

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:	Highcombe Edge
DCSF number:	936/6585
FOCUS number:	505
Inspection team:	Reporting Inspector: Mike Thirkell Supporting Inspector/s: Eileen McAndrew Meg Buckingham Ted Cohn Lay Inspector: David Kilbey
Dates of inspection:	5 th to 8 th May 2009

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SCHOOL DETAILS

Name of school:	Highcombe Edge
Address of the school:	Tilford Road, Hindhead, Surrey,
Telephone number:	01428 601800
Fax number:	01428 601816
Proprietor:	Three Counties Education Trust
Name of Chief Executive Officer:	Mr Colin Blake
Name of Senior Teachers:	Mr Stephen Hardy (Senior School/Overall) Mrs Gill Young (Junior School/Key Stage 2)
DCSF number:	936/6585
FOCUS number:	505
Type of school:	Independent school affiliated to the Focus Learning Trust
Age range of pupils and students:	8 to 18
Gender of pupils:	Male and female
Total number on roll: (Full time)	Boys: 55 Girls: 35
Number of post-16 students:	Boys: 13 Girls: 8
Annual fees:	No fees charged
Type of inspection:	Section 162A of the Education Act 2002
Inspection Team:	Reporting Inspector: Mike Thirkell Supporting Inspectors: Eileen McAndrew Meg Buckingham Ted Cohn Lay Inspector: David Kilbey
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PART A: INTRODUCTION AND SUMMARY

Purpose and scope of the inspection:

This inspection was carried out by the School Inspection Service (SIS) in accordance with Section 162(A)(1)(b) of the Education Act 2002, and it follows the inspection framework laid down by the Service and the Focus Learning Trust 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:

Highcombe Edge School moved to its current attractive suburban site close to Hindhead, Surrey in September 2008. The school, which is affiliated to the Focus Learning Trust, is registered with the DCSF as a school of Special Religious Character. It was previously registered as the Three Counties School in Farnham. It serves children from the areas of Alton, Farnham, Farnborough, Guildford, Godalming, Woking and Haslemere. There are currently 90 boys and girls attending the school between eight and eighteen years of age. The move to the new premises has enabled the amalgamation of the previously separately registered provision for primary and secondary children into one building and the considerable extension of on-site facilities in the grounds.

The school expresses its aims as *'providing pupils with a well-balanced fulfilling education'* based on the National Curriculum, *'to bring out the potential of each student and to promote respect for authority, other persons and property and the ability to get along with others'*. Its objective is expressed as *'providing a Christian-based secure and stimulating environment for pupils to learn in, in order to help them to emerge as self-disciplined young adults who have learned to embark upon their chosen vocations equipped with a broad base of knowledge, training and skills'*. The school was last inspected by Ofsted in 2006, then as the Three Counties School.

Summary of main findings:

Highcombe Edge is an effective school which is successful at meeting its aims. Pupils are well cared for and feel valued. Its distinctive Christian ethos supports the very good personal development of pupils and encourages them to take responsibility for their own actions and for their community. With the support of its community and the leadership provided by the school management and trustees, it has quickly become established in its attractive new premises, which have been refurbished to a high standard. The work of the school is strongly endorsed by parents, and pupils say that they are happy to be there. Staff work hard to provide pupils with a high quality of education. Both curriculum and teaching provision are of high quality. Guided by well informed strategies, educational provision is rigorously monitored to support pupils in achieving their potential. As a result pupils throughout the school make good progress. This is exemplified by General Certificate in Secondary Education (GCSE) results at the end of

Key Stage 4 which are significantly above the national average. Relationships in the school are very positive and pupils value the support provided by teachers.

What the school does well:

- it provides a good quality of teaching with outstanding features;
- strategies for involving all staff, including part-time staff in training and development are effective;
- its systems for assessment and monitoring pupils' progress are excellent and play an important role in supporting pupils' development;
- its support provided for pupils identified as having special learning needs is notably good, and systems are carefully designed to ensure that their needs are recognised and addressed;
- it provides a remarkably attractive and stimulating learning environment; and
- it demonstrates a strong sense of community both through the support received for its development on the new site and through the quality of relationships.

