

SCHOOL INSPECTION SERVICE

Independent professional inspection of schools associated with the Steiner Waldorf Schools Fellowship

INSPECTION REPORT

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

Name of school:	Canterbury Steiner School
DfE number:	886/6052
Inspection team:	Reporting Inspector: Mr Tony Hubbard Supporting Inspectors: Mr Simon Bennett Mrs Sara Wiggins Lay Inspectors: Mrs Helen Weatherhead Mrs Eva Davies
Dates of inspection:	15 th to 17 th November 2011

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SCHOOL DETAILS

Name of school:	Canterbury Steiner School	
Address of school:	Garlinge Green, Chartham, Canterbury, CT4 5RU	
Telephone number:	01227 738285	
Email address:	info@canterburysteiner.co.uk	
Proprietor:	Canterbury Steiner Limited	
Name of the Chair of the College of Teachers:	Mrs Julie Summerhayes	
Name of the Chair of the Trustees:	Mr Simon Hewson	
Name of Administrator:	Mrs Mary McIntee	
DfE number:	886/6052	
Type of school:	Independent school associated with the Steiner Fellowship	
Age range of pupils and students:	3 to 17	
Gender of pupils:	Male and female	
Total number on roll:	Boys: 79	Girls: 90
(Full time)	Boys: 4	Girls: 5
(Part time)		
Number of children under 5	Boys: 6	Girls: 6
Number of post-16 students:	Boys: 5	Girls: 16
Number of pupils with statements of special educational need:	Boys: 0	Girls: 0
Annual fees:	£2,620 to £7,734	
Type of inspection:	Section 162A of the Education Act 2002	
Inspection Team: Reporting Inspector:	Mr Tony Hubbard	
Supporting Inspectors:	Mr Simon Bennett, Mrs Sara Wiggins	
Lay Inspectors:	Mrs Helen Weatherhead Mrs Eva Davies	
Dates of inspection:	15 th to 17 th November 2011	

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 Steiner Waldorf Schools Fellowship 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 trained lay inspectors, who looked at agreed aspects of the school's management and ethos and reported on these to the Steiner Waldorf Schools Fellowship. Their 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 Canterbury Steiner School provides education for boys and girls from three to seventeen years of age. Founded in 1976, it is owned by Canterbury Steiner Limited and is a registered charity, governed by a board of Trustees and affiliated to Waldorf Steiner. It welcomes pupils of all backgrounds, faiths and abilities. It provides a holistic curriculum, in accord with child development as outlined by Rudolf Steiner's educational philosophy. Its aim is to combine the acquisition of practical and academic skills with nurturing the moral, spiritual and learning potential of each child. The school is set in spacious grounds in a tranquil valley at a short distance from the city of Canterbury. Key development priorities for the school are the movement to a larger site and to extend its provision to include children under three years.

The school is divided into a kindergarten with children of three to six years, including an Early Years Foundation Stage (EYFS) setting, a Lower School with children of seven to thirteen years (Class 8), and an Upper school with pupils from fourteen to seventeen years. At the time of the inspection the school had exemptions from parts of the learning and development requirements of the EYFS, relating to the formal teaching of literacy and numeracy, and was awaiting confirmation of their renewal. These elements were therefore excluded from this inspection. Apart from these elements, the school delivers the EYFS learning and development requirements highly effectively. At the time of the inspection, the school had a total of 178 pupils, including 83 boys and 95 girls. There were six boys and six girls in the EYFS setting, of whom four boys and five girls were attending part time.

The school is non-selective and the extensive screening tests used by the school show the ability range to be very wide, from well below to far above average, and to vary considerably in its distribution between classes. No pupil currently has a statement of special educational need, but the learning support staff provide support for forty pupils with a wide range of special educational needs or disabilities. Pupils come from families with a variety of cultural, faith and economic backgrounds but with a common commitment to the Rudolf Steiner philosophy of child development.

The school uses standard Steiner nomenclature for its classes: the Kindergarten contains all children under six years and so includes Nursery, Reception and Year 1; Classes 1 to 11 correspond with national curriculum Years 2 to 12.

