



**British School
Overseas**
Inspected by Penta International

Inspection report

Park House English School Doha Qatar

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1. Purpose and scope of the inspection

The Department for Education has put in place a voluntary scheme for the inspection of British schools overseas, whereby schools are inspected against a common set of standards that British schools overseas can choose to adopt.

The inspection and this report follow the Department for Education (DFE) schedule for the inspection of British Schools overseas.

The purpose of the inspection is to provide information to parents, teachers, senior managers and the school's management on the overall effectiveness of the school, the standard of education it provides and its compatibility with independent schools in the United Kingdom.

The inspection and report will cover the key areas of quality of the curriculum; quality of teaching and learning; the spiritual, moral, social and cultural development of students; their welfare, health and safety; the suitability of the proprietor and staff; the school's premises and accommodation (including boarding); and the school's complaints procedures. An essential part of the inspection is considering the extent to which the British character of the school is evident in its ethos, curriculum, teaching and care for students and students' achievements.

This inspection was completed by Penta International. Penta International is approved by the British Government for the purpose of inspecting schools overseas. As one of the leading inspection providers, Penta International reports to the English Department for Education (DFE) on the extent to which schools meet the standards for British Schools Overseas.

During the inspection visit, 73 full or part- lessons were observed by inspectors. School documentation and policies were analysed and data reviewed. Students' workbooks were scrutinised, and discussions were held with the senior staff, the management team, a range of teachers, representatives of the parents and groups of students. Three school days were monitored.

The lead inspector was Colin Dyson. The team members were John Cranfield, Ann Gurnett, Alistair Hannay and Alison Stevens.

2. Compliance with regulatory requirements

During this inspection, the school demonstrated that it meets the standards for British Schools Overseas. This judgement is endorsed by the British Government, quality assured by the Office for Standards in Education (Ofsted) and is currently valid for a period of three years.

3. Overall effectiveness of the school

Park House English School is a good school. It provides a high quality of education and care for its students. The quality of learning, teaching and leadership is good. The students, parents and staff are passionate supporters of the school.

3.1 What the school does well

There are many strengths. They include:

- The vision of the owner to create a school of excellence, drives the school development plan effectively.
- The most successful lessons were clearly planned and delivered, demonstrating secure and enthusiastic subject knowledge. In the best lessons, teachers used a range of questioning skills, differentiation, and appropriate challenge. In addition, they provided opportunities for students to develop as independent learners.
- Teachers and support staff provide a high level of care and guidance to all students, helping to create a positive atmosphere that celebrates each individual's achievements.
- Appropriate policies and procedures regarding the health and safety and well-being of students are in place.
- The quality of the environment supports and motivates students in their learning.
- Administration and ancillary staff are highly effective in supporting the smooth running of the school.
- The positive relationships with the local community enhance the school's role and standing.
- The openness of the school to form relationships with other countries has enabled students to participate in an exciting range of experiences.
- The school is held in high regard by parents. The students are proud to be members of the school community and value the opportunities it provides.
- The students' behaviour, attitudes and quality of relationships are exemplary.

3.2 Points for improvement

While not required by regulations, the school might wish to consider the following points for development:

- Raise overall standards of teaching to match that of the best, by ensuring consistency in:
 - planning
 - assessment for learning strategies
 - appropriate and effective differentiation
- Enrich the provision of ICT to improve further students' learning.
- Equip middle managers with the appropriate knowledge and skills to implement a robust performance management system.

4. The context of the school

Park House English School was founded in 1994 as a private co-educational 3-18 school. There are approximately 1,000 students on role, representing over 60 nationalities. All teaching staff are fully qualified with the great majority UK-trained. The school broadly follows the National Curriculum for England from Early Years through to Key Stage 5.

Within the primary curriculum, topics from the IPC (International Primary Curriculum) are also covered. At Key Stage 3, students follow a common curriculum comparable to the UK, adapted to meet local requirements. This leads to IGCSE examinations at Key Stage 4 and GCE (General Certificate of Education) examinations at Key Stage 5.

