



INDEPENDENT SCHOOLS INSPECTORATE

INTEGRATED INSPECTION

FRANCIS HOLLAND SCHOOL, REGENT'S PARK

INDEPENDENT SCHOOLS INSPECTORATE

Francis Holland School, Regent's Park

Full Name of School	Francis Holland School, Regent's Park
DfE Number	213/6037
Registered Charity Number	312745
Address	Francis Holland School, Regent's Park Clarence Gate Ivor Place London NW1 6XR
Telephone Number	020 77230176
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Email Address	admin@fhs-nw1.org.uk
Headmistress	Mrs Vivienne Durham
Chair of Governors	Mr John Dunston
Age Range	11 to 18
Total Number of Pupils	464
Gender of Pupils	Girls
Inspection Dates	11 Feb 2014 to 14 Feb 2014

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 April, 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, as amended. 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.

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 the Governing Body, observed samples of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. 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 Ruth McFarlane	Reporting Inspector
Mr Paul Bate	Team Inspector (Former head, ISA school)
Mrs Linda Horton	Team Inspector (Head of year, HMC school)
Mr John Parsonage	Team Inspector (Former head of department, HMC school)
Dr Charles Runacres	Team Inspector (Former head, The Society of Heads school)
Mrs Patricia Woodhouse	Team Inspector (Head, GSA school)

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Francis Holland School, Regent's Park, a day school for girls aged 11 to 18, was founded in 1878 by the Reverend Canon Francis Holland. It has been located in its present accommodation in Ivor Place, London, since 1915. The school is governed by the Francis Holland Schools Trust, which is also responsible for the sister school, which was founded in 1881 and is located close to Sloane Square, London.
- 1.2 The school has an Anglican tradition and foundation, but welcomes pupils from all cultures and traditions. Assemblies, church services and school concerts are held in St Cyprian's Church. Refurbishment and expansion since the previous inspection has provided for modernisation of the physics laboratories, an additional art studio, four new classrooms and a new performance area.
- 1.3 The school aims to provide a broad and balanced academic education, enabling pupils to develop self-confidence and extend their skills and talents across a range of different areas. It sees its religious foundation as providing a moral basis for its work, assisting pupils to develop their personal values within a friendly and supportive environment. The school expects pupils to play a part in the life of the school community, according to their individual strengths and interests, at the same time fulfilling their individual potential.
- 1.4 There are currently 464 pupils on roll, of whom 104 are in the sixth form (Years 12 and 13). Entry to the school is by examination and interview, together with a reference from the pupil's current school. The ability profile is above the national average.
- 1.5 Pupils come from central London and the surrounding boroughs. A few pupils are from minority ethnic groups. No pupil has a statement of special educational needs. Sixty-eight pupils have been identified by the school as having special educational needs and/or disabilities (SEND).
- 1.6 National Curriculum nomenclature is used throughout this report to refer to year groups in the school. The year group nomenclature used by the school and its National Curriculum (NC) equivalence are shown in the following tables.

School	NC name
Thirds	Year 7
Lower Fourth	Year 8
Upper Fourth	Year 9
Lower Fifth	Year 10
Upper Fifth	Year 11
Lower Sixth	Year 12
Upper Sixth	Year 13

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 The quality of the pupils' achievements is excellent and the school is extremely successful in fulfilling its aims. It develops in pupils a self confidence to extend their skills and talents across a range of different areas and to fulfil their academic potential. Pupils' attitudes to learning are exemplary. They respond eagerly to the high-quality teaching and support they receive. They make rapid and sustained progress over a wide range of subjects and activities. The pupils' attainment at GCSE and at A-level is excellent, well above the national average for girls in maintained schools. Almost all pupils proceed to their preferred university. Pupils' sporting achievement is high. They excel in service to communities beyond the school. The curriculum is enriched significantly by a strong range of additional activities, assuring pupils of excitement and fun in learning.
- 2.2 Pupils' personal development is excellent. The school's intention to be 'academic and kind' and its aim of assisting pupils to develop their personal values within a friendly and supportive environment are exemplified fully at every turn. The first-class relationships between staff and pupils contribute significantly to pupils' confidence and eagerness to enter the adult world. Pupils play a full part in the life of the community and engage eagerly with the excellent pastoral support provided for them at school. Pupils also support each other kindly and they readily share concerns and successes. Excellent standards of welfare, health and safety ensure the well-being and security of every pupil. In their responses to the pre-inspection questionnaire, pupils showed great support for the school.
- 2.3 Excellent leadership and management at all levels have assured the high quality of pupils' academic achievements and personal development. Leaders and managers are highly successful in establishing and sustaining the unique character of the school. They hold dear its religious foundation in providing a moral base for pupils, but fully welcome families of any or no faith. The school is supported by good governance, although there are plans for a change of chair of Governors at the end of this academic year. Governors promote and monitor the school diligently. They ensure that the very best use is made of the school space and that all regulatory requirements are met. Links with parents, carers and guardians are excellent. Parents responding to the pre-inspection questionnaire showed great enthusiasm and appreciation for the school's work.

