

SCHOOL INSPECTION SERVICE

Independent professional inspection of schools affiliated to the Focus Learning Trust

INSPECTION REPORT

**INSPECTION CARRIED OUT ACCORDING TO SECTION 162A
OF THE EDUCATION ACT 2002**

REPORT REFERENCE NUMBER: SIS/162A/2006-7/02

Name of school:	Copsewood School
DfES number:	331/6027
FOCUS number:	305
Inspection team:	Lead Inspector: Mr Mike Thirkell Supporting Inspector: Mr Neville Grenyer Lay Inspector: Mr David Kilbey
Dates of inspection:	30 October – 2 November 2006

CONTENTS OF THE REPORT

Section A: Introduction and summary
Section B: Compliance with regulations for registration
Section C: The quality of the organisation and management

SCHOOL DETAILS

Name of school:	Copsewood School	
Address of the school:	168/170 Roland Avenue, Holbrooks, Coventry, CV6 4LX	
Telephone number:	02476 680680	
Fax number:	02476 686369	
Proprietor:	Copsewood Education Trust	
Name of Chief Executive Officer:	Mr Alistair Shedden	
Name of Senior Teacher:	Mr Kulwant Atkar	
DfES number:	331/6027	
FOCUS number:	305	
Type of school:	Independent school affiliated to the Focus Learning Trust	
Age range of pupils and students:	11 to 17	
Gender of pupils:	Male and female	
Total number on roll: (Full time)	Boys: 49	Girls: 44
Number of post-16 students:	Boys: 6	Girls: 13
Type of inspection:	Section 162A Inspection	
Inspection Team:	Lead Inspector:	Mr Mike Thirkell

Support Inspectors: Mr Neville Grenyer

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Lay Inspector: Mr David Kilbey

Dates of inspection: 30 October – 2 November 2006

Date of issue of this report: 30 November 2006

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PART A: INTRODUCTION AND SUMMARY

Purpose and scope of the inspection:

This inspection was carried out by the School Inspection Service (SIS) in accordance with Section 162(A)(1)(b) of the Education Act 2002, and it follows the inspection framework laid down by the Service and the Focus Learning Trust (FLT) and agreed with the Department for Education and Skills (DfES). It was conducted by two independent professional inspectors who looked at all aspects of the school's provision as required by the current regulations. The team was supplemented by the Co-ordinating Inspector of the SIS, who joined the team for one day. The professional inspectors were accompanied by a trained lay inspector who looked at agreed aspects of the regulations. The lay inspector also evaluated both the Trustees' stewardship of resources and the ethos of the school and reported on these in an internal report to the FLT; his findings are summarised in Section C of this document, but this section is not a statutory part of the inspection process.

During their time at the school, the inspection team talked to Trustees, the Chief Executive Officer (CEO), the Senior Teacher, members of the teaching staff and volunteers, and pupils and students. They also scrutinised paperwork, including pre-inspection questionnaires completed by parents and children, looked at a selection of pupils' and students' work, and spent two days observing the teaching and learning. The inspectors wish to place on record their thanks to everyone in the school for the warm welcome that they were given and for the opportunity for professional discussion at all levels.

Information about the school:

The school was established in 1993 by the Copsewood Education Trust as a tutorial centre for young people who were otherwise being educated by their parents. Today it is run as a Christian school providing education for boys and girls from 11 to 17 years of age. The school moved to its present premises during the school year 2003 to 2004, and in August 2003 it was registered by the DfES as an independent school with a special religious character. Copsewood School is affiliated to the FLT, which exists to provide '*direction, management, programmes and support*' to affiliated schools.

The school prospectus emphasises that it is the aim of the trustees and teachers of the school to provide '*every pupil with the opportunity to fulfil their educational aims*' and to provide them with '*the best possible opportunity to acquire knowledge and develop skills that will equip them for their future responsibilities*'.

During recent years the school has been subject to several amalgamations with similar schools formerly in Birmingham and Stafford. The most recent amalgamation took place at the beginning of the current academic year when pupils were joined by the pupils and students from the former Northfields school in Leamington Spa. There are currently 93 pupils and students studying at Copsewood School.

NOTE ON THE TERMINOLOGY USED IN THIS REPORT

Throughout this report the word 'pupil' is used to describe young people in Years 7 to 11. The word 'student' is used exclusively to describe those studying in Year 12 and beyond.