Summary of main findings:

Canterbury Steiner School provides a high quality of education in full accord with its aims and the ethos of Steiner Waldorf. Because of the way in which strong pastoral care and personal development are integrated into the curriculum, the personal development of pupils is exceptional. The good and often outstanding teaching enables pupils of all abilities to make good progress. The quality of welfare, health and safety is good overall, but some weaknesses were identified in pre-appointment checks of staff, which the school has immediately begun to address. The school has improved the marking and the quality of assessment is good. The excellent pupil information provided by learning support is not used to full effect throughout the school. Staff integrate parents closely into the life of the school.

What the school does well:

- it provides outstanding learning outcomes for all children in the kindergarten;
- it promotes pupils' progress and well-being effectively through staff having extremely good knowledge of their pupils;
- it encourages pupils to become particularly independent learners and thinkers;
- it provides teaching that encourages excellent quality of pupils' artistic expression and writing;
- it provides teaching in which constant links between subjects are made; and
- it provides a location and environment that provide a sympathetic setting for the pupils.

What the school must do to comply with the regulations:

The school must:

- carry out all the pre-appointment checks, and complete the centralised register of appointments having regard to the guidance in *Safeguarding Children and Safer Recruitment in Education*; and
- send an annual report to parents of pupils in the kindergarten, including EYFS.

What the school must do to comply with the Equality Act 2010

- the school complies fully with the Equality Act 2010.

Next Steps

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

- tighten the school's administrative systems to ensure that the school's policies and compliance are regularly reviewed and consistently applied; and
- make fuller use of the detailed pupil information provided by learning support.

SECTION B: COMPLIANCE WITH REGULATIONS FOR REGISTRATION

PART 1 - The quality of education provided by the school

The quality of the curriculum

The curriculum continues to be good and, as reported at the last inspection, it has some outstanding features. Not least of these is its success in melding together pupils' intellectual, practical and emotional development, in full accord with the aims and the principles of the Steiner international curriculum which the school espouses. The school's physical environment is wholly supportive of the rhythm of nature and of the seasons. Since the last inspection, provision for pupils from Class 9 to Class 11 in the Upper School has been strengthened by the introduction of additional subjects and choice, which enable pupils to study up to eight subjects to GCSE.

The curriculum is broad and balanced and provides for all the required areas of learning. Distinctive features are the teaching of French and German through stories and poetry from Class 1, the regular use of rhythmic movement, handwork, developing into woodwork and later metalwork, and the combining of key academic subjects into the two-hour Main Lesson at the beginning of each day, gradually separated out into separate subjects as pupils move up the school. This approach is carefully planned to follow the developmental stages of the pupils set out in Steiner educational theory. Full attention is paid to setting secure foundations in the development of literacy and numeracy. From the earliest stages, it successfully aims to develop pupils' capacity to listen and to remember, through the progressive telling of stories, and through poetic recitation and the use of colour drawing as well as writing to express understanding.

The curriculum makes a powerful contribution to the spiritual, moral, social and cultural awareness of the pupils, allowing pupils of a wide range of ability and personality, the opportunities to develop their potential in a range of ways. It provides them with the space to develop. For example, the systematic use of recorders in the lower school not just to play but to tap out rhythms for the whole class to copy, not only developed the musical and listening skills of the whole class but enabled the teachers to observe differences in personality and so tailor their teaching more closely to the learning style of each pupil.

The planning and monitoring of the curriculum is very effective, with clear oversight by the Curriculum Development Group. Long, medium and short term plans are thorough, and provide the Class Teachers in the Lower School and Class Guardians in the Upper School with a comprehensive picture of their pupils' learning and allow for smooth continuity from one year to the next. A strong learning support team helps teachers identify and provide for any pupils with special educational needs or disabilities (SEND). Suitable arrangements are made to prepare pupils for the next stages of their education and for working life. The school has rightly decided to lengthen the time available for GCSE study and are beginning such courses in Class 10, with suitable guidance about subject choice in Class 9. All pupils in Class 10 have work experience.