Arabic is taught to native speakers. Approximately 60% of students are English as second language speakers.

The school has identified the following barriers to learning:

- Control by the Supreme Education Council (SEC) over setting of school fees.
- The impact on the time available for the delivery of the English National Curriculum for Qatari and Arab nationals who are also required to follow courses in the Arabic Language, Islamic Studies and Qatar History. SEC require that these subjects are taught during curriculum time.

The school received a Qatar National Schools Accreditation (QNSA) Candidacy Visit in December 2011. The outcome of the inspection, comprising analysis of documentation and lesson observation, was highly positive for the school.

4.1 British nature of the school

The British nature of the school is clear. The proprietor and leaders adopt the best practice from the UK, and keep a close eye on relevant developments from the DfE. There are many illustrations of this:

- The school buildings and design are as would be expected of a British School, as is the layout of the classrooms and the specialist teaching areas.
- Public examinations are taken at IGCSE and Advanced Level
- The web site promotes the values and ethos of a British style education
- The House system actively encourages participation and competition in a variety of events.
- The school is organized according to the structures used in English schools.
- The Head Boy and Head Girl, prefects and house captains, sports leaders and membership of the library committee contribute towards the 'feel' of 'Britishness'.
- As well as fully implementing the curriculum for England and Wales, modified to take into account local requirement, assessments are also based on national standards from the UK.
- The importance of extra-curricular provision, including and clubs and activities, are in line with British practice.
- Texts, materials, educational equipment and software are UK sourced.
- Classroom management, displays of work, three term year and age related year groups contribute to giving a British feel to the school.
- Interviews with parents, suggested they appreciated the high quality of education delivered at Park House English School.
- The school is an active member of the British Schools in the Middle East (BSME).

4. *Standard 1*

The quality of education provided by the school

The quality of education provided at Park House English School is good.

4.1 Curriculum

The curriculum provided is good.

Park House English School provides a broad and balanced curriculum supported by a wide range of extra-curricular activities. All aspects of the foreign country obligations are fulfilled in all key stages and the curriculum is contextualised.

The school provides a broad and balanced curriculum supported by a wide range of extra-curricular activities. Foreign country obligations are fulfilled in all key stages and the curriculum is contextualised well.

Students in nursery and reception follow the Early Years Foundation Stage Curriculum and the English National Curriculum, with additional topics from the International Primary Curriculum in the primary school. Differentiated activities and learning outcomes ensure all students can access and make effective progress across all subject areas, often with appropriate support. Students enjoy a rich and varied curriculum that encourages both creativity and the development of independent learners. Younger students gain an insightful understanding of their world through rich learning experiences in the local environment and activities that help them develop both independence and empathy for others.

The inclusion of Islamic Studies and Qatari History places some time constraints on curriculum coverage. A small number of non-Muslim students work independently in the secondary library during Arabic lessons when the Qur'an is being studied.

In the primary section of the school, first language Arabic speakers take Arabic language and all students in Years 5 and 6 take French. In the secondary section, students choose between Arabic and French as their modern foreign language. Students are set in mathematics throughout the school, and in English and science in secondary school.

In Key Stage 3, students study a range of subjects broadly in line with those taught in UK schools: English, mathematics, French or Arabic, science (biology, chemistry and physics), music, history, geography, information technology, art and design, and Physical Education (PE). All students in Key Stage 4 continue to study mathematics, English language and literature, biology, chemistry and physics and a non-examined PE course. In addition to this core, students can choose from: geography, history, French or Arabic, art and design, PE, business studies, economics, ICT and sociology. Most students will take 10 IGCSEs.

The school has identified provision for students who speak English as a second language, as a priority in the secondary section: it has already allocated additional time and introduced an accelerated reading scheme.