Summary of main findings:

Copsewood is a school which has come through a difficult period of re-organisation since it was established in its present form and which is now successfully meeting its aims. The Trustees are clearly focused on the need to improve further and the school is well advanced in its identification of development needs. The curriculum for pupils of compulsory school age follows most aspects of the National Curriculum (NC), although for pupils in Year 10 and Year 11 the opportunity for an aesthetic experience is reduced. Teachers are hard working and committed to supporting the pupils and students. The provision enables them to grow, develop and make academic progress. The school pays close attention to pupils' and students' welfare and is good at nurturing mutual support between them. They behave sensibly both in classrooms and around the school. They generally show care for one another, maturity in discussions with adults and sensitivity for the feelings of others.

What the school does well:

- 1 its teaching is very good and as a consequence pupils make good progress;
- 2 it successfully encourages pupils to behave well;
- 3 its concern for the welfare of pupils and students is a strength: they are well cared for by the school and each other, and they feel safe and secure;
- 4 it provides very effective support for pupils who have learning difficulties;
- 5 it has a strong citizenship programme; and,
- 6 it has established good systems for monitoring pupils' progress and is in the process of improving these still further.

What the school must do to comply with the regulations:

The school meets all regulatory requirements.

Next steps:

Although not a requirement, the school might like to consider the following points for development as it seeks to improve its provision:

- 1 continue to develop assessment and monitoring procedures;
- 2 improve the quality of reports so that parents are more aware of how well pupils and students are doing; and
- 3 consider enriching the range of activities available to pupils and students, particularly at lunch times.

Distribution of this report

This report is being sent to the CEO and Senior Teacher of the school, and the CEO is requested to ensure that copies are made available to the parents of all pupils and students. In addition, it is being sent to the Registrar of Independent Schools and the Independent Schools Registration Team of the DfES, to the Trustees of the FLT and to its Regional Trustee, to members of the SIS team, and to members of Her Majesty's Inspectorate in OFSTED charged with monitoring how the SIS conducts its inspections. The FLT has established a website upon which this, and other similar inspection reports, are being placed.

Details of this, and of other ways in which copies of this report can be obtained, are included at the end.

PART B: COMPLIANCE WITH REGULATIONS FOR

REGISTRATION

1. The quality of education provided by the school

The quality of the curriculum

The curriculum at Copsewood School provides a good framework to help pupils and students of all abilities to learn and to make progress. It meets the aims of the school as described in the prospectus and handbook for parents and students.

The provision is supported by a further range of helpful documents which provide guidance on the structure and content of the curriculum, which is based firmly on the subjects of the NC for pupils of compulsory school age. The school's timetable has been devised to implement the curriculum policy as closely as possible. The Copsewood Trust has adopted the FLT curriculum policy, supported by frameworks and planning provided by specialist subject teachers. Schemes of work are provided for all subjects, including citizenship and personal, social and health education (PSHE) and additional subjects particular to the aims of Focus Learning, including, for example, bookkeeping. The curriculum includes physical education (PE) and Bible Studies for all pupils and students.

The curriculum for Year 12 meets the aims and values of the school by providing a substantial vocational experience for students. All students are expected to continue their studies into Year 12. The programme includes a course leading to the British Technological Education Council (BTEC), National Award in Business and a Pitman's - City and Guilds course in Business English. Additional breadth is provided by the inclusion of design and technology, available as a General Certificate in Secondary Education (GCSE) course, and advanced supplementary (AS) courses in English and accounts, a course in current affairs, practical activities on one afternoon a week, and PE and music. They have an appropriate programme of work for the single day each week that they are not in school.

The curriculum policy outlines the school's primary and objective concern for the spiritual and moral development of its pupils. It enlarges on the trustees' direction that there shall be no teaching of information and communication technology (ICT) as a subject in Focus schools, nor any direct use of a computer as a teaching medium. However, ICT is used to help pupils with special educational needs (SEN), provided that internet use is disabled and parents have given their consent. The policy emphasises the primacy of English and of the "3 R's". It ensures that effective use of language cannot be learnt in isolation; that it requires reading of a broad range of well written literature, approved by the Trust. It outlines the teaching of science *'so that all students at Key Stage 3 are given a grounding in physics, chemistry and biology, with the proviso that biology shall be*

taught sensitively, excluding any reference to evolution of species, which is regarded as false, or to human reproduction which will be taught at home by parents.' In line with the school's ethos and purpose, all years have one lesson a week of Bible Studies.

