

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**

Name of school:	Allbrook School
DCSF number:	850/6080
FOCUS number:	613
Inspection team::	Reporting Inspector: Mr Mike Thirkell Supporting Inspector: Mrs Eileen McAndrew Mr Neville Grenyer Lay Inspectors: Mr David Kilbey Mr Philip Hutchinson
Dates of inspection:	3 – 6 March, 2008

CONTENTS OF THE REPORT

Section A: Introduction and summary

Section B: Compliance with regulations for registration

Section C: The quality of organisation and management

SCHOOL DETAILS

Name of school: Allbrook School

Address of the school: Pitmore Road, Eastleigh, Hampshire,
SO50 4LW

Telephone number: 023 8061 6316

Fax number: 023 8061 6313

Proprietor: Allbrook Education Trust

Name of Chief Executive Officer: Mr S H Reynolds

Name of Head of Studies: Mrs H Laidler

DCSF number: 850/6080

FOCUS number: 613

Type of school: Independent school affiliated to the Focus Learning Trust

Age range of pupils and students: 11 - 18

Gender of pupils: Male and female

Total number on roll: (Full time) Boys: 45 Girls: 21

Number of post-16 students: Boys: 17 Girls: 9

Number of pupils with statements of special educational need:

Boys: 0 Girls: 0

Annual fees: N/A

Type of inspection: Section 162A of the Education Act 2002

Inspection Team: Reporting Inspector: Mr M Thirkell

Supporting Inspector: Mr N Grenyer
Mrs E McAndrew

Lay Inspectors: Mr David Kilbey
Mr Philip Hutchinson

Dates of inspection: 3 - 6 March, 2008

PART A: INTRODUCTION AND SUMMARY

Purpose and scope of the inspection:

This inspection was carried out by the School Inspection Service 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 and agreed with the Department for Children, Schools and Families (DCSF). It was conducted by independent professional inspectors who looked at all aspects of the school's provision as required by the current regulations. The professional inspectors were accompanied by a trained lay inspector who looked at agreed aspects of the school's management and ethos and reported on these to the Focus Learning Trust. His findings are summarised in Section C of this document, but this section is not a statutory part of the inspection process.

Information about the school:

The school was established on its present site in September 2005 as the result of the amalgamation of four study centres formerly located in Portsmouth, Bournemouth, Southampton and Newport on the Isle of Wight. It is registered as an independent school *'appealing to parents who value an education based on scriptural values and Christian faith'*. Provision is currently made for ninety two boys and girls between the ages of eleven and eighteen who travel to school each day from Portsmouth, Bournemouth, Southampton, Winchester and the Isle of Wight. The school, in line with Focus Learning Trust's policies, has expanded the sixth form this academic year to include a Year 13. There are currently fourteen pupils in Year 12 and twelve in Year 13. The principal aims of the school are to provide *'a happy and caring, fair and welcoming atmosphere where students enjoy learning and teachers enjoy teaching; to respect each person as an individual and to encourage each student to reach his or her full potential'*.

The school is administered by the Allbrook Education Trust. It is based in buildings which formerly housed a village primary school, built originally in 1873 *'for the education of the young of the parish and for the celebration of divine worship'*, and which have been extended and developed by the Trust to meet the needs of the new school. The size of the present school buildings and site are recognised by the school management and trustees as a limiting factor in meeting their aims as effectively as they would wish. The trustees are actively seeking a new site for the school.

Summary of main findings:

Allbrook School has developed successfully during the course of its first three years. Despite the considerable constraints, imposed by its small school site and restricted space, pupils make good progress and achieve very well in both national tests and in General Certificate in Secondary Education (GCSE) examinations. The school management is well informed and has a good understanding of what needs to be done to improve the school, including how the curriculum should be developed further. Teachers work hard and demonstrate commitment to supporting pupils' learning and development. Behaviour is generally good, although on occasions a minority of boys disrupt the quality of the learning experience of their peers. Parents generally express their support for the school. Pupils of all ages say that they are pleased to attend. The school meets most of the regulatory requirements.

What the school does well:

- it provides good quality teaching, supported by generally effective lesson planning and good assessment procedures;
- it provides pupils with a broad and balanced curriculum;

- it strongly and actively supports pupils' welfare, health and safety;
- it makes good provision for pupils who need additional support;
- its assessment is good; it is well informed by statistical evidence; and
- provision for pupils' spiritual, moral, social and cultural development is good.