The quality of teaching and assessment

The quality of teaching is good and enables all pupils to progress well across the wide spectrum of the Waldorf Steiner programme in full accord with its aims. A high proportion of the lessons observed were judged outstanding and a few were judged less than good. Teaching has improved since the last inspection, because of the effective steps taken to improve assessment and marking, which are now more consistent. Much of the teaching, particularly in the Main Lessons, is of outstanding quality in the depth of its planning, its observance of the Steiner principles of child development and the attention paid to each pupil's needs and nature.

Teaching is thoroughly planned, and teachers have mastered their subjects and know their pupils so well that they are able to move lessons along flexibly between topics and subject matter and adjust activities in the light of pupils' responses and needs. As a result, pupils of a wide range of abilities and needs are able to make good and often rapid progress, and many readily make links between different subjects, such as art and science or mathematics and history. Pupils are attentive and mostly enjoy their lessons, as was apparent from their responses to the pre-inspection questionnaire as well as from the lessons themselves. They take every opportunity to ask questions, enter into discussion and challenge each other and the teacher in a civilised and reasoned way, because teachers ask questions skilfully and give serious weight to what their pupils have to say. In this way, teachers encourage independence of thought and feeling and respect for those of others.

All teachers ensure that their pupils are fully secure in literacy and numeracy as they develop and the quality of writing and of projects is high. Above all, teachers successfully develop pupils' qualities as students, as was seen from the way in which, for example, pupils acquired the habit of research and writing from notes independently taken. Where teaching was less than good it was because pace and interest did not fully engage the pupils.

Support for pupils with learning difficulties is a major strength in the school, because of the degree of highly organised specialist support, led by the learning support co-ordinator, and the effectiveness with which it operates in concert with class and specialist teachers. The sophistication of the screening data gathered on all pupils is exceptional and used very effectively by the learning support staff themselves and by some, but not all, teachers; as a result, its potential has not fully been realised.

In the best lessons, teachers use their deep understanding of the subject and of how it is taught to enable pupils of all abilities to make rapid progress and to produce work of quality and depth. Such teaching is exciting and has pupils completely absorbed.

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 outstanding because teachers concentrate on the personal development, intellectual, practical and aesthetic progress and pastoral care of each pupil as inseparably linked. This is in accord with the school's aims and ethos and thereby sustains the strength identified at the last inspection.

Pupils display deep spiritual awareness, strongly developed through participation in festivals, through awareness of the rhythm of the seasons and through the significance of light as seen when, for example, many pupils within the school enjoyed participating in the kindergarten Martinmas walk. Pupils generally exhibit strong powers of concentration and are highly reflective thinkers. Pupils experience their lessons, especially in the two-hour main lesson of each day, as a time for the spirit and mind to work together through their saying of verses, singing, rhythmic movement and recitation of poetry. They write thoughtfully and show care for all within their community. This is keenly reinforced in the careful planning and teaching of many lessons. In conversation, they show emotional sensitivity and a keen awareness of the value of friendship, helping and sharing. Their self esteem is constantly reinforced by teachers who respect the needs of each individual. Pupils have a strong understanding of themselves and their place in the world.

Pupils show firmly established moral qualities. Their awareness of the needs of others is carefully supported by their curriculum, for example, as they study stories of characters from myth and literature and accounts from history. They respect each other and adults. Pupils' understanding of what is right and wrong is developed through the atmosphere of supportiveness that runs through the school and its ethos. The oldest pupils learn to think critically and objectively as they consider moral issues and current affairs.

Pupils show a powerful sense of being part of a community, both because of the way in which they are taught together in class groups by the same class teachers or class guardians throughout their time in the school, and through the annual cycle of seasonal celebrations which they share with parents and staff. Pupils behave in an emotionally mature and responsible manner. They show a strong sense of personal and collective responsibility. Very young children were seen to imitate their teachers and start to clear leaves from the ground whilst older pupils quickly and sensibly tidy away the tools they use to weed and tend their gardens. All show strong respect for the individual and consideration towards others. They have a powerful sense of the difference between right and wrong. Pupils are well behaved in lessons and around the school, and are always welcoming and polite to visitors. Pupils have a good understanding of public affairs, from their Main Lessons, where, for example, their study of Roman history invites parallels to be drawn between Roman history and the working of government today. Social development is further enhanced by the much appreciated residential visits.