In Years 12 and 13, students follow a curriculum leading to a General Certificate of Education (GCE) at AS or A Level. Entry to Year 12 is dependent on satisfactory examination results at IGCSE. In Year 12, students generally take 4 subjects at AS level and continue with 3 at A-Level during Year 13. A wide range of subjects are offered, including biology, business studies, chemistry, economics, English literature, geography, history, applied ICT, mathematics, physics, PE and sociology.

The school consults stakeholders and is responsive to their requests for curriculum change/modification. Sociology was introduced 3 years ago and has developed into a successful subject area. Students interviewed stated they would like the opportunity to study subjects such as psychology and creative subjects such as design & technology at advanced level.

The school has correctly identified the embedding of ICT as a learning tool across the curriculum as a priority.

Whole school procedures are in place for curriculum monitoring and review. Subject leaders meet annually with the head of secondary in August/September to review examination results, and throughout the year on an on-going informal basis to discuss subject developments and issues. All departments produce a departmental handbook which is reviewed by the senior leaders. The head of secondary meets formally with key stage leaders approximately once a month and with subject leaders once a term.

A structured PSHE programme is delivered primarily through assemblies and form tutor sessions. In Key Stage 4, a dedicated staff team also deliver a timetabled one hour a week of study skills to prepare students better for the rigours of external examinations and further study, including reflecting on learning styles and the application of thinking skills. PSHE is also supported through the main curriculum, for example reproduction in the Year 9 Science syllabus.

The core curriculum is enriched by a range of other subject-based activities. The *Authors Abroad* scheme, for example, included a recent visit from international author Alan Gibbons. The school offers a wide range of extra-curricular activities including sport, music, dance, debating and overseas visits.

4.2 Teaching and assessment

Teaching and assessment at Park House are good: the proportion of top quality teaching is good.

In Early Years, the teaching is effective, with students making good progress in achieving the Early Learning Goals. The best lessons involve clearly defined learning intentions and focussed adult support.

In the primary section, most of the lessons observed were good or better. High expectations of behaviour, personal responsibility and achievement underpin most lessons. Many opportunities for the students, to apply their thinking skills, make decisions and select resources and materials, are evident. For example in a lesson on subtraction, students were given the opportunity to review their own work and those of others, comparing differing methodologies. In Year 4 literacy lesson, students were able to brainstorm various scenarios before writing their own stories.

In the least effective lessons, students' learning is restricted by an over-reliance on published schemes of work and the overuse of closed questioning. More able students were not challenged and the less able were not motivated.

Across Key Stage 2, there was evidence of effective collaborative work with talk partners supporting each other to complete the task to a high standard. Research topics from the International Primary Curriculum (IPC) with defined criteria were clearly displayed in class rooms and in the corridors. In lessons however, the use of learning objectives and success criteria was inconsistent. Lesson planning was also sometimes inconsistent in format and detail.

Good examples were seen of students applying self-assessment and peer assessment techniques, and demonstrating an increased responsibility for their learning. Whilst student work is frequently levelled against National Curriculum standards, the setting of targets and sharing ways of improving has yet to be fully embedded. Language support is available as appropriate for students with an Individual Education Plan (IEP).

Nearly all lessons in the senior section were good or better. The best lessons were characterised by high expectations, pace and energy. In these, students were stimulated by active involvement in their learning and enthusiastic teachers. They were eager to learn, and teachers provided appropriate levels of challenge. Effective questioning techniques facilitated higher order thinking skills. There was a good level of interaction between the teachers and students. Teachers promoted independent learning: students' contributions were valued and praised. Learning was enhanced through paired activities and group work.

In a particularly effective Year 11 mathematics lesson, students worked in groups to revise angle theory by completing a treasure hunt with clues both inside and outside the

classroom. Learning objectives were made explicit at the start and referenced and reviewed during the session. In another very good Year 11 mathematics lesson, students worked individually and collaboratively in constantly changing small groups to answer a series of exam questions. The teacher used a published mark scheme to coach students on skills and technical accuracy. There was a real 'buzz' of learning, as students coached each other to improve.

