gifted and talented pupils have to finish the learning tasks given to the whole class before they can progress to those that demand higher level thinking skills.
- 3.12 The delivery of the personal, social, citizenship and health education (PSCHE) programme is effective in Years 7 to 11. Themes continue to be developed in Upper School through an interesting general studies programme.
- 3.13 There is an exemplary programme for careers education and guidance in place, of which a notable feature is the invaluable assistance given by senior pupils and recent leavers to those selecting academic options and making university applications.
- 3.14 The school has a varied programme of extra-curricular activities that serves to enrich learning well. Drama and music are particularly strong; intellectual societies are less in evidence. Many pupils are keen to participate in additional sport: lacrosse, netball and hockey are particularly popular. However, in all sections of the school, provision for those who are not members of the A teams is unsatisfactory. Pupils and parents alike have expressed concern about the restricted nature of opportunities for competitive sport.
- 3.15 Pupils also derive considerable benefit from a range of community links. The school arranges visits to synagogues and Hindu temples to develop an understanding of other faiths. The school hosts author visits and invites members of the local community to join its community.

3.(c) The contribution of teaching

- 3.16 The quality of teaching is good overall, contributing successfully to the school's aim to develop the individual talents and strengths of its pupils. It enables pupils to make good progress. In the relatively small, but significant number of lessons where teaching was outstanding, it was characterised by infectious enthusiasm for the subject, meticulous planning, with considerable care taken to match tasks to individual levels of ability, lively pace and a promotion of intellectual curiosity, encouraging pupils to take risks in their learning. As pupils clearly value and enjoy learning, they relish such challenges, which are identified as an area of focus by the school in its development plan. However, in just over a quarter of lessons observed where teaching was satisfactory and in the small minority where it was judged unsatisfactory, in both sections of the school, teaching, whilst methodical, was lacklustre, so that pupils became disengaged, and were not acquiring new knowledge or developing skills to their full potential. On the rare occasions when behaviour was not exemplary in class, it was directly linked to the fact that pupils' interest was no longer captured, in stark contrast to their general readiness to engage in their learning, which was the hallmark of lessons in which teaching was good or better.
- 3.17 In the Junior Department, teaching is satisfactory overall. In good lessons, the pace was brisk, pupils' concentration was sustained and there was a clear sense of excitement in learning. In lessons where teaching was less effective, poor time management, insufficiently high expectations of pupils and a halting pace characterised the teaching. The use of Senior School specialists for some curriculum delivery in the Junior Department is having a positive impact on pupils' learning.
- 3.18 Teachers have strong subject knowledge; their teaching is well planned and use of time is generally efficient. Teaching is enhanced by effective use of a good range of good quality resources. A varied range of teaching methods is used throughout the school: in the lessons judged as excellent, and in some good lessons, questioning was dynamic and pupils' learning was imaginatively extended beyond examination specifications. Nevertheless, as at the time of the last inspection, in some cases the range of teaching methods remains limited, when there are too few opportunities afforded to pupils for extended writing, problem solving and independent thinking. Whilst homework clearly allows pupils to work on their own, tasks set in Lower School are not always conducive to learning and are often closely circumscribed in Middle School.
- 3.19 The school produces clear marking guidelines for the teaching staff. In some subjects, amongst others, English, history and drama, much detailed help is given so that learning is promoted effectively. By contrast, where written feedback is less prevalent, pupils say that they do not always know what they have to do to improve their learning. Assessment data is well compiled to check on pupils' progress, but it is not always used to accelerate learning as rapidly as possible, to ensure that all are challenged to achieve their best and that individual needs are fully met.