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. Develop pupils' own contributions to the assessment of their work and progress.
2. Refine the sharing and use of pupils' learning targets, with pupils and parents.

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 Achievement has improved since the previous inspection. Pupils are very well educated. The school amply fulfils its aim of developing each pupil's potential as fully as possible. Pupils throughout the school are extremely keen and enthusiastic about their studies, both inside and outside the classroom. They delight in their learning. Pupils of all ages and in all subjects demonstrate excellent knowledge, understanding and skills across the curriculum.
- 3.3 The pupils are confident learners. They work well independently and in groups, encouraging and praising each other particularly well. Their written work is well organised and well presented. They engage keenly in their lessons and they respond well to the challenging questions teachers ask, and offer many themselves. They listen attentively to each other's ideas. They express their own ideas fluently and effectively orally, in their written work and in frequent presentations to others. Their skills in applying mathematical and literary skills, as well as their ability to think logically and argue cogently, are highly developed. Their skills range from collaborative learning in science practical classes to individual creativity of the highest standard in aesthetic subjects. Almost all pupils proceed to their first choice of university.
- 3.4 Pupils' achievement in the very wide range of extra-curricular activities and competitions is excellent, including individual participation in the Royal Academy Summer Exhibition and the National Youth Choir of Great Britain. Recent achievement in sports include membership of county teams in netball, hockey and swimming. Pupils show commitment and enthusiasm in all their activities, including cheerleading, Mandarin, and the Duke of Edinburgh's Award scheme, in which several gold, silver and bronze awards are gained each year.
- 3.5 Achievement in public examinations is excellent. The following analysis uses the national data for the years from 2010 to 2012. These are the three most recent years for which comparative statistics are currently available. The pupils' attainment at GCSE and at A-level is excellent, well above the national average for girls in maintained schools and above the national average for girls in maintained selective schools. These high levels of attainment improved further in 2013 with over 80% of grades at A* and A at GCSE and almost two thirds A* and A at A-level.
- 3.6 Analysis of nationally standardised measures of examination performance and evidence from inspection, including lesson observation, discussions with pupils and examination of their work, indicate that pupils' progress at all levels is excellent, high in relation to the average for pupils of similar abilities. Pupils with SEND and those with EAL progress as well as their peers, assisted carefully and thoroughly by specialist support within the school. The most able are clearly identified and successfully tackle more challenging tasks and a wide variety of academic extension programmes throughout the school.

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

- 3.7 The contribution of curricular and extra-curricular provision is excellent.
- 3.8 The curriculum is both challenging and inspiring for pupils of all ages and abilities, enabling them to develop knowledge, skills and understanding to fit them fully for their futures. Individual needs are assessed on entry and key information is passed on to members of staff. Improvements since the previous inspection have led to the excellent, bespoke programme now evident, which is fitted to the needs of the individual, whether they have SEND, EAL or are among the more able, gifted or talented.
- 3.9 All the required subjects are covered from Year 7. Above Year 9, the broad curriculum is enhanced by the International General Certificate of Secondary Education work. This is offered in English language and literature, mathematics and geography, presenting challenges of a high order. The very strong core of compulsory study promotes speaking and listening, literacy and numeracy, and scientific, technological, physical and creative pursuits. It is supported by an excellent range of subject choices available for GCSE. Linguistic choices include several modern and classical languages. Humanities and aesthetic choices complement a compulsory physical education element which covers an excellent range of sports, both individual and team. Good use is made of the well-equipped gymnasium, the swimming pool and local facilities nearby. Information communication technology (ICT) facilities have been improved since the previous inspection. The school intranet further enhances opportunities for study both in school and at home. The library is frequently used by pupils to provide good support for both independent and collaborative learning.
- 3.10 The programme for personal, social and health education covers an excellent range of topics, challenging pupils and developing a very strong set of values in support of their excellent personal development.
- 3.11 In the sixth form, pupils are offered an excellent range of subjects to supplement the core programme of general studies and physical education. Courses in critical thinking and the Extended Project work challenges the most able students. Careers guidance is excellent and includes Young Enterprise schemes, as well as work experience. Pupils receive personalised help and support when considering subject choices for both GCSE and A levels as well as for career choices and university applications.
- 3.12 A strong and comprehensive range of extra-curricular activities plays a full part in enabling the school to meet its aims to develop each pupil's potential to a high degree. In the responses to the pre-inspection questionnaire, parents expressed high levels of satisfaction with the extra-curricular opportunities available to the pupils. The wide range of activities, including fencing, chess; British sign language and water polo enables the engagement of all pupils. Older pupils have many opportunities to lead activities themselves under the supervision of staff, enabling them to exercise and develop high-quality leadership skills. Sixth form pupils undertake service in local primary schools and hospitals, contributing very well to the local community. Pupils of all ages are offered a broad range of trips such as the annual school skiing trip, and a sports trip to Malaysia currently being planned.