What the school must do to comply with the regulations:

The school meets all the required regulations for independent schools in England.

What the school must do to comply with the Disability Discrimination Act (DDA) 2002:

The school complies fully with the requirements of the DDA.

Next Steps:

- further develop the special provision to support those pupils already identified by the school as gifted and talented;
- plan more opportunities to develop pupils' understanding of the range of cultures and ethnic diversity in Britain today.

PART B: COMPLIANCE WITH REGULATIONS FOR REGISTRATION

The quality of education provided by the school

The curriculum at each stage, junior, secondary and the sixth form, is good. It provides a secure framework within which pupils of all ages learn effectively, make good progress and achieve well. It is based on the programmes of study of the National Curriculum amended to ensure that it reflects the aims and intentions of the Brethren Community. At Key Stages 2 and 3 the curriculum is supported by the Focus Learning Trust (FLT) curriculum manuals which provide guidance for planning and practice and help to ensure consistent approaches and expectations across the school.

The junior department has effectively established a new curriculum which includes provision for pupils throughout Key Stage 2. This already has significant strengths, being planned to ensure a broad, interesting and engaging learning experience for all pupils. Planning is conscientious and methodical and informed at all levels by the National Strategies, the schemes of work provided by the FLT and approved published resources. Teachers plan a yearly overview of what is to be covered in each subject within a two-year cycle. Termly planning identifies each topic and the weekly lessons through which these will be taught to each group. The task of embedding and refining the curriculum is at an early stage of development and teachers are working diligently to ensure this is done effectively. They evaluate provision and respond flexibly, as for example in geography where the scheme of work is identified as needing additional content to ensure a more broad and balanced learning experience for pupils.

Literacy and numeracy are given a high priority and as a result pupils of all abilities make good progress. Aspects of personal, social and health education (PSHE) and citizenship are planned through the scheme of work and explored in circle time and assemblies, contributing significantly to pupils' excellent development in this area. Planning takes very good account of the needs of pupils who have learning difficulties.

The curriculum at Key Stage 3 includes all subjects of the National Curriculum with Bible Studies, French, Latin, citizenship and text processing providing additional breadth. Aspects of PSHE are included in the programme of work for citizenship. A recent innovation has been the successful introduction of the Award Scheme Development and Accreditation Network (ASDAN) course for those pupils from Year 9 identified as most likely to benefit from this provision. At Key Stage 4 the curriculum is shaped by the requirements of the examination boards for GCSE. The curriculum remains sufficiently broad though art and music are no longer provided. More able pupils continue Latin to examination level. Pupils study an appropriate range of GCSE courses in core and foundation subjects, with the majority of pupils routinely taking a good range of subjects in public examinations. Examination results are well above the national average.

Staff have worked very hard to compile extensive schemes of work for each subject resulting in a curriculum which is thoroughly planned for each year group. In developing these schemes of work, teachers have had close regard to the National Curriculum and made effective use of the wide range of national and FLT guidance, materials and resources available. Some like English and art exemplify good use of this wide range of documentation, inflected and shaped by the expertise and experience of the subject teachers. The format of schemes of work varies across subjects but all are at least satisfactory. Most represent good working documents, amended and refined to meet the needs of current pupils. Where subjects have more than one teacher,

appropriate planning is done during training days to help to secure continuity and to avoid omissions and unnecessary repetition. Subject departments evaluate their work and produce a useful annual development plan to identify what they intend to achieve next, how it will be done and the criteria through which they will evaluate success. Careers guidance forms part of the curriculum from Year 10 and continues into the sixth form. Similarly, work experience is an integral part of the provision and in discussion pupils were swift to mention how much they enjoyed it.

Provision for pupils identified as having learning difficulties is excellent. Assessment and identification procedures are securely established and comprehensive. The mechanics for learning support are clearly defined and staff expertise is of a high quality. Pupils who are able, gifted or talented are also identified and planning has begun to recognise their particular needs. Some extension work is already planned for them but the school recognises that this area is not yet fully developed.