What the school must do to comply with the regulations:

In order to comply with the Independent Schools Standards Regulations 2003 the school should:

- implement policies by providing up-to-date statutory training for child protection;
- provide appropriate facilities for pupils who may become ill during the school day; and
- inform parents and prospective parents that particulars of academic performance during the preceding school year, including the results of any public examination, are available from the school on request..

Next Steps:

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

- complete the improvements relating to assessment, in particular the development of target setting;
- complete plans for the development of the music curriculum; and
- up-date documentation for child protection when training has been completed.

PART B: COMPLIANCE WITH REGULATIONS FOR REGISTRATION

The quality of education provided by the school

The quality of the curriculum

The school's aim is *'to provide students with a broad, balanced and relevant curriculum in a secure Christian environment'* and it is making good progress towards achieving this.

The good quality curriculum provides a secure framework within which pupils learn effectively and make good progress. At key stages 3 and 4 the broad provision includes all the subjects of the National Curriculum (NC), personal, social and health education (PSHE), citizenship, French and Bible Studies. The school makes effective use of the guidance and materials of the Focus Learning Trust based on the NC programmes of study and which are in line with the school's guiding Christian principles and practice.

The curriculum at Key Stage 3 is generally well planned and supported by schemes of work for each subject. Schemes of work vary in quality with most being satisfactory or good and the least satisfactory being insufficiently detailed. In the best examples, such as English and the humanities, the schemes follow the school's guidelines and outline clearly how a progressive learning experience in the subject is planned across the school. Medium term planning effectively sets out what is to be taught in each term to pupils in each year group. Planning the use of specific resources, and visits to support the topics being studied, helps to ensure that pupils' learning will be enriched by interesting and relevant materials and experiences. The careful consideration of differentiated activities to meet the needs of higher and lower achieving pupils contributes to the rapid progress made by pupils of all abilities. Short term planning identifies objectives for each lesson which are made clear to pupils, helping them to focus more precisely on what is to be learned in the lesson.

Aspects of personal development are taught through specialist courses in PSHE and citizenship, as well as through identified links across a range of curriculum areas including Bible Studies, the humanities and assemblies. This contributes significantly to pupils' personal development. The importance of literacy is recognised in the curriculum policy but there is no established policy for teaching literacy across the curriculum. Some insecurity in fluency and accuracy was evident in some classes when pupils were reading aloud.

At Key Stage 4 the curriculum breadth is maintained despite the severe constraints of the school premises. The curriculum builds effectively on the knowledge, skills and understanding developed in Key Stage 3. All pupils follow GCSE courses in the core and foundation subjects with the majority of pupils taking an average of eight subjects at examination level. Results achieved by pupils are well above the national average.

Careers education is part of the curriculum in Years 7 to 13. All pupils have helpful career interviews with the community member responsible for this area. In Years 10 and 11 each pupil has a week's work experience usually with the family business in which they are likely to work. Pupils' knowledge and appreciation of the world of work is then usefully extended in Year 13 when they spend a week in paid employment with a different business. Each student's progress is carefully monitored and reported back to the school.

Planning takes good account of the needs of pupils who have particular learning difficulties. Individual learning plans are implemented by class teachers and as a result some pupils have additional good quality adult support in lessons. The quality of this provision results in all pupils making good progress.

The curriculum for all pupils is extended by visits out of school to museums and places of historical and geographical interest. These are valued by pupils and parents as contributing strongly to pupils' learning and enjoyment.

Despite the transient aspect of some features of the sixth form provision, the quality of the curriculum meets the needs of pupils above the age of sixteen. The school is aware of constraints of the current provision for Year 13 introduced this academic year in response to Focus Learning guidance. The school has a clear view of how the curriculum for Year 13 needs to be developed through the provision of a wider range of subjects particularly more academic options, which meets more fully the needs of these pupils. These developments are clearly identified in the school curriculum policy document.