Analysis of the school's curriculum at all key stages shows that pupils are provided with appropriate experience and opportunities to learn and to develop their proficiency in languages, mathematics, human and social skills, and physical education. Technical drawing is discontinued as part of design and technology in Years 10 and 11 but a course in resistant materials/textiles is added. Pupils in Years 7 to 9 have a rich range of aesthetic and creative opportunities, but this is currently reduced in Year 10 and Year 11 with the lack of opportunity to study art.

The school curriculum statement outlines the rationale behind the school's allocation of subjects to each class and year group. The school has very good provision for pupils with learning difficulties. An excellent Learning Support handbook provides the school's support register, outlines a clear and effective policy and explains the range of relevant specific learning difficulties alongside recommended strategies for teaching. It also outlines access arrangements in examinations. Well kept records show that there are effective individual education plans devised for these pupils.

The quality of teaching and assessment

The overall quality of teaching is very good and sometimes demonstrates particularly outstanding features. It is only occasionally less than good. As a result of the generally high quality of teaching, pupils and students make good progress in relation to their ability. This is reflected in pupils' results in the national tests at the end of Year 9 and GCSE at the end of Year 11. Students in Year 12 make good progress relative to their abilities.

During their week in the school the professional inspectors observed 23 lessons. Lessons were seen in most aspects of the curriculum, with the exception of design and technology where there is, at the moment, no permanent teacher, and in PE because no lessons in the subject were being taught during the days of the inspection.

The overall high quality of teaching and learning observed benefited both from the experience of teachers, their thorough knowledge of the subject being taught, the quality of the planning and lesson organisation and lively presentations. Planning for lessons is well supported by the range of schemes of work. Most lessons were structured thoughtfully and activities timed carefully to meet pupils' and students' learning needs. In the majority of lessons pupils and students were given clear objectives to be achieved. Previous learning was effectively reviewed at the start of lessons and explanations for the next stage of the work indicated at the end of the lesson. In general, homework is used well, either to reinforce

learning or to prepare for the next lesson. However, on occasion it was used inappropriately to complete work, which resulted in the most able having no homework and the least able having a great deal still to do.

The best lessons progressed at a good pace with the teacher showing appropriately high expectations of what pupils and students of all abilities were capable of achieving. Planning to support the needs of pupils and students with different abilities was a strong feature of lessons observed. In a Year 11 English lesson on the theme of descriptive writing, the infectious enthusiasm of the teacher supported pupils' enjoyment of the lesson and pace of learning. In art, in both Years 8 and 9, thorough planning supported by an extensive and well prepared range of resources and clear explanations by the teacher, ensured that pupils understood very clearly what they were required to do and how they could achieve an effective outcome. High expectations set by the teacher of what pupils could achieve were strong features of these lessons. An English lesson in Year 12 on the use of language was supported by effective communication by the teacher and the use of a good range of teaching strategies.

The system for monitoring pupils' progress and identifying targets is generally good. The school is now exploring ways of improving the consistency and accuracy of its target setting on the basis of pupils' and students' previous attainments. The school has a good understanding of the ways in which such data can be used. Assessment is used effectively to show where pupils and students require support. Teachers frequently show that they are aware where pupils and students can benefit from activities that extend their experience and help the most able to achieve still better. The school is looking at ways to improve and to ensure consistency in using data to set targets.

When work has been completed by pupils and students it is marked regularly and teachers keep appropriate records of the marks achieved so that they can monitor progress. However, the support provided by that marking varies. Teachers do not all use the same system for grading work and this lack of consistency can lead to some confusion in the minds of pupils and students.

Support for pupils and students who experience learning difficulties is very good in lessons. They also benefit from opportunities for one-to-one support from specialist teachers. The provision for pupils and students with learning difficulties benefits from the very high quality of help provided by learning assistants during lessons. This is because they are effectively briefed by good information about the particular needs of individuals, knowledge of the lesson content, understanding of a range of strategies for providing support and high levels of sensitivity.