Pupils show outstanding cultural awareness and maturity. Their days are full of cultural experiences through music, drama, illustration and poetry from many historical times and continents. From the narratives their teachers tell and their study of history and religious education they show a sympathetic understanding of the faiths, customs and thoughts of many places and times, for example, through their study of ancient Indian mythology and Buddhism. Pupils say they are excited by and value the many opportunities they have to experience a diverse range of modern culture on school trips and particularly mentioned the Steiner Waldorf Olympic games for all class fives in the country and from abroad where particularly popular events include javelin, wrestling and athletics. This cultural dimension is further extended through whole-school events such as the Advent bazaar in which all members of the school community participate.

Does the school meet the requirements for registration?

Yes.

PART 3 - The welfare, health and safety of pupils

The quality of pastoral care throughout the school including EYFS is strong, and that of the welfare, health and safety of pupils is mostly good, but there are areas concerned with safeguarding where required procedures have not been followed. The prevailing Steiner ethos and the structure of the school enable staff to know the needs of their pupils well. Mutual respect between pupils and staff and pupils and each other are evident. Upper School pupils have a strongly developed awareness of the needs of the younger pupils. Policies on anti-bullying and good behaviour are appropriate and clear. Pupils at all levels in the school spoke highly of the care they received. This is exemplified in practical terms by such details as careful end-of-day procedures, the sweeping up of the yew berries in season, and detailed illustration to a class by one of the caretakers of the best way to push a loaded wheelbarrow up a slope and empty it safely. Regulatory requirements relating to fire risk, provision for pupils who are ill, first-aid and the completion of the admissions and attendance registers are all met. A day's training has been given on issues to do with fire safety, and fire drills have been held on different days of the week. Three first-aiders with higher level certificates have been trained. Those responsible for child protection and health and safety are well versed in their responsibilities, and active in exercising them. They communicate well with each other and have established a strong working relationship with the local authority safeguarding team. There are two CPOs, who are fully aware of their responsibilities and they have established strong and effective links with the local area safeguarding board. Both have received Child Protection training from Kent County Council.

Does the school meet the requirements for registration?

The school meets all the requirements except one.

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

In order to comply with the Independent Schools' Standards Regulations 2010 the school should:

- *have regard to the DfE guidance Safeguarding Children and Safer Recruitment in Schools in carrying out pre-appointment checks under Part 4, (Paragraph 7(b)).*

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

The school has satisfactory procedures for background checking, but because these have not been consistently applied, the requirements of the regulations are not fully met. In some respects the school goes further than required; all staff, including volunteers, have been subject to enhanced Criminal Records Bureau (CRB) checks, together with other background checks. However, for staff who have lived or worked overseas, it omitted the required additional checks. This was the result of a misunderstanding of the requirement, in the absence of any member of staff with training in safer recruitment. The quality of checking is in most respects sound, but the helpful checklist to ensure that all the checks are completed has in some senses not been completed and requests for references do not seek explicit confirmation of the candidate's suitability from the referee. The centralised record of appointments, is in almost all respects in order, but does not provide the dates on which the various checks were made. The school has responded immediately to the situation and is already taking steps to amend it.

Does the school meet the requirements for registration?

No.

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

In order to comply with the Independent Schools' Standards Regulations 2010 the school should:

- *carry out suitable additional checks on all staff appointed since 1 May 2007 who have lived or worked overseas (Paragraph 19(2)(d) and (3)); and*
- *include in the centralised register of appointments the initials of the checker and the date on which the check was made (Paragraph 22(1-4)).*

PART 5 - Suitability of the premises and accommodation

The grounds of the school provide an ideal setting for the development and education of the pupils, including, in particular, children in the Kindergarten, including EYFS. The pupils take full benefit from what is provided. Its spacious grounds, set in a valley and surrounded by farmland, provide ample space and facilities for walking, reflecting, climbing and exploration, as well as for games and sport. It provides an ideal setting for children in the Kindergarten. Staff are suitably vigilant about access to the site. The classrooms are well built, attractive and provide good space for the marriage of mental and physical development required by the Steiner Waldorf philosophy. Appropriate specialist facilities are provided, some of which are cramped, but they are adequate and do not prevent, for example, a high quality of art work. The site is kept very clean, inside and out and the buildings are properly maintained.