Currently, and largely because of the constraints imposed by the current school accommodation, sixth form pupils do not attend the school on a full-time basis. Pupils in Year 12 attend the school on four days a week and in Year 13 for three days a week. In Year 12, sixth form pupils study a core of subjects which include BTec Business, Bible Studies, current affairs, key skills, PSHE and physical education (PE). Suitable additional options are provided for pupils with different abilities and aptitudes. For example, AS law is taken by the more academically inclined and AS English is offered as an alternative to Business English. The Certificate of Personal Effectiveness (CoPE) and NVQ Spanish are also offered to the less academically inclined. In Year 13 pupils take BTec Business to diploma level, Bible Studies, current affairs, key skills, GCSE art (graphics) and NVQ Spanish. In this year, limited provision is made for pupils of different abilities and aptitudes, although AS maths is available for the more able, with personal finance for the less academically inclined. An unusual feature of the Year 12 curriculum and one valued and enjoyed by pupils, is the building studies course which involves pupils in building and fully furnishing a flat. This is a valuable experience for gaining a range of skills and opportunities to work together. In Year 13 PE is optional and as a result some pupils do not take advantage of using facilities arranged by the school.

The quality of teaching and assessment

The quality of teaching and assessment is good. Teaching demonstrates a number of important strengths which support the good progress made by pupils and their success in public examinations, which are significantly above the level achieved by pupils nationally. Most lessons are carefully structured and teachers generally plan their lessons well. Teachers are aware of the individual needs of pupils with a range of abilities, including those identified as having particular learning needs. Extension materials were available for pupils identified as most able. Lessons, particularly in Years 10 and 11 demonstrated effective strategies for revision and ensuring that pupils were thoroughly prepared for taking examinations, for example through developing an appropriate range of study skills.

Most subjects are taught by specialist staff who demonstrate appropriate expertise and who understand the importance of using a range of teaching strategies to effectively engage pupils' attention. In the best lessons, for example a Year 10 English group, the teacher explained clearly the learning objectives to pupils at the beginning of the lesson, ensuring that the purpose of the lesson was entirely clear. Discussion during the lesson ensured that pupils were challenged to think independently. The teacher made sure that when reading aloud pupils' pronunciation was precise. In a carefully structured Year 9 science lesson the strategies employed used questioning effectively to reinforce learning and to ensure that all students in the class were fully involved. In the same class a video conferencing link was very well and naturally used to involve a pupil in Holland. In some lessons questioning was used effectively to test pupils' knowledge according to their ability.

In most lessons relationships between teachers and pupils are good. This supports effective learning as it contributes to the development of a positive learning environment. Overall, behaviour of pupils in classes and around the school is good. Nevertheless, in a minority of lessons, even during the inspection, the conduct of a few boys was disruptive and had a negative impact on the quality of learning experienced by the class as a whole. It slowed the pace of progress and restricted the teacher's opportunities for addressing the individual needs of all pupils in the class. The issue of behaviour was a concern expressed by some parents in questionnaires completed prior to the inspection. Resources are generally sufficient to support learning, although on occasions due to lack of space pupils studying science do not have access to a laboratory.

Assessment of pupils' work is good and still improving. Pupils' files and books show that in most subjects marking is regular, but comments perforce tend to be brief. Across the subjects they vary in their degree of helpfulness. Some good examples were seen, for example in Year 7 mathematics where emphasis was placed on the need for pupils to show their working for which they can obtain marks. Comments in a Year 8 history pupil's exercise book said "*if you look at my comments you could improve your grades.*" Nevertheless, pupils described how class teachers frequently fed back on progress in homework in class, rather than through written comments. In all subjects, as explained in their homework diaries, pupils receive a wide range of style or type of mark from 7/10 to A+, sometimes loosely linked to National Curriculum levels. Work across the subjects is at generally appropriate levels for Years 7, 8 and 9.

Pupils' attainment and progress are carefully monitored throughout their school careers and helpful records are kept. A good range of assessment procedures have been introduced during the past year with an aim that pupils' needs should be fully met in each subject. Plans are established to introduce more formal assessment based on target setting and monitoring procedures. The form teacher posts introduced last September are an important component in supporting this development. The school action plan outlines the development of assessment procedures currently in use in order to identify strengths and weaknesses in dealing with pupils of different ability, including further analysis of Cognitive Abilities Tests scores and statutory tests to measure value added. The school currently holds value added figures for all Key Stage 3 and Key Stage 4 pupils.

