

# 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**

<b>Name of school:</b>	Allbrook
<b>DfE number:</b> <b>FOCUS number:</b>	850/6080 613
<b>Inspection team:</b>	Reporting Inspector: Mrs Eileen McAndrew  Supporting Inspectors: Mr Ted Cohn Mr Peter Jones  Lay Inspector: Mr Michael Thomas
<b>Dates of inspection:</b>	22 to 25 November 2010

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## SCHOOL DETAILS

Name of school: Allbrook School

Address of school: Pitmore Road  
Allbrook  
Eastleigh  
Hants SO50 4LW

Telephone number: 02380 616316

Fax number: 02380 616313

Email address: allbrook@focus-school.com

Proprietor: Wessex Schools Trust

Name of Chief Executive Officer: Mr Howard Reynolds

Name of Senior Teacher: Mrs Alison Dawson

DfE number: 850/6080

FOCUS number: 613

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

Age range of pupils and students: 7 to 18

Gender of pupils: Male and female

Total number on roll: (Full time) Boys: 78 Girls: 56  
(Part time) Boys: 1 Girls: 1

Number of post-16 students: Boys: 15 Girls: 5

Number of pupils with statements of special educational need: Boys: 1 Girls: 1

Annual fees: No fees charged

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

Inspection Team:

Reporting Inspector: Mrs Eileen McAndrew

Supporting Inspectors: Mr Ted Cohn  
Mr Peter Jones

Lay Inspector: Mr Mike Thomas

Dates of inspection: 22 to 25 November 2010

## **SECTION 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 Education (DfE). 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 (FLT). 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:**

Allbrook is an independent day school for girls and boys aged from seven to eighteen. It consists of a secondary school established on the present site in 2005 and a primary school opened just over a year ago on a site three miles distant. All of the pupils are from families within the Brethren community, and the school is affiliated to FLT. There are currently 134 pupils on roll, fifty-eight in the secondary school and seventy-six in the primary. Admission is non-selective. Two pupils, one primary and one secondary, have statements of special educational needs.

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 in a time of change as the pupils from Portsmouth transferred to another FLT school at the end of the summer term of 2010. The secondary school will close on this site and transfer pupils to new provision in Wilton from September 2011. The primary school will continue on its present site.

The school was last inspected in March 2008.

### **Summary of main findings:**

Allbrook School works methodically towards achieving its aim by providing a good education at both primary and secondary levels. The curriculum at all key stages serves pupils well, lesson planning is a strong feature and teaching is good and occasionally outstanding. As a consequence, pupils at all key stages make good progress and achieve well. They become increasingly effective learners with a growing sense of their own capacity to succeed. The primary school has been successfully established in a remarkably short time, is flourishing and already has significant strengths. From Year 3 in the primary school, pupils show a high level of motivation, are able to concentrate well, and show enjoyment and enthusiasm in their learning. The spiritual, moral, social and cultural development of pupils of all ages is good. Pupils' behaviour is outstanding in the primary school and generally good in the secondary. Pastoral care is accorded a high priority and all pupils are well cared for. Procedures to safeguard their welfare, health and safety are

satisfactory, but fire drills in the secondary school have not been carried out with sufficient regularity. Pupils of all ages enjoy coming to school, and parents are supportive of the school and the education and care it gives to their children.

The school has addressed almost all of the issues identified at the last inspection. Some relating to accommodation will be addressed by the school's move to its new premises.

The school meets all but one of the regulations.

**What the school does well:**

- it provides well for teaching, learning and achievement;
- it creates an outstanding environment for learning in the primary school;
- pupils' creative, aesthetic and technological development is fostered very effectively and achievement is good;
- relationships between pupils and staff are good; and
- work experience in the sixth form provides good opportunities for pupils to gain a practical understanding of the world of work.

**What the school must do to comply with the regulations:**

*In order to comply fully with the Independent Schools Regulations 2003, the school should:*

- ensure that fire drills in the secondary school are carried out at least once termly.

**The school complies with the Equality Act 2010.**

**Next steps:**

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

- extending curricular development in the primary school to strengthen cross-curricular links;
- identifying those pupils in the secondary school who are able, gifted and talented, and plan extension and enrichment provision for them;
- continuing work to ensure consistency in the management of difficult behaviour; and
- following FLT guidance on establishing a careers education programme for pupils in Key Stages 3 and 4.