Does the school meet the requirements for registration?

Yes.

PART 6 - The quality of information for parents

The school keeps parents very well informed. Information comes in many forms, is well presented and has its own distinctive style. The website is uncluttered and links up with most areas of the school. An informative weekly newsletter is available on the website and by hard copy. The school prospectus pack includes separate leaflets for Kindergarten, Lower, Middle and Upper Schools as well as a survey of GCSE results over the last 10 years. The parent handbook, which is in the process of being redrafted, provides comprehensive information about the educational ethos of the school with a detailed curriculum for each year, and all relevant school policies and procedures related to welfare, health and safety of the children, as well as information about how to raise concerns and formal complaints. Notice boards in the Kindergarten and at the school car park display announcements of forthcoming events, and include the latest Ofsted report. Termly reports are provided throughout the school. In 2009/2010, no report was sent to parents in the Kindergarten, including EYFS, as is required. Parents are given many opportunities to meet with the teachers to discuss the progress of their children. This keeps the termly parents' evening free for general and curriculum matters. The board of trustees sends an informative annual report to all parents.

Does the school meet the requirements for registration?

The school meets all the requirements except one, which is already being addressed.

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

In order to comply with the Independent Schools' Standards Regulations 2010 the school should:

- *provide all parents, including those with children in the EYFS, with an annual report on the progress of their children (Paragraph 24(1)(f)).*

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

The complaints policy and procedure are clear and comply with all the regulations. One formal complaint was received last year, which was resolved before the final stage of a panel hearing. The procedure was followed appropriately and recorded in detail.

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

Canterbury Steiner School is a Limited Company and a registered charity. The Board of Association of this Company holds legal and financial responsibility for the school and provides overall strategic leadership. There is a wealth of professional expertise on the Board. Currently it has six members: two external, one parent, two staff and one ex-officio member. They meet monthly.

There is a close and effective working relationship between the Board and the College of Teachers. The College currently has twelve committed members. In the weekly College meetings, teachers undertake the executive management of the school, formulate all pedagogical policies and appoint new teachers. College elects individuals or groups to carry out specific tasks. The Board reviews College policies and decisions, ratifying or suggesting amendments where appropriate. They also appoint non-teaching members of staff.

All teachers are now required to attend the weekly Business and the Pedagogical meetings. The extension of the Pedagogical meeting into a forum which provides continuing professional development is an excellent initiative, which has ensured strong communication and collaboration among staff. Pedagogical planning is not fully co-ordinated nor linked into the overall development plan.

The teachers' depth of understanding of their pupils and of the curriculum enables the ethos of the school demonstrably to shine in the daily teaching. One parent commented in the questionnaire, "*The school has a broad and rich curriculum.*" Another stated, "*It is a truly inspirational and happy environment for young people.*"

The school is fortunate to have a committed and dedicated administrative team. At times it is overstretched which has led, on occasion, to some inconsistencies in documentation and procedure. The Administrator has a long connection with the school and provides vital continuity. She has played a major role in the recent acquisition of a new site for the school. This project has produced an enthusiastic and exciting vision for cultural regeneration, community-building, growth based on the firm foundation of an Early Years Centre providing wrap-around care, and all within ecological and sustainable buildings and grounds.

Could the organisation and management of the school be improved?

Yes.

The Board and the College of Teachers might like to take into consideration the following suggestions as to where specific improvements could be made:

- improve school planning by collating all proposed pedagogical development into one accessible education development plan;
- improve management by ensuring a consistent management system is in place for regular policy reviews together with administrative procedures and for their implementation.