The positive learning environment in most classes is supported by the generally positive working relationships between teachers and pupils and students. Pupils and students demonstrate that they understand the necessity for good behaviour

in most lessons and respond very well to teachers. In a citizenship lesson, Year 11 pupils responded very sensibly to working in groups and very positively to the teacher's clearly expressed targets for the lesson. The high quality of questioning seen in this lesson is an important feature of teaching seen throughout the school. This enables teachers to direct questions appropriately to pupils and students with a range of abilities. Open questions are used effectively to encourage them to think independently and to provide opportunities to develop discussion of topics. The high quality of questioning seen is an important feature of teaching which supports and encourages pupils' and students' intellectual development and their ability to think and learn for themselves.

Overall there are sufficient resources to support effective teaching and learning. In science, however, the process of learning was constrained in one lesson by the limited range of resources which meant that the teacher and the pupils could not undertake accurately an experiment on the theme of levers, although the learning objectives were still achieved. On the whole, specialist provision is good.

Does the school meet the requirements for registration?

Yes.

2. The spiritual, moral, social and cultural development of pupils

The school makes very good provision for pupils' and students' spiritual, moral, social and cultural development. It places great store by these aspects of young peoples' development and this is reflected in curriculum policies. The '*parent and student handbook*' provided by the school to all parents sets out clear aims which relate directly to the spiritual, moral, social and cultural development of all students. Through a range of activities and experiences the school supports pupils and students to develop their self-knowledge and self-confidence.

All pupils and students take Bible Studies as part of their studies, including students in Year 12. This aspect of the curriculum is taught well by members of the school's faith community. The course introduces the basic principles of the Christian faith. Pupils in Year 7 developed a sense of spirituality in a very good lesson as they learned about the Law, the prophets, and the Psalms. In an art and design lesson pupils developed the ability to look closely at the structure and beauty of natural objects through closely observed drawing.

Pupils and students demonstrate through their demeanour a very strong sense of right and wrong. Specific opportunities for this development whilst at school derive from a range of lessons and activities, including Bible studies and the citizenship course. The provision for citizenship is very good, providing pupils with a broad knowledge of public institutions and the law. As part of the citizenship course a local police officer visited the school to support pupils' understanding of how the law is applied. As a result of the very good citizenship

course pupils' and students' knowledge of public institutions is very high.

Teachers set good examples for pupils through the way they deal with them. In the questionnaire completed by most pupils and students prior to the inspection, the vast majority indicated that they are pleased to be in the school, that the school responds positively to their views and that staff deal with them fairly.

Behaviour is very good both in classrooms and around the school. The school expects pupils and students to understand their expectations with regard to behaviour and they respond very well to those expectations. Pupils and students frequently demonstrate their sensitivity to the feelings of others through their actions. They generally show care for one another and maturity in discussions with adults. The strength of the teaching in the use of open questioning encourages pupils and students to show initiative and to think independently. The support and encouragement and the generally good use of praise and encouragement by teachers, encourages the development of pupils' and students' self-esteem.

Pupils and students experience a wide range of lessons and activities which support their cultural development. This wide range of experiences is highlighted in the school's regular newsletter to parents '*Copseword*', and it will be further enhanced through a school *Year Book*, the draft copy of which is currently with the printers. There have been frequent school trips. For example, Year 9 pupils have visited Wales where they were able to be involved in a range of cultural and learning activities. Year 12 students have visited, amongst others, Cadbury's factory in Bourneville, and also Cannock Chase, where they undertook a range of teambuilding activities, including orienteering. All pupils and students, including Year 12, have music lessons as part of the curriculum. The school provides all pupils and students with the opportunity to take part in musical and theatrical events.

Does the school meet the requirements for registration?

Yes.

3. The welfare, health and safety of pupils

The school looks after the welfare, health and safety of its young people well and takes its responsibilities in this area very seriously. Pupils and students receive high levels of care. The school has adopted the FLT's policies with respect to the welfare, health and safety of pupils, adapting these where necessary to fit the school's specific situation. These include an appropriate policy relating child to protection. There is a named Child Protection Officer who has been trained, and who, in turn, has provided training for the staff. It is an important feature of the school that this area is included as part of all new teachers' induction. The effective health and safety policy is monitored and supervised by the Copsewood Trust's health and safety committee.