Currently about a quarter of the pupils have music lessons and provision includes tuition for the piano, violin and guitar. The school hopes to develop a choir in the near future. Provision for extra-curricular activities is limited due to the distances many pupils travel to and from school. Nevertheless, visits are made by pupils as part of curriculum activities. For example, a study visit by younger pupils to Oakhanger stream brought immediacy and excitement to their learning. In the same way, the field trip to Juniper Hall for a river study and to the Imperial War Museum added significant enrichment to older pupils' learning experience. The grounds provide good a good resource for PE and games supplemented by the hire of external facilities as necessary.

The school provides an appropriate range of curriculum opportunities for students above the age of sixteen. Courses provided are carefully planned to meet students' individual abilities and aspirations in Year 12 and Year 13 and to ensure that they are well prepared to meet the expectations of their future work. Two courses are provided to match the needs of students of broadly different abilities, identified as 'theoretical' and 'technical'. Through a programme of consultation with both students and parents, courses provided for Year 12 students are modified to meet the changing needs of students each year. Consultation processes emphasise the school's commitment to meeting students' needs as far as is both feasible and reasonable. The theoretical course, as well as providing a suitable range of advanced level courses (at AS and A2 levels), includes an AQA AS level Extended Learning Project; the technical course focuses on a vocational core of subjects, including BTec Business Management, with a more limited but suitable range of AS options, including design and technology. An ASDAN course, provided as a component of the technical course, is designed to develop skills in information communication technology (ICT), communication, problem solving, group work and research. Several parents reflected on the lack of extra-curricular activities for pupils in their response to pre-inspection questionnaires.

The quality of teaching and assessment

The quality of teaching and learning is good and includes a number of outstanding features. Teaching is of a consistently high standard in lessons throughout the school, for pupils of all ages and abilities, and this has a positive impact on the good progress that they make. Teachers are well prepared for lessons. The generally high quality of lesson planning ensures that they proceed at a good pace and that good use is made of

time available. Lesson planning benefits from the good use made of information derived from strategies used to monitor pupils' progress, thus ensuring that the needs of all pupils, including those with special learning needs, are met. At Key Stage 2 the schemes of work provided by FLT are supported by extensive worksheets. However, some of these worksheets are too prescriptive and limit pupils' responses. In history, for example, worksheets are often too simple, requiring little thought or effort from pupils and when completed give teachers too little information about what pupils know and understand about the subject.

Teachers are well qualified, experienced and demonstrate good subject knowledge. This has a positive impact on the quality of teaching and learning and supports their ability to respond flexibly to developing learning needs as lessons progress. It impacts positively on the generally high quality of subject related vocabulary used in lessons notably in the secondary school. Despite these strengths, the school management is aware of the importance of ongoing staff development. The school has well considered strategies for ensuring that the high percentage of part-time teachers are involved in opportunities for training and staff development, as well as the general life of the school. Overall teaching is well supported by careful monitoring.

Relationships between teachers and pupils in lessons are excellent. Lessons are typically conducted in a positive learning environment. In the general context of the good communications within lessons, teachers understand the importance of listening to what the pupils have to say. Questioning is for the most part used well to engage pupils' interest and to ensure that, irrespective of their ability, each plays a full part in the lesson. Pupils are frequently challenged to draw on previous knowledge in developing their learning; for example, in Year 12 Business Management where students were able to draw on their knowledge previously gained to develop arguments in relation to business supplies. Working in pairs in a Year 9 history class, pupils used their knowledge to discuss responsibility in the context of the Holocaust. On a few occasions questioning was too closed and consequently did not encourage pupils to fully express their views. As well as the use of commendations and merits, which are appreciated by pupils of all ages, teachers understand the value of ongoing encouragement; for example, through their response to pupils' answers to questions in lessons and through the use of written feedback in pupils' exercise books. Examples of such feedback were sometimes of a notably high quality and effectiveness. As well as indicating what had been done well, the teacher's warmly encouraging comments supported further improvement. Despite the strengths of marking and feedback, examples of work in exercise books sometimes show inconsistency in relation to the school's own expectations.