Pupils generally know how well they are doing in their subjects. Pupils' progress and attainment are noted in the form of NC levels, GCSE grades and other national criteria. In addition, pupils are given the opportunity to assess their own performances and to set their own targets twice a year. Each pupil has a record sheet so that their progress and attainment is rigorously tracked. A table of marks on the last page of homework diaries enables pupils to assess very clearly how well they are doing against national criteria. Assessment relating to pupils who find learning more difficult makes use of a complete range of recognised tests to identify their development. Each term individual learning plans (ILPs) are prepared and the coordinator provides strategies and analysis for all teachers to support their planning at the beginning of the academic year. The quality of ILPs has improved significantly since the school was last inspected by Focus Learning.

Does the school meet the requirements for registration?

Yes.

The spiritual, moral, social and cultural development of pupils

The provision for pupils' spiritual, moral, social, and cultural development is good. It is strongly fostered through the Christian ethos of the school and its effective curriculum. Bible Studies are of fundamental importance in teaching pupils about their religious beliefs and how these affect their conduct in everyday life. This foundation is supported by work in citizenship and PSHE helping to foster a sense of individual responsibility to others and themselves.

Pupils' behaviour is predominantly good. The curriculum in PSHE strongly contributes to pupils' self-awareness and understanding of how their conduct affects others. They have a clear understanding of right and wrong. Pupils are well known to all staff and feel safe in their care. Discussions with pupils and their response to a pre-inspection questionnaire confirmed their enjoyment of school. Their high level of attendance supports this.

Pupils have opportunities through the house system to earn merits for good work or good behaviour, contributing to their developing self-esteem and to the wider achievement of the group. Certificates of achievement recognise and celebrate individual endeavour and a range of awards for effort and diligence further encourage pupils to strive for improvement.

Relationships within the school are good. Pupils and staff treat each other with friendliness and respect. Pupils know each other well and usually work productively in class and to mutual benefit and enjoyment in such group activities as the school choir and orchestra. In some lessons observed, pupils had challenging opportunities designed to help them take responsibility for their learning, think for themselves and come to conclusions. For example in mathematics, pupils had to solve demanding puzzles about missing interior angles; in geography, pupils had to be able to read maps accurately in a changing situation and to a purpose, so that they could make decisions in tackling an oil-spill. Pupils were able to discuss and make decisions about how to come to solutions, defend their ideas, and ultimately work cooperatively towards conclusions.

Work in citizenship gives opportunities for pupils to learn about the purpose and function of social institutions in Britain. Pupils learn about diversity in society and thus increase their knowledge of the values of other cultures. This wider perspective of local, national and global society contributes to the development of attitudes of tolerance and harmony in relation to cultural difference. Good links are identified between different subjects of the curriculum contributing more broadly to pupils' knowledge and appreciation of cultural similarities and differences.

A recent development for pupils has been the formation of the school council. This is contributing in a significant way to helping pupils understand the principles of democracy and representation, and how they might work in practice. All classes have representatives and pupils feel that they are already taking responsibility and having an influence, as for example in the provision of air-conditioning in some rooms. The prefect system underlines the expectation that older pupils will have developed the maturity to support younger ones. The present Year 12 is responding well to this challenge. Pupils are mindful of those less fortunate than themselves and have taken responsibility for organising fund raising activities to support an orphanage in India.

The school has a strong commitment to preparing pupils for adult life and places a high value on the acquisition of life skills. Similarly, understanding aspects of personal finance is studied so that pupils acquire an increasing sense of how to manage money in the short and longer term. Pupils contribute to the life of the school through assemblies, inter-house competitions and performances for parents and community. Their Elizabethan theme for Presentation Day exemplified how creatively they could use their skills in music and drama in performance and how well they could work together for a common purpose.

Does the school meet the requirements for registration?

Yes.

The welfare, health and safety of pupils

The school strongly and actively fosters its pupils' welfare, health and safety. This is a very important function in premises which are at their limit in terms of pupil numbers. It is successful in meeting its aim of providing '*a happy and caring, fair and welcoming atmosphere where students enjoy learning*'. It addresses the issues raised in 'Every Child Matters' very well with approaches firmly based on Focus Learning policies.