All other policies are in place and appropriately implemented. A policy for the prevention of bullying has been prepared with close regard to the Department for Education and Skills Guidance. The school's policy on educational visits is carefully applied, including, for example, the pupils' and students' weekly visits to the sports centre for PE and games. The school implements an effective First Aid policy and procedures and appropriate training programmes are in place and up-to-date. The school reports accidents and incidents in full and records are available for evaluation and review. The record of fire drills contains useful evaluations but it is currently kept in a loose leaf file. Although this meets the regulations, it would be more appropriate to maintain these records in a ledger. The behaviour policy, devised in line with the school's ethos, is outlined clearly in the parents' and students' handbook. Pupils and students respond very well to the school's expectations for good behaviour. Staff duty rotas and the timetable ensure that the day-to-day running of the school proceeds smoothly and that school staff are deployed throughout the day to ensure proper supervision.

The school maintains good levels of supervision to ensure that pupils and students are well looked after and this high quality of care is reflected in the carefully maintained attendance and admission registers.

The school has provided a useful three year plan for the Disability and Discrimination Act (DDA), in line with its duties under the Act and which is entirely relevant to the school's situation.

Does the school meet the requirements for registration?

Yes.

4. Suitability of the proprietor and staff

The Copsewood Education Trust is a registered charitable Trust with a Board of Trustees consisting of members drawn from the sponsoring religious community. Trust members have been checked in an appropriate way with the Criminal Records Bureau (CRB). The school's teachers, learning assistants and the support staff have an appropriate range of experience and they are well qualified for the work they do. They are in turn supported by a number of dedicated and very helpful volunteers from the community.

Procedures for checking staff are clearly established and understood. All teaching staff, support staff and volunteers have been checked with the CRB, although the results of one check have yet to be returned. The records on file show that the necessary processes have been carried out to confirm each new member of staff's identity, medical fitness, previous employment history, character references and, where appropriate, qualifications and professional references and that these have been seen in their original certificate form by the school management.

Does the school meet the requirements for registration?

Yes.

5. Suitability of the premises and accommodation

The school buildings provide good accommodation for the number of pupils on roll. The premises occupy a compact site in a suburban district of Coventry and have been converted from a previous business use. They provide well for all school needs, with the exception of games and PE, which take place in a nearby leisure centre. This arrangement works well and enables pupils' experience of PE and games to benefit from specialist guidance. Specialist rooms are available for art and design, science and design and technology. These facilities are generally of good quality, although the limited size of the space available for art and design has some impact on the range and scale of work that can be undertaken.

Overall the buildings are well designed to cater for the needs of the school. The premises consist of a main block which houses most classrooms, including the accommodation for practical subjects, a hall, which includes facilities for using it as a theatre, an area for dining, and the school's administrative and support offices. Temporary buildings adjacent to the main building have been added this year to cater for Year 12 and music. These buildings include a space dedicated for the support of pupils who experience particular learning needs. This is an aspect of the provision which demonstrates the school's serious commitment to further raising the attainment of all pupils and students. The school accommodation shows a high level of decorative order and it is maintained in a scrupulously clean and tidy manner. Although there are no pupils or students currently who require special access facilities, the design of the main building pays close attention to the requirements of the DDA and the school has clear plans to make the temporary classrooms fully accessible should the need arise.

The quality of furnishing in the school is high and suitable for pupils and students of all ages. Classrooms, including the rooms for science, art and design and technology, are appropriately furnished. Floors throughout the school are carpeted, except where their use, for example in the workshop, requires a more robust surface. The result is attractive learning spaces throughout the school which provide a positive support to the generally high quality of teaching seen during the inspection. The quality of learning spaces is further supported by good displays, including many consisting of pupils' and students' work. The school has adequate outside space, although there are no grassed areas. Pupils and students make good use of the playground for relaxation and games during good weather and this facility is augmented by use of the hall for table tennis during lunch breaks. Although pupils and students generally behave maturely during breaks, the school provides insufficient opportunities, for example indoor games and clubs, for pupils and students to use their time productively or to engage in quiet games during these times. Year 12 students have exclusive use of a

separate classroom, but no social area for themselves.

Does the school meet the requirements for registration?

Yes.