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 good overall. Their spiritual, moral, social and cultural development is outstanding. Girls in Upper School particularly demonstrate that the school's aim for them to be "confident, independent, polite and compassionate" is realised. They are articulate and convincing in class discussion and they lead younger girls well, through taking responsibility for a range of activities, including organising subject clubs for enthusiasts, to support those who need additional help, and checking seat belts on school buses. Girls throughout the school enjoy excellent relationships with each other and usually interact well with their teachers.
- 4.2 Pupils appreciate the spiritual experience offered to them in chapel. Christians find that they are offered a meaningful experience, as indicated by their reverential attitude in chapel and the emotive appeals posted on the prayer board. Equally importantly, those of other faiths or of none appreciate the opportunity the chapel affords them for quiet reflection. The standard of singing by the Chapel Choir is excellent. Girls are enabled to experience Christianity through services and assemblies and there is an active Christian Union.
- 4.3 Pupils are made aware of the difference between right and wrong through clear written guidelines for behaviour and discussion of moral issues. Their behaviour in class is exemplary, provided that the pace of lessons is sufficiently brisk and stimulating. In English and religious studies lessons, opportunities are taken to consider different moral perspectives. In Upper School, lectures offer alternative views on matters such as abortion, to promote debate amongst the pupils on such issues.
- 4.4 Pupils always speak warmly of the quality of their friendships and of activities provided to enhance them, such as trips locally and abroad. They support each other well in group activities in lessons. In Upper School, girls mix easily with boys from Abingdon School in courses such as A-level theatre studies and AS politics, where the prospect of holding a school election to mirror events on the national scene evinced considerable excitement.
- 4.5 Drama, music and art are strong and enhance the cultural development of the very many girls involved. The school is lavishly decorated with ambitious art in several media, while preparation for a production of Ted Hughes' *Oedipus* revealed outstanding sensitivity to the power of a range of possible interpretations. Girls are enabled to experience cultural diversity in several ways, including external visits and through presentations made by their peers, such as a talk on Auschwitz and a display of Indian dancing.
- 4.6 Girls demonstrate their consideration for others through enthusiastic activities to raise money for charity.

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

- 4.7 The pastoral care shown to pupils is good overall. The school's aim to "ensure a climate of support and encouragement, celebration of success and achievement" is largely achieved. Girls are keen to express their appreciation of the experiences they have enjoyed in school. Many former pupils also express their affection for the school.
- 4.8 Careers provision is outstanding, so that pupils are prepared well for the next stage in their lives. In an excellent careers lesson, Year 11 pupils spoke to Year 9 about GCSE option choices; they fielded questions skilfully, thereby providing a useful learning experience for both groups. Nevertheless, pupils' satisfaction with the arrangements for pastoral care is inconsistent. In the pre-inspection pupil questionnaires, a third of respondents did not feel that the school listens to their views and responds to them; a quarter did not feel that teachers show concern for them as a person, nor that they monitor pupils' workload, and a third did not feel that teachers are fair in the way that they give rewards and sanctions, and that they treat pupils equally.
- 4.9 The school council has not met for some time. No formal feedback from that meeting was transmitted to the pupil body. Registration periods are rarely used to provide pastoral care. Middle School pupils particularly feel strongly that the demise of the use of interim grade sheets with them has detracted from the attention shown to them as individuals and removed a valued opportunity to discuss progress in a meaningful way. The new procedures for a termly academic review with tutors are not consistently well planned. Except in Upper School, pupils are not shown their grades.
- 4.10 The PSICHE programme is well planned, but responsibility for monitoring the quality of its delivery by tutors is not clear. The PSHE and Citizenship Reference Group, tasked with reviewing planning in this area, last met in April 2007, so that there has been no recent assessment of the quality of provision.
- 4.11 The school has a well-formulated anti-bullying policy. The safeguarding policy contains all necessary prerequisites and measures to ensure the safe recruitment of staff are in place. Measures for health and safety, including those for first aid, are generally effective. Necessary measures are taken to reduce risk from fire and other hazards. However, during the final visit, there were some concerns relating to the health and safety of pupils, for example girls not wearing goggles correctly in a Year 6 science lesson and Year 11 girls using the fitness room without supervision. Although sixth form prefects take responsibility for ensuring that seat belts are done up and bus drivers report any concerns to staff on duty, school staff do not monitor the effectiveness of these procedures.
- 4.12 Since the initial visit, the school has made suitable arrangements for the supervision of junior pupils during break.
- 4.13 The school has a suitable plan to improve educational access for pupils with disabilities. In the PSICHE programme, pupils are encouraged to be healthy through developing desirable eating habits. The physical education curriculum provides some opportunities to take regular exercise, but provision is not suitably extended for all pupils.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The chair of governors has continued to ensure that the governing body has a high level of expertise and varied representation to assist the school in the realisation of its aims. As a result, governors with appropriate experience are available to serve on the five sub-committees.
- 5.2 Members of the senior leadership team (SLT) work closely with the governors to ensure that they remain well informed of school matters. However, amongst the whole school community, there is considerable divergence of opinion as to how well known governors are. Some attend drama productions, concerts and art exhibitions by invitation and one governor is very closely involved in supporting careers provision. They have not, as yet, sampled the full extent of pupils' curricular experience and have no direct curricular links, with the exception of careers. First-hand knowledge of the life of the school, and of its curriculum and its activities on the part of some governors is therefore restricted.
- 5.3 An induction package is given to new governors. All are aware of their legal and other obligations and two governors have had training in safe recruitment of staff. Since the time of the initial visit, the chair of governors has initiated an audit of all the necessary checks relating to the appointment of staff.
- 5.4 The school has very recently scrutinised its procedures for the review of its policies, to ensure that all governors are allocated specific responsibilities, similar to those that operate for the composition of sub-committees. Governors take care to ensure that high calibre staff are appointed.
- 5.5 The governing body is committed to the aims and ethos of the school and wishes to see it thrive. However, there has been a hiatus in the construction of a school development plan (SDP), with a gap of 18 months since the last SDP came to an end. The new plan replicates many of the areas of concerns expressed at the time of the last inspection, such as the frequent use of ongoing timescales and a lack of success criteria, rendering effective evaluation and a precise knowledge of what has been achieved extremely difficult. In addition, no costings are listed in the current SDP for 2009 to 2012. Equally, its first three priorities for 2009 to 2010 relate directly to the Next Steps identified in the previous inspection report, so that urgent attention to those issues is crucial.