The school handbook has a clear statement that bullying of any kind will not be tolerated. The vast majority of pupils say that they enjoy attending their school; few pupils mention bullying, but they felt that when it occurred, it was generally dealt with effectively. Twelve parents raised concerns about pupil behaviour and when interviewed pupils remarked that some of their number's behaviour was occasionally immature. Inspectors' experience was, in spite of these occurrences, that in the great majority of lessons, pupils' interest was captured; they were gainfully employed and were well behaved. The school's admission register and attendance registers are kept in line with regulatory requirements.

The school promotes a healthy lifestyle through PSHE lessons, science, food and nutrition and sporting activities. It has an appropriately designated child protection officer (CPO) in the form of the head, assisted by a member of the Brethren community as deputy. The head keeps an up-to-date incident book. Although trained three years ago, the CPO and members of staff have had no recent statutory training in safeguarding children. Training arranged with Focus Learning earlier this year has recently been postponed until the end of March this year.

The Health and Safety Trustees are effective and diligent and the school has very effective risk assessments for workshops, laboratories and school visits. It has usefully involved senior pupils in completing some of its risk assessments. With a view to the frequent need to bus pupils in and out of the site, effective risk assessments for pupils' trips and journeys have been completed. There is a well documented fire risk assessment and detailed fire drill record with helpful evaluations. Many of the staff have been on specialist fire safety courses run by Dorset Fire Protection, and first aiders have been appropriately trained.

Does the school meet the requirements for registration?

The school meets most of the requirements for registration.

In order to fully meet the requirements for registration the school must:

- *implement policies by providing up to date statutory training for child protection (paragraph 3 (2)(b)).*

Suitability of the proprietor and staff

All staff, trustees and volunteers have been subject to satisfactory clearance with the Criminal Records Bureau (CRB) at an enhanced level and all other necessary checks are carried out assiduously. Supply staff have their identities and CRB clearance checked before they start work in school. The register which records essential information is exemplary.

The school has an appraisal system which includes constructive peer observation and feedback. The head carries out an annual review as part of professional development. In-service needs are identified either by teachers themselves or by the head through the monitoring of teaching and learning. Staff attend training courses provided by Focus Learning as required. The school keeps good records of training, including health and safety and fire training, as well as subject based courses.

Does the school meet the requirements for registration?

Yes.

Suitability of the premises and accommodation

Despite the restrictions imposed by the small school site, the premises have a number of strengths and have served the school well during the first three years of its successful development. Nevertheless, the size of the school premises is now beginning to have a significant impact on the opportunities for further improvement and development and the overall quality of education experienced by pupils. A temporary classroom is already established in the school grounds, but this is viewed very much as a short term measure. The limitations of the current buildings and accommodation have been highlighted by the introduction of the Year 13 group. This will be further exacerbated by an increase in the number of Year 7 pupils predicted to join the school in the coming academic year. The trustees and management are aware of the urgent need to provide additional accommodation and have identified a potential site for a new school.

The lack of sufficient space impacts on a range of issues, including on occasions a lack of space for all classes to have access to specialist science facilities; a lack of office space which results in staff, including the head and special needs staff working in unventilated and inconveniently small spaces; limited space for meetings and an inadequate library which places constraints on pupils' opportunities for independent learning. Despite the very genuine effort made by the school to meet the requirement for providing facilities for pupils who may become ill during the school day, it fails to meet the requirement because the space provided is insufficiently private and it is not sufficiently close to a toilet. Despite the lack of space in the school as a whole, classrooms are of adequate size for the number of pupils in each class, although on occasions, for example in the temporary classroom, the available space places potential constraints on the range of teaching strategies that can be easily used. There are specialist classrooms for science, art and information communication technology, food and nutrition and woodwork, although most of these rooms have on occasions to be used for other subjects. On the whole resources are adequate to meet the needs of the courses provided.

Despite problems relating to space, all aspects of the school grounds are well maintained and buildings kept clean and in good decorative order. The environment is respected and cared for by pupils. Appropriate safety checks are undertaken and records to indicate that evacuation of the buildings can be undertaken swiftly are meticulously maintained. Outside play space meets the minimum requirement but is limited. Its size restricts pupils' opportunity for informal exercise and play during breaks and at lunch time. Pupils travel to a local sports centre for PE on two occasions each week, although travel restricts the time that they have available for this important aspect of their physical development.

Does the school meet the requirements for registration?

The school meets nearly all the requirements except one.