Where activities were mainly teacher-led or did not sufficiently challenge students learning was less effective. In a less than satisfactory Year 7 lesson, one student or the teacher read for long periods of time whilst everyone else listened. A few students lost interest.

Students have some understanding of peer- and self-assessment methods, and in some lessons there was effective oral feedback. In a Year 10 Geography lesson on alternative coursework, detailed and specific feedback was given on the technique of using isolines and how to answer related exam questions. However, the effective use of assessment for learning strategies is inconsistent across the school.

The quality of planning is inconsistent across the school and in some areas is of a poor quality. Detailed lesson plans were the exception rather than the rule. The whole school teaching and learning policy is not well reflected in some departmental policies. For example, the use of ICT across the curriculum is not consistently planned for, nor embedded well in any key stage.

In all lessons, students' attitude and behaviour were outstanding, reflecting quality of relationships between staff and students.

The quality of displays across the school is excellent. It ranges from a variety of samples of student work to celebrations of events such as World Environment Day, information about overseas trips and reference materials about organisations such as the United Nations.

4.3 Standards achieved by students

Standards are good.

In the Early Years, the school has implemented rigorous processes for the monitoring and assessing of children's progress against the Early Learning Goals. Most children have made good or better progress and have achieved many of the goals before they start Reception. Teachers observe and record students' progress effectively as they work and play. Regular meetings between staff focus on the evaluation of achievement evidence.

Throughout Key Stage 1, a suitable range of assessment data is collected to provide progress data for reading, literacy, numeracy and personal development. SATs results show higher levels of achievement than national expectations. No children were below the expected levels in mathematics and only 4% achieved below Level 2 in writing. Some 39% of children obtained a Level 3 in mathematics, above UK expectations, and 16% in writing.

Optional SATs are conducted at the end of Years 3, 4 and 5 which enables the school to monitor students' progress closely throughout the key stage. End of Key Stage SATs results compare favourably with the UK. In 2012, 88% of students achieved a Level 4 or higher, compared to 85% in the UK. The figures for mathematics are 92% and 84% respectively.

Throughout Key Stages 1 and 2, the school has implemented a range of formative assessment strategies which are analysed and used to inform teaching strategies and identify areas for intervention and support.

The data on student progress is monitored effectively with the aim of raising standards through high quality teaching and assessment. The leaders and managers regularly monitor students' progress, observe lessons and give informative feedback to teachers on the success of lessons and advice on how learning may be improved.

At the end of Key Stage 3, all students sit Cambridge Checkpoint examinations in English, Mathematics and Science. Whilst students achieved high standards over the last three years in maths and science, the school has identified that results in English in 2012 were only average, compared to the high standards of the previous two years.

The quality of student tracking across Key Stage 3 is variable, comprising a mixture of grades and levels. Best practice was observed in the English department where NC curriculum levels and sub-levels are shared with students to ensure they are aware of their attainment, progress and next steps. This was reinforced through diagnostic marking of key pieces of work.

Progress in Key Stage 4 is good and overall standards reached in IGCSEs compare favourably with international standards. In 2012, 90% of Park House students achieved 5 or more A*-C grades, including English and mathematics compared to 59% in the UK. The percentage of students achieving A*/A grade had risen from 20% in 2009 to 36% in 2012. A number of

students have received Outstanding Achiever Awards from CIE, for being the best in Qatar in a subject area. A student from the school achieved a 'Top in the World' for IGCSE PE.

Good progress in maintained during Key Stage 5. Some 91% of students in 2012 achieved A* to C grades at AS level. This is an increase from 80% in 2009. At A level 100% of candidates achieved A* to E grades. This is an increase from 86% in 2009. The percentage of students achieving the top grades A*/A has increased from 14% in 2009 to 25% in 2012, comparable to UK standards.