Teaching quality is supported throughout the school by the application of good classroom management skills. Resources are sufficient, although pupils did refer to the need for more ICT resources to support homework, particularly in Year 12 and Year 13. They are generally well used in lessons to support teaching and learning, including the increasing availability of interactive white boards, for example in a Year 5 mathematics class, to enliven explanations.

Support for pupils identified as having special learning needs is notably good, both within classes where their needs are identified and through special lessons provided by a system of carefully planned sessions when pupils are withdrawn from class. The provision for these pupils is guided by the well qualified staff, effectively supported by carefully briefed teaching assistants and, as appropriate, volunteers. Teaching assistants work well with teachers and have a clear understanding of their role.

The school has an excellent framework established for assessment. This aspect demonstrates dramatic improvement since the monitoring inspection conducted by SIS in 2006. Strategies used to support effective assessment are appropriately structured and information derived from monitoring, testing and observation used well to guide lesson planning and to inform support for individual pupils of all ages and abilities. All pupils are screened on entry to the school to determine their particular learning needs resulting in the development of a good initial resource of information and ongoing records used as a basis for targeting support. The school has clear strategies to ensure that the required information is gathered from schools previously attended by pupils. The generally positive level of differentiation seen in teachers' lesson plans throughout the school is testament to the effective use of information held by the school in relation to pupils' individual needs. Individual progress is carefully tracked through the curriculum to guide the provision of support and to ensure their progress is maintained. Practical strategies employed, such as grade cards, ensure that progress is recorded and fed back to pupils and parents. Key stage co-ordinators have a key role in supporting the school's helpful systems for tracking pupils' progress.

Does the school meet the requirements for registration?

Yes.

The spiritual, moral, social and cultural development of pupils

Pupils' spiritual, moral, social and cultural development is good with many excellent features and their personal development is a strength throughout the school. Their spiritual and moral development is securely underpinned by the Christian ethos promoted within the school and from their families. Pupils clearly understand right from wrong and take responsibility for their actions. The school is successful in achieving its specific aim of *'promoting respect for authority, other persons and property and the ability to get along with others'*. Pupils demonstrate qualities of quiet confidence and respect for authority and are courteous and polite. There is a strong sense of community within the school, pupils get on well together, enjoy each other's company, often with much humour, and readily help each other in lessons. The activity events in Key Stage 3 such as the recent anti-bullying week, give pupils, who usually work in very small class based groups, the opportunity to work collaboratively in a larger group across the age range. Pupils enjoy these activities and work very well together. The school is planning to extend such opportunities for pupils, for example, to work as a team within an activity week in the summer.

Relationships between staff and pupils are excellent and mutually respectful. Pupils say that they enjoy school, and this is reflected in their excellent behaviour and the positive learning environment. They grow in confidence as their achievements are recognised and celebrated, not only for academic work but as part of their social development; for example, through the 'star tree' in the primary school where pupils eagerly await sight of the name of 'star of the week' displayed. Pupils say *'I got it (star of the week) for being kind... it makes you pull your socks up... be more respectful of others'*. They make a good contribution to the school community and older pupils in particular welcome the opportunity of being part of the school council where they can contribute to the day to day life of the school. Pupils say that they feel their views are listened to. Through fund raising, pupils demonstrate social responsibility and their awareness of those less fortunate than themselves. Last year over £3000 was collected for Great Ormond Street Hospital. Currently, pupils are raising money for a cancer based charity through

'running, walking or cycling' the distance represented by the miles between the most northerly Focus school to the most southerly, by doing circuits in the school grounds.

All pupils study citizenship providing opportunities to learn about public institutions and services in England. In addition, visits linked to the curriculum, for example to the Houses of Parliament, broaden pupils' knowledge and understanding of the wider world.

Pupils have good understanding of their own culture supported in Bible Studies and by activities organised by the community. They have opportunities through some aspects of the curriculum to develop knowledge of the heritage and traditions of others. For example, through the study of African and Australian aboriginal art, they are encouraged to develop an appreciation of the significant achievements and influences of cultures other than their own. In geography, history and citizenship pupils gain some knowledge of the lives of different peoples in the past and present which helps them to understand different cultural traditions. The school has rightly identified the need to broaden this work still further to give pupils more opportunities for increasing their awareness and appreciation of the range of cultures and ethnic diversity represented in Britain today.