In order to fully meet the requirements for registration the school must:

- *provide appropriate facilities for pupils who may become ill during the school day (paragraph 5(l)).*

The quality of information for parents

The school is fully aware of the importance of keeping parents well informed about their children's progress and developments at the school. It meets the requirements for registration in all but one respect. The parents' and students' handbook is an effective document for informing parents about the aims and ethos of the school and a range of issues, including the nature of the curriculum and its expectations of pupils' conduct. As well as the required information, the handbook indicates that a range of additional information is available on request from the school, with the exception of details relating to particulars of academic performance during the preceding school year, including the results of any public examinations taken. The school ensures ongoing and effective communication with parents and staff, through a weekly news sheet, a half-termly bulletin and an annual yearbook.

Two reports about pupils' progress are provided each academic year - an interim report at the end of the autumn term and a full written report at the end of the spring term for Years 11 to 13 and the summer term for Years 7 to 10. These reports demonstrate a number of strong features - for example, when they indicate clearly what the pupil has achieved in relation to a subject and what needs to be done to improve further. However, a substantial minority of subject reports concentrate too much on making comments about pupils' effort or application to work. At worst, comments are too generic and indicate little clear link to a specific subject.

Does the school meet the requirements for registration?

The school meets nearly all the requirements except one.

In order to fully meet the requirements for registration the school must:

- *inform parents and prospective parents that particulars of academic performance during the preceding school year, including the results of any public examination are available from the school on request (paragraph 6(2)(i)).*

The effectiveness of the school's complaints procedure

The school uses the standard complaints procedure adopted by the Focus Learning Trust and authorised for use in its affiliated schools. It fully meets the requirements. The helpful parents' and students' handbook provided by the school contains appropriate guidance on how information about any complaints made during the previous year can be obtained from the school office.

Does the school meet the requirements for registration?

Yes.

PART C: ORGANISATION AND MANAGEMENT

This section is not a requirement of the Education Act 2002. The business organisation and management of the school were inspected by the Lay Inspector, who has written this section of the report.

The quality of the organisation and management of the school

The Board of Trustees work well together and have organised their responsibilities to cover most areas appropriately, although no trustee has a specific role for pastoral care. The CEO delegates effectively and leaves each trustee or manager to organise his own department with the help of his subcommittee.

Trust meetings are held once a month and are appropriately minuted and signed at the next trust meeting. There is, however, a need to give a clear indication of subsequent action and who is responsible for it so that progress can be monitored. The head is present at these meetings as it was felt that her presence would further good communications through the school.

The Trust is in the process of restructuring, intending to establish a business enterprise separate from the day to day management.

Each Thursday morning an 'operations meeting' is held at which key persons are present together with the recently appointed permanent secretary who takes minutes. This lasts about an hour and deals with the operational running of the school. It might be helpful to include the caretaker at this meeting to enhance his status and emphasise his usefulness.

The Development Plan provided by the Trust is governed largely by the need for larger premises. Whilst they earnestly wish to include the junior children in their plans they have not yet resolved how best to provide the suitable educational opportunities.

The school seeks to uphold the Focus Learning ethos and does so effectively well. Behaviour management is treated systematically, but as the report highlights, reports from children suggest that the system may need reviewing to ensure that it is simple and understood by all parties.

All teaching staff, with the exception of the head, are part-time, and this presents some difficulties. Staff are expected to teach continuously throughout the eight period day which leaves little room for interaction with other staff to exchange best practices. In consequence there may develop a lack of cohesion in the staff team. Full-time staffing facilitates arranging staff meetings and often supports good discipline. A deputy for the head should be a priority to assure continuity in the event of her absence.

Whilst organisational systems are in place for records, some concern has been expressed over their security. The recent acquisition of a lockable cabinet, although in a very public situation, will help protect confidential documents. Trustees should appreciate their obligations under the Freedom of Information Act and keep all confidential documents at the school and suitably protected.

Could the organisation and management of the school be improved?

Include a trustee responsible for pastoral care, and another to be responsible for legal compliance as well as regulatory matters.

Ensure that communications outside the trust are improved.

Update the development plan, in particular to include the provision for Years 12/13 and the primary provision from September 2008.

Seek to increase the number of full-time staff where possible to support organisation.

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 www.schoolinspectionsservice.co.uk