3.(c) The contribution of teaching

- 3.13 The quality of teaching is excellent.
- 3.14 Teaching is highly effective in promoting the learning and progress of all pupils, whatever their talents and abilities. It fully supports the aims of the school. Its impact is clearly evident in pupils' excellent achievement.
- 3.15 Teaching is expertly planned to enable pupils to work with confidence and to develop their own ideas. Teachers provide excellent individual support both in class and in the many 'subject clinics'.
- 3.16 Teachers establish excellent relationships with their pupils who respond with excellent learning attitudes, clearly enjoying their lessons. The lively pace of most teaching keeps all pupils keenly engaged. Teachers have high expectations, some making good use of open questions to allow pupils to explore their own responses and to discuss ideas. Often, the open dialogue between teacher and pupils, and between pupils, allows pupils to reflect independently and collaboratively on what they are learning, fulfilling a recommendation of the previous inspection and a priority of the school's current development plan.
- 3.17 Most of the teachers have outstanding subject knowledge and many use it exceptionally well to provide clear explanations and to inspire pupils to wide discussion and cogent argument. Examples of this were observed, for instance, in the teaching of GCSE geography and A-level English, physics, ancient Greek and Latin. Time is often managed superbly well, offering a mix of activity to appeal to pupils with differing preferred learning styles and including good use of literacy and numeracy in a range of subjects. Resources are used well to support learning. Classrooms are well equipped with ICT resources, which some teachers use effectively for illustration and to provide the basis for note-taking.
- 3.18 In their responses to the pre-inspection questionnaire a very small minority of pupils indicated that they felt homework did not help their learning. In interviews all pupils spoken to said they find the regular discussion of homework in class extremely helpful and constructive.
- 3.19 Support by subject teachers for pupils identified with SEND is good, fostering their interest and independence. Communication between subject teachers and learning enhancement staff is also good in its quality and frequency. Teachers take opportunities in class to extend and challenge more able pupils by differentiated tasks and questions, but pupils' learning targets are not shared fully with pupils of any ability, including for those with SEND.
- 3.20 Since the previous inspection the school has implemented much stronger assessment and marking policies, in response to a recommendation. As a result, assessment and marking are now good with some excellent elements. The best written marking, for instance in English and physics, offers excellent detail that leads learning forward. Pupils are given some opportunity to evaluate their own work systematically in some departments, helping them to understand their own strengths and areas to develop. For example, in a sixth form history lesson informed marking of each others' work against a thoroughly understood mark scheme proved highly effective. Pupils report that they find this an effective way of improving their progress by reinforcing learning and encouraging them to reflect and learn for themselves. However, this involvement of pupils in assessment of their work is not consistent across the school.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