PART D: EARLY YEARS FOUNDATION STAGE

The outcomes for children in the Early Years Foundation Stage

The outcomes for children are outstanding. Their progress is particularly rapid in their speaking and listening, physical development and creative skills. They approach their learning with excitement and respond enthusiastically to challenges. They select and use activities and resources independently to imagine and recreate roles and experiences, developing skills for the future. Many children were engrossed in the lively puppet show given by their classmates. Their social and emotional development is outstanding. Children feel safe, secure and self confident as a result of the carefully planned rhythms of the day, the week and the year, as well as the support and encouragement they receive from their teachers. They are exceptionally well behaved, polite and thoughtful towards one another and adults and are highly articulate. Children show a strong awareness of how to stay safe and healthy. They are careful to observe personal hygiene. Physical activity is a constant part of their day and they are strongly aware of need to be safe as they make slides from planks and tree trunks and create dens from boxes they have carefully secured. The mixed-age groups enable the children to learn from each other and older children are helpful to the younger ones.

The quality of provision in the Early Years Foundation Stage

The quality of provision is excellent. The teacher and classroom assistants very effectively promote a peaceful and nurturing atmosphere in which they facilitate learning and enable the children to flourish. The kindergarten provides excellent opportunities for the children to be active in meaningful imitation of others, a foundation of learning at this early stage of education. Many practical activities are organised by the children, during which they strongly develop their imagination and grow in self-confidence and awareness of the needs of others. The classroom environment is carefully planned to promote calm. The afternoon club is well-organised and provides suitable activities that supplement those provided by the kindergarten. The excellent behaviour of the children is a result of the gentle and consistent approach to discipline and the excellent relationships that exist. Procedures for monitoring the children's progress are good. At weekly planning meetings staff review and adjust planning, in the light of their evaluation of what has already been covered and their assessment of individuals' needs. High priority is placed on children's health, safety and well-being; excellent procedures and practice ensure their awareness of good health and hygiene and how to stay safe. The children are encouraged to wash their hands after toileting and outdoor play and before eating and drinking. Lunch and snack times are highly sociable occasions, with a wide range of healthy food, and opportunities for adults and children to share their news.

The effectiveness of leadership and management in the Early Years Foundation Stage

Leadership and management are good. Extensive, well-targeted training contributes effectively to the capacity of staff for improvement and this has a strong impact on learning. Staff have a close working relationship and continually evaluate their own practice, identifying the individual needs of children. This is not formalised in written development planning. Relationships with parents and carers are excellent. They are kept fully informed through many opportunities to meet with staff, informative

parents' evenings and home visits. Information collected from the careful tracking of the progress of children is shared with parents orally. In 2009 to 2010, parents were not given the required written summary reporting on each child's progress against the early learning goals and the assessment scales. The school was on track to remedy this omission for the current year. Resources are used highly effectively and are well maintained. Excellent consideration is given to the needs of individual children within the mixed age groups, thereby promoting equality and respecting diversity. Safeguarding of children's welfare is mostly good. Almost all the necessary employment checks have been carried out and in the one case in which additional overseas checks had not been made the school immediately took action. Staff take care to ensure the safety of the premises; risk assessments are thorough.

Overall effectiveness: how well the school meets the needs of children in the Early Years Foundation Stage

The overall effectiveness of the EYFS is outstanding. The setting meets the needs of every child by recognising that each one is unique and enabling them to make progress. The capacity for sustained improvement, the staff's commitment to their work and meeting the needs of children and the involvement of parents is excellent.

Does the school meet the statutory requirements?

The school meets most, but not all of the regulations, and is already addressing the exceptions.

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

- carry out suitable additional pre-appointment checks on any staff appointed since 1st May 2007, who have lived or worked overseas, and record all such checks correctly in the centralised register of appointments; and
- provide parents with a written summary reporting on each child's progress against the early learning goals and the assessment scales.

This report has been prepared by the School Inspection Service, which provides independent professional inspection of all schools affiliated to the Steiner Waldorf Schools Fellowship. Further copies of the report are available from the School Inspection Service website: www.schoolinspectionservice.co.uk