Throughout the secondary phase, students' progress is monitored by subject teachers. Targets are set and adjusted in the light of monitoring. External assessments at the end of Key Stages 4 and 5 and Cambridge Check Points at the end of Year 9, provide the school with a great deal of comparative data. Whilst the school uses the data effectively to monitor individual student performance, the data is not used strategically to evaluate the progress of key groups of students, or the work of departments or individual teachers. Robust baseline data is not consistently available, limiting the opportunity to highlight value-added.

Scrutiny of students' books across primary and secondary sections shows some inconsistency in marking. Most work is acknowledged, sometimes with a grade. In the secondary section, it rarely (with the exception of secondary English) includes comments for improvement. In the most effective practice, students are given clear guidance on how to set out work, how successful they have been in meeting learning objectives and what they need to improve. The absence of a whole school marking and assessment policy is a missed opportunity to ensure quality and consistency across the school.

6. *Standard 2*

The spiritual, moral, social and cultural development of pupils

The spiritual, moral, social and cultural development of the students are good: it is a key strength of the school.

Across the whole school, children and students increasingly acquire an understanding of citizenship in relation to social issues and values such as tolerance, democracy, freedom of expression and other human rights. This is done carefully and sensitively, and in a manner that recognises the local context.

In the primary school, students in lessons, participate eagerly in question and answer sessions. They are respectful towards staff and towards each other. Nearly all students are involved in school life beyond the classroom, taking an active interest in participation in choirs, concerts, sporting activities and assemblies. Opportunities are provided for students to use their initiative and demonstrate responsibility. In the primary section, the Head Boy, Head Girl, prefects and house captains are appointed by staff. In the secondary section, students and staff are involved in the selection process.

The school has a code of conduct which details what is expected from students. They clearly know right from wrong. Throughout the school, students are well motivated and keen to learn. Nearly all students are well behaved in lessons and as they move around the school. From nursery to Key Stage 5, students behave appropriately at break time.

Students are proud of their own achievements but more importantly, they clearly are proud to share in the achievements of their peers. This was evident in nearly all lessons throughout the school. Students in the secondary and primary school worked co-operatively and collaboratively with one another, when given the opportunity.

The PSHE programme provides opportunities for personal growth. Care and concern for others extends beyond the school: last year and during the current year, students raised a substantial amount of money for charity. Students are friendly and welcoming to visitors and they are very happy to talk about their school, their work and their interests. Focus group of students who were interviewed, were confident, self-assured, courteous and polite. The Key Stage 5 students had high aspirations for their future.

7. Standard 3

The welfare, health and safety of the students

The welfare, health and safety of students throughout Park House are good.

Students' learning, attitudes and behaviour are good or better throughout the school. The satisfaction feedback from parents in the primary school reports 94% satisfaction and last year's SEC Evaluation Institute reported that 88% of pupils were generally satisfied with their education and experience at Park House School. Interviews with students across the school indicated that they are proud of their school and the opportunities it offers.

In school lessons, students participate eagerly in question and answer sessions. They are respectful towards staff and towards each other. Nearly all students are involved in school life beyond the classroom, taking an active interest in participation in choirs, concerts, sporting activities and assemblies. Opportunities are provided for students to use their initiative and demonstrate responsibility. In the Primary section, the Head Boy, Head Girl, prefects and house captains are appointed by staff. In the secondary section, students and staff are involved in the selection process.

The school has a code of conduct which details what is expected from students. Throughout the school, students are well motivated and keen to learn. Nearly all students are well behaved in lessons and as they move around the school. From nursery to Key Stage 5, students behave appropriately at break time. In a few instances where classroom behaviour was inappropriate it was generally a response to poor classroom management.

Although a large number of students share a relatively small space, putting pressure on the playground, the school has staggered break times to ease potential congestion. None of the students interviewed could remember any major incident of bullying although a few reported some low level incidents. Some concern was expressed by students of incidences of 'cyber-bullying.' The school is aware of this and has taken steps to counter this. Pupils universally stated that they felt safe and secure.

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The school encourages responsibility and provides opportunities for students to show initiative.

School representatives are elected by their peers and the student council in the secondary school meets regularly. Representatives feedback to their form groups after the meetings.