- 4.1 The pupils' spiritual, moral, social and cultural development is excellent.
- 4.2 The school meets its pastoral aims exceptionally well, improving on this aspect since the previous inspection. Consequently, pupils have a very well-developed sense of self-worth; they are thoroughly reflective and sharply self-aware. They see that the ethos of the school is underpinned by the principles of its founder, and show an informed understanding and acceptance of his and other faiths. They learn to appreciate the value of the non-material aspects of life. They appreciate the spiritual benefits of playing instruments and singing in choirs. Their very strong spiritual awareness is further demonstrated by their high-quality, imaginative artwork, on display around the school.
- 4.3 Pupils develop a very strong moral awareness and a keen sense of right and wrong. Their behaviour is excellent. They discuss moral issues with astute maturity. They respond thoughtfully to a wide range of issues such as drug and alcohol abuse, and climate change. They demonstrate broad understanding of moral issues and are able to shape their judgements in response to talks given by outside speakers. A strong sense of community spirit is evident, and pupils demonstrate a keen awareness of, and a generosity of spirit towards, the needs of those less fortunate than themselves. This is reflected in the extent of their charitable fundraising and activities. For example, 'Summer Camp' a well-established charitable partnership between the school and local authority involves Year 11 and sixth form pupils organising and participating in an annual holiday for children who are looked after by the local authority and brings enormous benefits to pupils' awareness of their moral duties to society.
- 4.4 Pupils' social development is excellent. They are confident and articulate and are very supportive of each other. Senior pupils are excellent role models. They enthusiastically embrace the opportunities for leadership, serving effectively, for example, as prefects. Through the *Friendly Sixth Formers' Scheme*, they act as highly supportive mentors to younger pupils. Pupils also help to run many of the clubs such as the Year 11 Discussion Group, which was heard passionately debating the issue of feminism, during the inspection. Many pupils undertake work in the community, helping the elderly for example, which greatly enhances their social awareness and personal development. Through discussions in lessons and in assemblies, and the school council activities, pupils develop a good knowledge and understanding of British democracy, values and institutions.
- 4.5 Pupils' cultural development is excellent. They respect and value the cultures of the different nationalities represented in the school. Pupils take advantage of the opportunities to perform in concerts and plays that show their understanding of a range of different cultures. Further cultural enrichment is provided by visits to art galleries and museums. The many residential trips abroad, such as the classics trip to Sicily and the history of art visit to New York, also contribute significantly to their personal and cultural awareness and development.
- 4.6 By the time they leave the school, pupils' level of personal development is of a very high standard.

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

- 4.7 The contribution of arrangements for pastoral care is excellent
- 4.8 The school fully fulfils its aim of providing pupils with a friendly and supportive environment. Support and guidance is excellent from the start. It includes a visit to each pupil's Year 6 classroom in their previous school as part of the transition process. Heads of year work closely with form tutors and deputy form tutors, under the direction of senior leaders, to provide extremely effective pastoral support. A unified approach and a sense of collective responsibility for pastoral care from all staff are evident. This is supported by excellent record keeping, regular review meetings and access on site to a dedicated counsellor.
- 4.9 The friendly, mutually supportive relationships among the pupils are mirrored by the warm and respectful relationships formed with staff. These enable pupils to grow rapidly in personal maturity and responsibility. A very small number of parents and pupils indicated a concern with regard to how bullying is dealt with. A thorough analysis of school systems and records found that the school has robust policies in place that promote good behaviour well and safeguard against bullying. Pupils interviewed indicated that the school deals very promptly, fairly and sympathetically with the rare incidents that arise.
- 4.10 The school promotes the importance of a healthy life style. All pupils engage in regular physical activity and utilisation of available space and nearby parkland is excellent. The attractive, well balanced, nutritious meals encourage and endorse healthy eating habits.
- 4.11 The school has clear and comprehensive plans to improve educational access for pupils with SEND.
- 4.12 In their responses to the pre-inspection questionnaire, a small minority of pupils indicated that they felt that their views are not listened to or responded to. The pupils with whom this was discussed felt that they have many opportunities to express their opinions and views. Inspectors judged that the school listens and acts, and has put in place many of the proposals suggested by pupils.

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

- 4.13 The contribution of arrangements for welfare, health and safety is excellent.
- 4.14 The school has highly effective procedures in place to safeguard the welfare of pupils and to keep them safe and secure. Policy documents and risk assessments are regularly revised and well implemented. All new staff receive thorough induction training, which includes child protection. This is updated annually, for all staff, and is strong and extensive. Those designated to lead child protection are trained to a higher level. Links between the school and local welfare agencies are excellent. Safeguarding policies and monitoring have regard to official guidance.
- 4.15 Risk from fire and other hazards have been prudently assessed and minimised. Regular fire drills are carried out to ensure the safety of pupils, staff and visitors. All members of staff have received appropriate fire awareness training. Designated staff are specialist trained.
- 4.16 A large proportion of staff and pupils are trained in first aid. An effective structure is in place to deal with pupils who are ill or injured including a well-organised accident

file. Procedures are adapted, where necessary, to meet the requirements of pupils with SEND. A supervised, suitable medical room is available if necessary. First aid kits are strategically placed and maintained throughout the school, and taken on school trips and to off-site activities. Facilities on and off-site are suitably assessed for all envisaged risks.