## **SECTION B: COMPLIANCE WITH REGULATIONS FOR REGISTRATION**

### **PART 1 - The quality of education provided by the school**

#### **The quality of the curriculum**

The quality of the curriculum is good and it meets its aim of *'offering a broad and balanced curriculum in a safe environment, where children are helped to achieve their potential and make good progress'*. The good quality learning experiences planned at each key stage contribute effectively to the good progress of all pupils, as their attainment in national examinations at the end of Key Stage 4 exemplifies. The results at General Certificate of Secondary Education (GCSE) and Advanced level (A-level) are clearly above the national average and represent good achievement by the pupils. Achievement in the Business and Technology Education Council (BTEC) examination is good.

The curriculum at Key Stage 2 makes good provision for the development of pupils' learning in language, mathematics, human and social, technological, physical and aesthetic and creative areas. Scientific development is limited somewhat by the relatively small amount of time devoted to it, but is nonetheless satisfactory. The school is already planning to address this matter. The content of the curriculum is appropriate for all pupils, including those with learning difficulties and disabilities and with statements of special educational needs, as well as pupils who are gifted and talented. Greater attention is given to the needs of pupils with learning difficulties and disabilities than to those of the gifted and talented. Provision for the pupils with statements of special educational needs is good. A significant curricular strength is the emphasis on planning the development of speaking, listening, literacy and numeracy, which contributes strongly to pupils' good and, at times, excellent skills in these areas. Personal, social and health education (PSHE) and citizenship form part of timetabled provision and are further developed in subjects such as history, geography and English.

At Key Stage 3 the curriculum continues to provide well for all aspects of pupils' development. Medium-term planning follows closely FLT guidelines or examination syllabi, and identifies clearly the learning objectives and content to be covered. This level of planning does not yet identify systematically the range of teaching strategies to be used or how assessment opportunities will be planned in relation to what pupils will be expected to know, understand and be able to do over the longer term. Building on the good provision at Key Stage 2, additional opportunities are provided for pupils to develop their speaking and listening skills. This effectively addresses a short-coming identified at the time of the last inspection. An unusual feature of the curriculum is the useful inclusion of office studies. As in the other key stages, the curriculum is enhanced by a range of educational visits in subjects such as art, citizenship, geography and history, adding well chosen, first-hand experiences to pupils' learning. Extra-curricular activities make a limited contribution, partly because transport needs make it difficult for pupils to stay after school and because lunch-times are short. Visits to registration periods in the secondary school during the inspection indicated that this time is not always used productively and is not therefore a good preparation for the rest of the day.

Pupils study a broad range of subjects at GCSE, which gives them a good range of learning experiences across the core subjects of English, mathematics and science,

at least one humanities subject, one aspect of the creative arts, citizenship, physical education (PE) and Bible Studies. The additional opportunity to work with resistant materials has been introduced since the last inspection, and provision for PE and games has improved.

In the sixth form, the range of curricular choices has been increased significantly. The successful link with Itchen Further Education College continues, with their lecturers teaching worthwhile courses in accounts and law at Advanced Subsidiary level (As-level) and Year 2 Advanced-level (A2-level) as well as the BTEC business studies course at diploma level. The possible options for pupils now include AS courses in mathematics, art, geography and resistant materials. The curriculum is further extended and enriched through courses which include current affairs, textiles, building studies, English for business, the computer literacy and information technology (CLAIT) course at Year 12 and the Sage Certificate in Computerised Book-keeping in Year 13. The opportunity for work experience in Years 12 and 13 provides valuable practical experience of the world of work.

PSHE and citizenship education form part of the curricular provision from Year 3, and planning for this also follows FLT guidance closely, and includes all the required areas, whilst adhering to the aims and philosophy of the school. In the sixth form, aspects of PSHE are incorporated into a wider current affairs programme. Careers education and guidance are only covered in an ad hoc way in various subjects up to Year 11 where pupils undertake two weeks work experience. This usefully includes pupils preparing formal presentations for their peers, for representatives of the companies where they worked and for trustees. Currently, although careers education and guidance meets the regulatory requirements, it does not take account of the constructive guidance provided by FLT, which includes extending provision to pupils in Key Stage 3.

### **The quality of teaching and assessment**

The quality of teaching is consistently good in the primary school and predominantly good in the secondary, with some instances of outstanding teaching in both. Teachers' good subject knowledge, capacity to plan well and their effective use of assessment, contribute strongly to the overall quality of teaching.