Does the school meet the requirements for registration?

Yes.

The welfare, health and safety of pupils

The welfare, health and safety of pupils are a high priority of the school and it makes good provision to ensure that all its pupils are well cared for and kept safe and healthy.

The school has a clear and helpful anti-bullying policy, which guides the prevention and correct responses to bullying. Both staff and pupils understand it and pupils report that, on the few occasions that bullying takes place, it is dealt with swiftly and effectively. The school's PSHE programme provides opportunities for pupils to discuss bullying, how to deal with it and why it is corrosive to the school community. The national anti-bullying week was used as a further opportunity to focus for the whole school. The anti-bullying policy is integrated well with the school's general behaviour policy. This policy strongly encourages good behaviour, but also lays out a range of appropriate sanctions for misbehaviour. Pupils regard these sanctions as fair and justly applied.

A policy has been developed to encourage healthy lifestyles amongst its pupils. This includes a strong emphasis on healthy eating, the importance of regular exercise and the need to behave morally and responsibly in all situations.

The school has a clear and appropriate health and safety policy and a nominated health and safety officer, with appropriate training, who has had long experience of acting in this capacity and who is supported by a nominated trustee. All electrical equipment and sockets have been appropriately tested. Careful risk assessments have been carried out related to activities where accidents might happen, such as practical activities in science and technology and in physical education. Detailed risk assessments are also carried out to ascertain and evaluate potential hazards during educational visits.

A comprehensive fire risk assessment of the premises has been carried out. Fire drill practices indicate that the school can be evacuated in an efficient and speedy manner. The school has an appropriate First Aid policy and more than sufficient nominated staff with relevant First Aid training, two of whom also have full nursing qualifications. Pupils

with particular medical conditions are clearly but unobtrusively identified by staff, with clear guidance about how to deal with their medical conditions. The school keeps satisfactory records of accidents, any injuries sustained and action taken.

Arrangements for the supervision of pupils at all times in the school are satisfactory. The admissions register contains all the necessary information, as do attendance registers, which are well kept. The school has clear and appropriate arrangements for parents to notify it about any pupil absences, and unexplained absences are followed up swiftly. The school also fulfils its duties under the Disabilities and Discrimination Act of 2002.

Child protection policies and procedures are clear and appropriate. There are two Child Protection Officers, the chief executive officer and, as deputy, the senior teacher of the secondary school. Both have had the appropriate level of initial training, which has been updated within a three-year period. There is currently no named female member of staff with a lead responsibility for child protection, although both members of staff in Key Stage 2, including the senior teacher for the primary school have both attended training for safeguarding children. Staff and volunteers are likewise fully trained at the appropriate level and this training is regularly updated. Contact has been made with the appropriate local agency. Relevant telephone numbers for pupils are prominently displayed around the school and pupils know where they are and what their purpose is.

Does the school meet the requirements for registration?

Yes.

Suitability of the proprietor and staff

The school has detailed and appropriate procedures for the recruitment of staff, which have been updated to meet the most recent regulations. All staff have been checked through the Criminal Records Bureau (CRB) and references and medical fitness statements are sought. Volunteers, who all come from the Brethren community, have also been CRB checked and references provided.

Does the school meet the requirements for registration?

Yes.

Suitability of the premises and accommodation

The premises and accommodation have been refurbished to a high standard providing a very attractive and suitable environment in which to learn. Much thought has been given to the needs of the pupils and the needs of teaching in the arrangement of rooms. All areas of the school, inside and out, are maintained and kept clean to a high standard. The spacious grounds have grassed areas surrounded by beautiful trees, which provide very good outdoor play space for all age groups and are proving a stimulating resource for the pupils' learning, for example, for scientific investigation in primary classes. In fine weather older pupils enjoy eating their lunch outside and make good use of the grounds for recreation. Pupils respect their environment and classrooms are light and airy with good quality furniture appropriate to age of pupils. Displays of pupils' work greatly enhance the environment throughout the school. For example, lively, colourful and well-presented displays in the primary areas not only celebrate and support pupils' learning but stimulate and encourage them to ask questions. Similarly, in the secondary section the displays of high quality art and

photographs of work from the catering course, record pupils' creative and practical achievement.