- 4.17 All admission and attendance registers and records are maintained and stored appropriately. Unexplained absences are followed up very promptly.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is good.
- 5.2 All governors help ensure that the school is highly successful in meeting its aims. They ensure effective oversight of all areas of the school, discharging responsibilities well for standards, and investment in staff and resources. Financial oversight is thorough and its effectiveness is demonstrated in the development of additional space, finished since the previous inspection, considerably enhancing facilities for performing arts and providing extra classrooms.
- 5.3 Governors provide rigorous challenge to the school leadership in monitoring all its work. Their good contribution to the school's development planning involves regular 'away days'. Governors familiarise themselves with the daily life of the school through planned visits. Regular meetings and effective reporting mechanisms keep them well informed, ensuring they have the information necessary to provide good support. Governors carry out regular appraisal of the head's work.
- 5.4 Governors ensure there are rigorous procedures in place for fulfilling their responsibilities for health and safety, for the management of risk and for safeguarding and child protection, including the regular and thorough monitoring and annual review, by the whole governing body, of the necessary policies and their implementation.
- 5.5 Many governors are long-standing and this ensures careful guardianship of the school's values. This year, excellent work is evident in redrawing committees, administrative and communications structures. These are now set to make governance more rigorous and effective. However, there have been several changes of chair in recent years and the position is currently held on a temporary basis.

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

- 5.6 The quality of leadership and management is excellent.
- 5.7 The school's leaders and managers, at all levels, are extremely well focused on fulfilling the school's aims and ensuring that each pupil achieves her potential in a friendly supportive environment. The current very strong performance of the school is due largely to leaders' long-established expertise in relentlessly pursuing excellence. This has improved many aspects of the school since the previous inspection, including teaching and pupils' achievement. A strong ethos that aims for perfection, and which is expressed in slogans such as 'academic and kind' and 'excellence for every pupil, every lesson, every day', permeates all that the school does.
- 5.8 Leaders have a clear vision for the educational direction of the school, which they share with the governors and all staff including those who carry out so effectively their administrative, maintenance or catering roles. Management structures are very clear. Monitoring and review are strong in all areas and best practice is praised and shared. Progress on the recommendations of the previous inspection has been

marked. Development planning has improved, as have marking and assessment. However, the marking policy lacks sufficient clarity and target setting is at a development stage. These factors contribute to a slight inconsistency of practice across the school.

- 5.9 The school's leaders consult widely and they listen attentively and, therefore, know very well the school's strengths and areas for development. Data analysis is used effectively as a diagnostic tool to support learning. Each member of staff with allocated responsibility contributes fully in ensuring the highest standards in their aspect of school life. A strong sense of shared engagement and participation pervades. All the staff and governors are involved in whole school development which has well-focused, accurate priorities.
- 5.10 The school is successful in attracting, retaining and developing high quality staff. All have thorough training in child protection, welfare, health and safety and managers carefully ensure that all safeguarding procedures are in place. All required checks on governors, staff and volunteers are carried out and suitable records are maintained.
- 5.11 Links with parents are excellent. In their responses to the pre-inspection questionnaire, the great majority of parents expressed consistently high levels of satisfaction across all areas of the school's provision and education. Inspection findings supported these opinions.
- 5.12 Parents have many opportunities to be involved in the work and progress of their children. Full reports are written twice a year, with a shorter 'assessment sheet' sent out annually. Annual parents' meetings are provided. Reports are useful, informing parents about the curriculum covered and pupils' progress. However, pupils' learning targets are not routinely shared with parents, even for those identified with SEND, and this potentially limits pupils' home support for their learning. Relationships with parents are otherwise very highly constructive.
- 5.13 Communication with parents is effective. Parents can e-mail staff if necessary. Attendance at concerts, plays and sports events is warmly encouraged. Parents are actively involved in careers guidance, visiting the school to talk about their own professions. They also offer opportunities for work experience to pupils. There is an active parents' association, which organises lively social and fund-raising events for the whole school. The 'Welcome Social' with staff and new parents at the beginning of the academic year is particularly popular.
- 5.14 The parents' handbook gives a wide range of helpful practical information. The website includes a wealth of information about the school's daily life and pupils' successes, as well as providing an easy means for parents to access school policies. Regular, informative newsletters and use of texts and e-mail enhance communications.
- 5.15 The school handles parents' occasional informal concerns well and these are carefully recorded. The written procedure for official complaints is thorough, but has not been needed.

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