The good and outstanding teaching in the primary school results in good and very good progress by pupils. The teachers show a thorough knowledge of the subjects they teach and display a high level of professional expertise. Topics are thoughtfully chosen, and lessons are thoroughly planned so that new learning builds securely on what pupils already know. A range of strategies is skilfully employed to ensure that pupils are fully engaged in lessons and eager to learn. In the best examples, teachers display imagination and flare in shaping lessons which capture the attention of pupils and motivate them to wholehearted effort. Teachers ensure that pupils know what they are expected to learn, and the effective use of assessment means that the level and pace of learning are well matched to pupils' differing abilities and needs. The good use of resources, including interactive white boards, supports learning effectively so that pupils have opportunities to learn in different ways as well as learning from one another through working in groups and pairs. Literacy and numeracy are given a high priority, contributing significantly to pupils' very good achievement in these essential skills. Teachers enjoy teaching and work hard so that pupils will enjoy learning and achieve well.

From Year 3, pupils are encouraged to think for themselves. In work in art and craft they were confident in deciding the nature of their model environments and they were able to make informed choices about the materials they would use. When investigating life during the Second World War, pupils in Year 5 demonstrated their capacity to work independently, researching their families' wartime experiences and recording their findings in writing of a remarkably high quality. Pupils' outstanding behaviour in the primary school contributes to their ability to concentrate for extended periods and to their consistently good achievement.

Teaching in the secondary school is almost always of good quality and occasionally outstanding. Lesson planning is securely established, and is often good or better. The most effective lesson planning is particularly detailed, specifying precisely what pupils will learn and the methods and approaches to be used. Identifying the learning objectives helps all pupils to understand what they are expected to know and be able to do by the end of the lesson. The best examples of planning include the process of differentiation to meet the differing needs and abilities of pupils. Teachers' subject knowledge is secure, enabling them to use schemes of work and published resources selectively to support learning effectively. In the best lessons teachers are adept at planning and exploring productive links between subjects, so that pupils are able to make connections in their thinking and appreciate how knowledge and understanding in one subject illuminates learning in another. This characteristic is especially evident in aspects of art, history and maths.

Classes in the secondary school are small and allow teachers the opportunity to assess progress and to support individual pupils effectively in lessons, contributing to their learning and good achievement. Literacy and numeracy are strongly emphasised, and pupils have frequent opportunities for dialogue and discussion in lessons through which to clarify and improve their thinking. Similarly, good questioning prompts pupils to reason, to argue rationally and defend a point of view, so contributing to each others' understanding. Pupils' behaviour is generally good, but in a few lessons the immature and distracting behaviour of a small number of pupils adversely affected the progress of the class.

Support for pupils with learning difficulties is currently under review, as the SENCO analyses the Special Needs Assessment Profiles (SNAPS) data in order to prioritise and determine support across the school. The support staff who work alongside individual pupils in Key Stages 2 and 3 contribute significantly to their progress. They are well briefed by staff and aware of the specific needs of individual pupils. Consequently, the support in lessons was highly effective. A small number of pupils are withdrawn from class for individual targeted teaching which is of a good quality. In a minority of lessons, planning identifies pupils who are able, gifted or talented and some extension work is provided for them. This aspect of provision is underdeveloped.

Assessment throughout the school is good. The school has clear procedures in place, and assessment is undertaken effectively at each key stage. Marking in the primary school is good, often diagnostic, always encouraging and frequently informative. In the secondary school, marking is generally regular and the best examples, including in design technology, draw pupils' attention to precisely why aspects of their work are good and gives direct guidance as to how they can improve it further. Where marking is less effective, it tends to be limited to ticks which give pupils only limited feedback on their progress and lacks guidance for next steps.