5.(b) The quality of leadership and management

- 5.6 Committed and sensitive leadership and management are effective in ensuring that the school promotes its aims of striving for intellectual attainment, helping its pupils to grow in confidence and to increase their awareness of the moral, social and spiritual dimensions of life.
- 5.7 The SLT is aware of the need to be sensitive in a period of transition of headship. However, concerns relating to introducing new measures too hastily have led to the delayed production of an SDP and tardiness in responding to most of the recommendations of the last inspection report. In the previous inspection report, the school was advised to establish the identity of the Junior Department. Since September 2009, the department now has a designated Head of Department: she has already begun to introduce some curricular and procedural changes, including monitoring for Years 5 and 6.
- 5.8 The extensive senior leadership and senior management teams meet frequently. However, the extent and complexity of senior and middle management positions and responsibilities lead to overlapping of roles and a consequent lack of clarity, so that the girls' best interests are not consistently well served.
- 5.9 School policies are detailed and reviewed and this has improved since the previous inspection. Whilst cohesive formal monitoring of the SDP has not yet been conducted by the SLT, heads of section and heads of department, some progress is being made towards certain objectives; some useful discussion has taken place to facilitate their implementation.
- 5.10 The roles of most heads of department and subject co-ordinators are well developed. They are knowledgeable about their subjects; some are keen practitioners who demonstrate strong dedication to fostering high levels of learning.

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

- 5.11 Links between the school and parents are good overall. Responses to the pre-inspection questionnaires indicate that parents are, on the whole, pleased with the education that the school provides. Statistical analysis reveals high percentages of parents who are particularly positive about teaching, the curriculum, homework, the pastoral care given to their daughters, the high standards of behaviour that are achieved and the promotion of worthwhile attitudes and values. The detailed comments they have made reveal unstinting praise as well as some concerns. A significant minority of parents are not satisfied with the information that they are given about their children's progress. They regret that they no longer receive a copy of the interim monitoring cards, as they found them very useful in helping them to keep a regular check on such progress. Equally, some concerns were raised relating to the assistance given to pupils with LDD and to the able, gifted and talented.
- 5.12 Parents have a meeting with staff or receive a written report each term. They receive an annual report, which gives a curriculum summary of the learning covered, followed by specific information on the pupils' attitudes and their progress in subjects. Nevertheless, there is considerable divergence in the amount of information given in this section of the report, and in how constructive the comments are. In addition, reports do not contain a specific section relating to pupils' targets.

- 5.13 Since September 2009, the school has improved communication with the parent body by introducing a weekly electronic bulletin. In addition, the first of the planned termly newsletters has just been published, replacing the twice-yearly one. The increasing use of email has provided parents with ready communication with tutors and subject teachers. Nevertheless, the quality of communication varies between departments.
- 5.14 There is an active and welcoming parents' association at the school which organises lectures and social events. Parents act as advisors to the Young Enterprise companies, conduct mock interviews for higher education and offer help with work placements. Some parents offer advice on a variety of subjects.
- 5.15 Informal parents' concerns are passed directly to the appropriate head of section. There have been three formal complaints to date in the current academic year. During the previous school year, seven complaints were registered. All these complaints have been suitably investigated.

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

INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with senior and other members of staff, with the chair of governors and with the governor who chairs the academic committee, 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 Una Stevens	Reporting Inspector
Miss Deborah Smith	Junior Team Inspector (Director of Studies, IAPS)
Dr David Pacini	Senior Team Inspector (Deputy Head, GSA)
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