Attendance throughout the school is good. Robust procedures are in place to monitor attendance and punctuality. Traffic congestion on the main highways, and around the immediate vicinity of the school, have a negative impact on punctuality.

Students are well-prepared for future learning at each transition point. The use of tracking systems in both primary and secondary has been developed over a number of years and continues to be refined to ensure it remains fit for purpose. Towards the end of each academic year, the school plans an open day for students new to Nursery and Reception to have a taster day before joining the following session. Early on in the new term, all parents of Early Years children are invited to meet with key staff and in the primary school, all parents are invited to 'meet the teacher' on one afternoon.

The school plans a limited range of specific transition activities from Key Stage 1 to Key Stage 2; continuity is provided in terms of similar expectations and teaching and learning methodologies. Towards the end of the academic year, all primary classes are timetabled to meet with their new class teacher for the following year. During induction week, individual student's behaviour and academic records are transferred between teachers.

Prior to transfer into the secondary section, all year 6 students spend a day in the school to meet staff and familiarise themselves with the building and teacher expectations. Effective cross school links with Key Stage 3 teachers, secondary Heads of department and year 6 teachers ensure a smooth transition. Details of year 6 pupils including SAT results are passed to the secondary department. Students new to the school are given a buddy and are looked after by current students. They are always met on the first day by the relevant Key Stage leader.

Transitions between Key Stage 3 and Key Stage 4 are supported by options talks and appropriate documentation. Subject teachers are on hand to brief students about new subjects, for example Economics, Business Studies and Sociology. Students are able to change options if they feel that the course chosen is inappropriate. Throughout transitions support is available from the form tutor, Key Stage leader and appropriate subject teacher.

During Key Stage 5, a UK-based specialised careers and higher education advisor is on hand to provide individual support for all students in terms of transition to university. Additional careers / university information is held in the Library. The Head of Sixth form is the first and frequently last port of call for support. Visits are arranged from a number of universities.

Alumni details are being compiled into a database so that students may contact past students for information and have a point of contact on arrival at the university. This is currently work in progress though details are kept of destinations of previous students and questions that are asked at interview.

8. *Standard 4* The suitability of the proprietor and staff

The proprietor ensures that the school meets all local requirements and is held in high esteem within the local community. The management of the school is appropriately delegated to the Headmaster and Senior Leadership Team. Policies and procedures are monitored by the proprietor but she does not interfere with the day to day management.

Staffing levels are good and all teaching staff have qualifications appropriate to their role.

Excellent financial and administrative management has enabled on-going improvements in accommodation and a substantial investment in resources. The school has identified that it needs to create innovative means by which the IT opportunities for all students can be enhanced. The effectiveness of the partnership between the Senior Leadership Team, proprietor and administrative staff makes a major contribution to the smooth and effective management of the school.

9. *Standard 5* The premises and accommodation

The premises and accommodation at Park House English School are good.

The site is well maintained and secure. Entrances are manned by Security Guards. Classrooms are equipped with resources independently accessed by the students. Displays reflect current curriculum topics and key words are generally displayed.

The external areas comprise an AstroTurf pitch, a basketball court, sand pit and play areas. The playground has shaded areas and Primary students are required to wear protective headwear when outside the shaded areas. Students in the Senior Department have requested further shading to increase socializing opportunities. The playground area is timetabled to maximize space and three breaks are arranged for Key Stage 1, Key Stage 2 and the senior section.

The site contains an administration block, auditorium, swimming pool, sports hall, two libraries, laboratories and specialist rooms. Classrooms are large and well maintained. Students are respectful of their environment. The Foundation Stage has a secure external area for inside and outside activities.

A nurse is on call throughout the school and responds to any student who feels unwell or is injured.

Although expansion opportunities are limited, the management is exploring a range of possibilities.