In the primary school, pupils' work in all areas of the curriculum is assessed each half term, and in the secondary school once termly. In addition, the school carries out an extensive range of informative standardised tests. Reading tests and progress tests in English and mathematics are carried out regularly during Key Stages 2 and 3 so that pupils' progress can be systematically monitored over time. Cognitive Ability Tests (CATs) are undertaken during Year 3 and again at specific times during secondary school. In addition to assessing pupils' capabilities in key areas, these tests also provide teachers with valuable predictions of pupils' likely levels of attainment by the end of Key Stage 3 and at GCSE. The termly teacher assessments are considered alongside CATs scores and used very effectively to set targets for all pupils in each subject. This target setting is well established, and older pupils discuss and negotiate appropriate targets for the year with their teachers. In discussion, pupils of all ages were unanimous in saying that they understood the purpose of setting targets and found them helpful in improving aspects of their work. Targets are recorded in pupils' exercise books and all pupils have target sheets on which all targets are recorded. Targets are reviewed in the spring term and amended or reset as necessary to help ensure appropriate levels of challenge for each pupil. The school is about to install an electronic assessment programme which will store all assessment data and provide a reliable means of tracking the progress of individuals and groups over time.

***Does the school meet the requirements for registration?***

Yes.

**PART 2 - The spiritual, moral, social and cultural development of pupils**

Pupils' spiritual, moral, social and cultural development is good. Pupils in all years enjoy their education at the school. They develop good attitudes to learning and thrive on success in lessons. They enjoy the variety of activities they undertake at both primary and secondary stages, and participate readily and with enthusiasm. They enjoy being with friends and classmates, and this is a key factor contributing to their enjoyment of education. Behaviour in the primary school is outstanding, and it is good overall in the secondary school. The school celebrates good work and behaviour through rewards and presentations. Pupils relate well to each other, and show courtesy to their teachers and to other adults in school.

Spiritual development is good. All the pupils participate in weekly Bible Studies lessons. The potential of the creative and performing arts to develop spiritual awareness is explored well by the school, as for example when pupils participate in musical performances in an arts festival, in school presentation ceremonies and when they sing in the school choir. Art plays a valuable part in spiritual development as secondary pupils paint fluently, creating portraits and landscapes, sometimes using great works of art for inspiration. Good quality work in PSHE investigates the thoughts and feelings of others in situations of stress and conflict, as in history where Year 5 pupils vividly recorded their older relatives' recollections of the Second World War, and in creative writing by Year 11 pupils imagining the feelings of a soldier about his time in Afghanistan.

Pupils develop a strong sense of right and wrong. The importance of truth is emphasised by the school's ethos, and by the good example set by the community and by staff in dealing fairly with pupils. The school encourages pupils to consider ethical values through, for example, the study in science of stem cell research and its implications. A very well organised statistical study by Year 9 pupils of life

expectancy in different parts of the world raised their understanding of social and ethical issues.

Pupils are socially aware, know how to co-operate well, and are fair in their play and work with each other, with the result that the school is generally a very harmonious community. Pupils prepare and deliver assemblies of good quality in Key Stage 3 and 4, using their own materials. They organise fund-raising for charities, including an orphanage in India, through sponsored hikes, cycle rides and football tournaments. Sixth formers enjoy helping younger pupils to settle in by acting as mentors. The pupils are ready to contribute to discussions in lessons, although girls are sometimes less confident about this than boys.

In their responses to the pre-inspection questionnaires, some secondary pupils disagreed with the statement that teachers treated all pupils fairly. In discussions with pupils in Years 7 to 9, pupils explained that they felt teachers were more lenient with girls than boys, but inspectors saw no evidence of this in lessons. Similarly, a significant number noted that the school did not deal effectively with pupils who behave badly. Inspectors noted a small amount of disruptive behaviour which was restricted to one year group. The school has put strategies in place which are beginning to demonstrate measurable success.

The school prepares pupils well for future economic well-being. The strong emphasis on the development of good literacy and numeracy skills from the primary years is a key element in this preparation. Secondary pupils learn useful home-making skills in using resistant materials and cookery. The provision of courses in information and communications technology (ICT), business studies, accountancy and law alongside core subjects makes a very positive contribution to pupils' readiness for the world of work. Older pupils show keen awareness of the issues involved in business, as for example when they learn about contracts and their legal status in the A2 law course. Access to on-line tertiary courses is now being planned.

The cultural development of pupils is good. The school has been resourceful in ensuring that, where possible, pupils learn about other cultures. In the primary school, pupils learn a Diwali dance sequence, study life in an Indian village and learn about people in different mountainous regions of the world. Opportunities are effectively explored for secondary aged pupils to recognise and appreciate the achievements of other cultures in art, cookery, geography and textiles. In art, pupils work with Japanese and African designs; in cookery they prepare food to recipes from China and Italy; and in textiles they study Thai silk painting. Citizenship gives pupils the opportunity to learn about life in modern day Britain, its cultural diversity, government and services.