6. The quality of information for parents

The school provides a very good range of information for parents about the life of the school, the range of interesting activities undertaken by their children, and its policies and procedures. The prospectus provides a helpful outline of how the school functions, with further amplification in the parent and student handbook given to parents on joining. The parent and student handbook is an effective means of communication. In particular it provides very helpful information about the curriculum and clearly sets out the school's expectations for behaviour and the consequences of inappropriate behaviour. Both the prospectus and the handbook are well produced, giving clear information not only about the school, but also the Trust and policies followed in the administration of the school.

Whilst the school reports regularly to parents on pupils' and students' progress, and therefore meets the requirement in this respect, these reports are of variable quality and tend to concentrate predominantly on effort. Pupils' and students' progress is provided to the parents in twice yearly reports and through open days which provide an opportunity for parent/teacher contact. The reports, however, do not focus enough on what has been achieved and do not always provide appropriately clear detail about what a pupil or student needs to do to improve the standard of their work. In questionnaires completed by parents prior to the inspection, they indicated that whilst they are content that teachers have appropriately high expectations of what their children can achieve, a large percentage feel insufficiently well informed about their child's progress.

The generally good provision of information to parents is further supported by frequent communications through homework planners and letters. There are many formal and informal opportunities for contact between the CEO, the senior teacher, teachers and parents. In questionnaires completed prior to the inspection most parents confirmed that they were comfortable about approaching the school with questions, suggestions or problems.

A very wide range of useful up-to-date information on school activities is contained in '*Copsewood*,' a half-termly newsletter circulated to parents, pupils and others concerned. The '*Copsewood Year Book*', currently in the process of production, reviews activities during the past year and provides suggestions for the future. Photographs are used effectively to provide a flavour of the wide range of activities and interests pursued by the pupils and students and it includes entertaining articles by students and other members of the school community.

Does the school meet the requirements for registration?

Yes.

7. The effectiveness of the school's complaints procedure

The school uses the standard complaints procedure adopted by the FLT and authorised for use in its affiliated schools. The Parent and Student Handbook issued to all parents clearly states that a copy of the complaints policy is available on request from the school. This document also includes a brief synopsis of the complaints policy. Questionnaires completed by parents prior to the inspection indicated that most of them understand clearly the school's procedure for dealing with complaints.

Does the school meet the requirements for registration?

Yes.

PART C: THE QUALITY OF ORGANISATION AND MANAGEMENT

This section is not a requirement of the Education Act 2002. The Lay Inspector evaluated both the school ethos and the Trustees' stewardship of resources and produced an internal report for the Focus Learning Trust, which is summarised below.

The school is governed by a dedicated team of trustees who have committed their energies to organising a good education for the pupils. Each trustee has a defined responsibility with some overlap in duties; this ensures a good spirit of co-operation. They rely on committees of helpers to implement their decisions and to contribute to the line of efficient communication.

The CEO regularly attends the school and spends time with the Senior Teacher and staff, whom he supports appreciatively. This frequent contact ensures the smooth working of the administration and discipline and that the trustees are firmly in control of the school.

The Senior Teacher, who joined in September 2006 and is full-time at the school, has helped to introduce and implement measures to improve the quality of education and discipline. The improvement is ongoing and the trustees keep a close eye on developments at all times. Teachers spoke appreciatively of the atmosphere in the school and the opportunity they have to participate in appropriate in-service training.

The school is fortunate in having a dedicated team of office staff who are well-informed and provide a valuable service to teaching staff, pupils and parents.

Can the organisation and management be improved?

The Trustees should consider ways of ensuring that the teaching staff are informed of discussions that affect them as soon as possible. Whilst teachers acknowledge the strengths of management, they would at times appreciate hearing of any changes from the management rather than from the pupils and students.

Year 12 students would benefit by additional facilities and perhaps some further duties in keeping with their maturing outlook and which promote their sense of responsibilities within the school.

The Trustees are to be congratulated in making good use of the present premises and their forward looking plans for future building development. However, they will be hard pressed as the plans for new school premises become available and should therefore consider how best to ensure that the present good administration should be maintained. Whilst the present buildings have a number of strengths, the frontal appearance and approach to the school might be enhanced by shrubs and flowers.

This report has been prepared by the School Inspection Service, which provides independent professional inspection of all schools affiliated to the Focus Learning Trust. Further copies of the report are available from the Operations Manager of the Focus Learning Trust, Siskin House, Siskin Drive, Coventry, or from the Focus Learning Trust website: schoolinspectionsevice.co.uk.