Staffing levels are appropriate to effectively deliver the curriculum. The majority of teachers are from the UK and their qualifications are confirmed by the Supreme Education Council before appointment. All staff are experienced and there is a collegiality of respect and trust. Teaching assistants support and contribute to the quality of education provided. The classroom resources provided by the school are adequate to meet the students' needs. However the lack of ICT provision is a missed opportunity to enrich the quality of teaching and student learning.

10. Standard 6

The provision of information for parents, carers and others

The provision of information for parents, carers and others is good.

The school mission and aims are clearly stated, and further prompted with *aide memoires* throughout the school. The school has highly effective partnerships with parents and has made links, where possible, with the local community. The majority of parents indicate high levels of satisfaction with the education provided and their child's experiences at the school.

There is a clear structure for parents' meetings and written reports. Parents are encouraged to attend a range of events within school. Formal parents' evenings are held twice a year. Consultation sessions allow teachers to meet with parents at short notice, where matters of concern arise throughout the year. Parents are able to meet with members of the management team at any time should they be available.

Parents are informed about forthcoming events via e-mail, supplemented by written documentation as appropriate. The prospectus provides a brief introduction to each section of the school and sets out clearly the school's mission statement. Year group target leaflets are sent home at the start of each year and at the start of each new module. A fortnightly newsletter celebrates what has been happening in the school. Parents receive three formal written reports per annum which detail grades for effort and attainment, with short statements indicating strengths and next steps. In all Key Stages, homework diaries provide parents with key information. Parents are invited into the school for curriculum information evenings.

An open day is held each year, enabling new Early Years pupils to experience the school prior to joining. There are many occasions for parents to attend events within the school, for example, sports days, concerts, plays, charity events and bake sales. A group of parents called the 'Park Rangers' are active in supporting the school throughout the year and involve themselves in supporting reading and assisting with swimming. Each year, the parents organise a Ball to which staff are invited.

In the senior school, parents receive a subject options booklet at the end of Year 9 which contains syllabus outlines and guidance for subject selection. Parents are also invited to an "options evening" as students transfer from Key Stage 3 to Key Stage 4; the same happens for the transition from Key Stage 4 to Key Stage 5. A UK-based careers advisor is available for specific advice regarding university admissions/tertiary education and keeps in contact via a monthly newsletter and social media.

11. *Standard 7*

The school's procedure for handling complaints

The school provides clear information about what should happen in the event of a complaint. A policy is in place detailing complaints procedures and parents are also made aware through details on the school web site. These procedures are in line with local requirements and best practice.

The leadership team operate an 'Open Door' policy to ensure all parents have easy access to senior staff: every morning, heads of school are seen standing in the playground every day talking to the children and their families. Parents reported feeling very confident regarding dealing with any issues they had.

12. *Standard 8*

The quality of provision for boarding

Not applicable.

13. *Standard 9* Leadership and management of the school

Park House English School is well led: leadership and management are good, and strengths of the school.

The school is well led and effectively managed. Senior leaders are resolute in ensuring staff are valued and provided with the opportunities to be successful in their teaching. Collectively they ensure there is a clear understanding of the school's vision for learning.

Through a well implemented self-evaluation process the school has developed an accurate understanding of its key strengths and areas for development aligned to its desire to create a school of excellence. The leadership team encourages the involvement of all staff in creating and implementing effective and innovative approaches. Providing middle leaders with the skills and knowledge to effectively monitor the work of their departments, as part of a robust whole school performance management policy is a key training need.

School effectiveness is enhanced through the implementation of a realistic evidence based school improvement plan that sets appropriate priorities based on clear lines of responsibility, time lines, costings and some effective monitoring of outcomes. This is highlighted by the developments implemented as a result of an agreed and monitored approach to behavioural management policies and practices

Whole school assessment systems and policies are in place, but each section and department devises its own way of implementing these and this leads to some inconsistency in the quality of outcomes.

Based on a track record of effective school improvement the Senior Leadership Team have introduced a range of positive strategies to further raise the quality of learning and teaching. Teachers have implemented a range of effective teaching strategies that in the best lessons encourage high levels of active learning.