***Does the school meet the requirements for registration?***

Yes.

### **PART 3 - The welfare, health and safety of pupils**

Provision for pupils' welfare, health and safety is satisfactory. Procedures to support the safeguarding of pupils are in place. The Senior Teacher is the designated Child Protection Officer (CPO), and the Senior Key Stage 2 teacher is the deputy CPO. Recent changes to responsibilities for Child Protection mean that there are now designated CPOs on each main site and updated training for them is imminent. The policy to promote good behaviour shows how good behaviour is

rewarded and specifies the sanctions to be adopted when pupils misbehave. The school has an anti-bullying policy, which includes suitable definitions of bullying and shows what procedures are to be followed were bullying to occur. The pupils are made aware of the potential impact of bullying in PSHE lessons and through assemblies.

There are suitable risk assessments for educational visits which follow Focus Learning Trust (FLT) guidance, record the necessary information and assess risk carefully. Teachers are encouraged to notice and record any concerns they have about safety in a caretaker's record book, which is seen by the trustees with responsibility for health and safety who undertake any necessary changes or repairs. This arrangement, together with the weekly and monthly checks made by the caretaker and the trustees on the safety of the school's equipment and resources, helps to ensure arrangements for safety are appropriate.

Most elements of the schools' approach to fire safety are satisfactory. There are regular checks on fire equipment and annual reviews of fire risk assessments. However, over the past two years fire drills in the secondary school have not been carried out with sufficient regularity. This is being addressed. There are a suitable number of staff members on both sites. Supervision of pupils is well managed. Teachers monitor movement around the school and are mindful of the need for careful supervision of pupils. The school keeps written records of any sanctions it imposes on pupils. Attendance and admissions registers are kept in accordance with regulations, and the school fulfils its duties under the Equality Act 2010.

The school works successfully to promote pupils' understanding of a healthy lifestyle. The importance of healthy eating is emphasised through cookery and science lessons at Key Stages 2 and 3, and pupils are aware of the dangers to health from smoking and the misuse of drugs. There are regular PE and games lessons for all age groups. The school makes good arrangements to ensure pupils' safety, as for example when they are using practical equipment in science and in design and technology. Pupils' arrival and departure at the start and end of the school day by coach, mini-bus and car are carefully supervised.

***Does the school meet the requirements for registration?***

*The school meets all but one of the regulations.*

***What does the school need to do in order to fully meet the requirements?***

- ensure that fire drills in the secondary school are carried out with sufficient regularity (Regulation 13).

**PART 4 - Suitability of the staff, supply staff and proprietors**

All staff have been subject to satisfactory clearance with the Criminal Records Bureau at an enhanced level. The school's employment procedures ensure that all of the required checks are carried out prior to appointment. Where staff are employed through an agency, written confirmation of checks is obtained and recorded. The single central register meets requirements.

***Does the school meet the requirements for registration?***

Yes.

## **PART 5 - Suitability of the premises and accommodation**

The accommodation is good overall and has some outstanding features. Since the last inspection the school has widened its age range to include seven to eleven year old pupils. The trustees have purchased and skilfully adapted a building that was previously a church and later an art gallery. It is suitable for its purpose and decorated and furnished to a high standard, with appropriate space for the storage of resources and equipment including an interactive whiteboard in each classroom. This attractive and very suitable environment for teaching and learning has been greatly enhanced by high-quality displays, which both inform pupils and celebrate their achievements. This combination of factors creates a welcoming environment that is highly conducive to learning. The outdoor play area is adequate, but limited in size. Plans to extend the playground will provide more space for physically energetic games. The open space in the middle of the school is not currently in regular use, but would allow an area for quiet or contemplative activities, such as playing board games, reading or discussion. Future plans to rearrange the accommodation will ensure that music and special needs support work takes place close to main teaching areas rather than on the first floor level.

The accommodation for eleven to eighteen year-olds in the senior school has improved since the last inspection. The school now has a designated science laboratory, library provision has improved, office space has been upgraded and alterations to the medical room now mean that it is fully compliant with regulations. The school has also acquired another site for much of the teaching of sixth formers, which includes appropriate facilities for them including a kitchen and social area. The reduced numbers of pupils has also reduced pressure on space in classrooms and social areas, but the limitations of the playground area remain. Some of the rooms and furniture are starting to show signs of age, and the science laboratory lacks up-to-date furniture and equipment.