The school has specialist facilities for technology, science and computers but no indoor hall or physical education facilities. The trustees are actively looking to the future to extend the provision with plans for an additional science room and an indoor hall including for physical activity.

Does the school meet the requirements for registration?

Yes.

The quality of information for parents

The school provides good quality information for parents. The prospectus sets out clearly the aims, intentions and expectations of the school. In addition, it lists helpfully the range of policies which support the school's provision alongside useful details of the curriculum and general organisation.

A well designed, highly informative newsletter is sent to parents each half-term. It reminds parents of upcoming events, gives them imaginatively presented feedback on news and events in the current life of the school. It celebrates and reports on activities such as field trips and collections of articles and photographs which record and celebrate good quality pupils' work across the school in all areas of their learning.

The response of parents who returned the pre-inspection questionnaire was overwhelmingly supportive. Parents believe their children receive a good education and make good progress.

Reports of excellent quality give parents detailed information about their children's progress and achievement in each subject of the curriculum. In addition, reports include helpful comments on each pupil's attitude and effort in school and on their personal and social development.

Does the school meet the requirements for registration?

Yes.

The effectiveness of the school's complaints procedure

The school's complaints procedure reflects the guidance received from Focus Learning and meets the requirements in all respects. There were no complaints during the last year.

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 is for the most part well organised with all trustees clearly understanding their role so that responsibilities are distributed and covered appropriately. However, no written detail of the management structure is available and it is not clear who has oversight of educational visits, post 16 and pastoral care. The trust has successfully overseen the move to the present site and the amalgamation of the primary and secondary schools. The excellent premises which the trust has acquired provide appropriate accommodation for present needs. In looking forward the trust is anticipating providing further facilities in a hall/ gymnasium with perhaps three additional good sized classrooms. However, this building programme also depends on what may be required of the school in the wider area in the future. The trustees have also to consider the need to increase the primary accommodation as there are to be some larger than usual Year 3 intakes in the near future and this is likely to necessitate separate classes for each year group in Key Stage 2.

The trustees recognise their obligations in law as trustees of a charity, most having attended one of the recent seminars and studied the recommended literature. The present hardworking chief education officer (CEO) has been in the position for five years and has steered the trust through a challenging period.

Trustee meetings are held each half-term. For the first hour the trust meet alone, at which point the senior teacher of the secondary school joins them. Quarterly full trust meetings are also held. These meetings are fully minuted with specified action to be taken which is subsequently checked for completion. Agendas indicate these meetings are targeted and purposeful.

A management team comprising the CEO, the school manager and the senior teacher with responsibility for Key Stages 3, 4 and 5, meets weekly to address current issues affecting the running of the school. Minutes of these meetings are taken and circulated quickly amongst the trust members and other interested parties, mostly by email. A similar arrangement takes place with the senior teacher with responsibility for Key Stage 2 and includes the manager who deals with primary matters. Periodic and regular management meetings that include both the primary and secondary sectors promote a one school approach.

Communication between the trustees themselves has improved of late and is now felt to be good. The channels of communication between the trustees and the school are also generally good. The senior teacher of the secondary school compiles a weekly bulletin which he distributes to all staff each weekend in term-time advising them of current and forthcoming happenings. This is a convenient way of keeping them informed which is especially useful to part-time staff, ensuring they are kept aware of events at the school in their absence. Of particular note is the excellent notice board in the secondary school staff room which is divided into sections and contains a wealth of information. The willing services of a very competent secretary also contribute to the efficient running of the school.

The spacious grounds provide good recreational facilities for the pupils. It has also enabled the provision of a good sized car park for staff, with its own entrance, so enabling the school transport to load and unload pupils without danger from other traffic.

The staff supervision of pupils at arrival and departure, and also at break and lunch times, reflects the care extended to ensure the pupils' welfare. The pastoral care of pupils and students in the school is provided by the key stage co-coordinators as part of their duties, with oversight by the CEO.

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 SIS website: www.schoolinspectionsservice.org.uk.