The three sites used by the school are well maintained and kept clean and tidy. At the time of the last inspection, the trustees were fully aware of the limitations of the secondary school accommodation and have done what they can to rectify these, until the school can be moved to a more spacious site.

### ***Does the school meet the requirements for registration?***

Yes.

## **PART 6 - The quality of information for parents**

The school provides good quality information to parents through its literature, including the handbooks for primary and secondary parents. These make explicit the ethos, guiding principles and Biblical foundation for the school's work, setting out what trustees expect of pupils, staff and parents. The handbooks also include very valuable guidance for parents which is likely to be informative and reassuring to them and to their children. Regular, well-produced newsletters record pupils' views and activities, dates for future events and news from Brethren communities abroad.

Reports to parents are issued twice a year and provide appropriate information on their children's academic and personal progress. In some subjects the information given is rather general and would benefit from more detail about the individual pupil's specific strengths and areas for development in the subject. The majority of parents who responded to the pre-inspection questionnaire expressed their good support for

the school. A significant minority of parents expressed some concern about pupils' behaviour. Inspectors found the disruptive behaviour of a small number of pupils had impeded progress in a few lessons. This matter is being monitored and addressed by the school and, overall, behaviour is good.

***Does the school meet the requirements for registration?***

Yes.

#### **PART 7 - The effectiveness of the school's complaints procedure**

The school's policy and procedures for handling complaints meet the requirements in full. There were no complaints during the last year.

***Does the school meet the requirements for registration?***

Yes.

## **SECTION C: ORGANISATION AND MANAGEMENT, AND MAINTENANCE OF THE ETHOS OF THE SCHOOL**

*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 new proprietor, Wessex Schools Trust (WST), is affiliated to the Focus Learning Trust (FLT), as was the former proprietor. At present, the school is operating on three sites a few miles apart – the first and main site for Key Stages 3 and 4, a second building which has been purchased and refurbished for Key Stage 2, and a third rented building is provided for the sixth form pupils.

Because of the very limited accommodation at the secondary school, and other proposed developments, pupils from the Portsmouth area started at a neighbouring FLT school in September 2010. It is planned that the remainder of the secondary pupils will combine with other FLT pupils in a new school from September 2011. Preparations for this development are well in hand and being sensitively handled. Trustees and management are well aware of the issues involved now and in the coming months. The excellent provision for Key Stage 2 pupils will continue on its present site.

Trustee meetings are held monthly and are well attended. Signed minutes are prepared and distributed. These show clearly the allocation of responsibilities for any action required. All trustees have their specific areas of responsibility, for which they report either to the Board or the Chief Executive Officer (CEO).

Operational matters are delegated to the CEO and the Senior Teacher. They meet weekly, along with the Student Development Manager, the SENCO, the Sixth Form Manager, the Senior Key Stage 2 teacher and the Primary Manager. The Senior Teacher, although on a short term appointment, has worked with great dedication and professionalism to undertake improvements in many areas, including the curriculum, teaching standards, special needs, assessment, pupil rewards and discipline, and whole school policies. The pupils' development and well-being are prominent in management strategies and decisions. Good recruitment procedures are in place and implemented.

Two recent full-time staff appointments have been made, those of the Student Development Manager and the SENCO, and these are supporting improvements in the school. The primary school is now in its second year and, under the leadership of the Senior Key Stage 2 teacher, a vibrant and enthusiastic learning environment has been successfully developed.

Communications within the school have improved. Trustees could usefully consider how the progress being made by the school could be communicated more effectively to parents. The organisation of records and general administration is well cared for by a full-time secretary, a caretaker and some much appreciated help from volunteers.

The FLT ethos is embedded in the school's daily life. There is good pastoral care and supervision provided by form tutors, trustees and other volunteers. The management of pupils' behaviour is generally good, and constructive strategies are in place to tackle a few remaining problem areas.

***Could the organisation and management of the school be improved?***

*The trustees might wish to take into consideration the following suggestion as to where specific improvement could be made:*

- improving communications with parents to ensure they are fully aware of progress within the school.

**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 School Inspection Service website: [www.schoolinspectionsservice.co.uk](http://www.schoolinspectionsservice.co.uk)**