

# 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:      | Whinfield School  |
| DfE number:          | 888/6054  |
| FOCUS number:        | 214 (Secondary)<br>220 (Primary)  |
| Inspection team:     | Reporting Inspector:<br>Mr Peter Jones<br><br>Supporting Inspectors:<br>Mrs Margaret Buckingham<br>Mrs Cecile Corfield<br><br>Lay Inspectors:<br>Mr David Kilbey<br>Mr Douglas Siderfin |
| Dates of inspection: | 29 November - 2 December 2010   |

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## SCHOOL DETAILS

Name of school: Whinfield School

Address of school: Oak House  
317 Golden Hill Lane  
Leyland, Lancashire  
PR25 2YJ

Telephone number: 01772 455378

Fax number: 01772 454927

Email address: whinfield@focus-school.com

Proprietor: Whinfield Study Trust

Name of Chief Executive Officer: Mr Edward Fishwick

Name of Senior Teacher: Mr Christopher Ainsworth

DfE number: 888/6054

FOCUS number: 214 (Secondary); 220 (Primary)

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

Age range of pupils: 7 to 18

Gender of pupils: Male and female

Total number on roll: (Full time) Boys: 27 Girls: 31

Number of post-16 students: Boys: 7 Girls: 7

Number of pupils with statements of special educational need: Boys: 1 Girls: 0

Annual fees: No fees are charged

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

Inspection Team: Reporting Inspector: Mr Peter Jones

Supporting Inspectors: Mrs Margaret Buckingham  
Mrs Cecile Corfield

Lay Inspectors: Mr David Kilbey  
Mr Douglas Siderfin

Dates of inspection: 29 November to 2 December 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 two trained lay inspectors who looked at agreed aspects of the school's management and ethos and reported on these to the Focus Learning Trust. 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:**

Whinfield School is an independent day school in Leyland, Lancashire for boys and girls aged between seven and eighteen. It is affiliated to the Focus Learning Trust and follows its policies and principles. The school opened in its present premises in October 2003. It first admitted pupils aged seven to eleven in September 2007, and pupils aged sixteen to eighteen in 2008. Pupils come from families of the Brethren communities in Preston and Lancaster. Admission is non-selective. Of the 58 pupils, 27 are boys and 31 are girls. There are fourteen pupils above compulsory school age. One pupil has a statement of special educational need, and six have been identified by the school as having additional learning needs and/or difficulties. Eight pupils have been identified by the school as being able, gifted and talented.

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

Whinfield School is a small learning community with a positive atmosphere. The pupils are keen learners, curious, interested and quick to seek answers, and they make very good progress and achieve high standards. Their behaviour is excellent. Teaching is good overall. Teachers show very secure understanding of their subjects, know their pupils well and provide high quality marking and assessment. The curriculum generally meets pupils' needs, although there is currently a gap in the experience of senior pupils because the school does not provide design and technology for them. Pupils' personal development is good, and pupils' attitudes and the good relationships which teachers engender in the classroom play a key role in this. The school takes good daily care of its pupils, but there are several weaknesses in aspects of welfare, health and safety provision where the school does not meet regulations. Pupils and teachers cope very well with cramped accommodation and premises, which in a number of respects do not meet requirements. Parents are kept well informed of their children's progress and are overwhelmingly supportive of the school. There are two minor gaps in the information the school provides to parents which fail to meet regulations.

### **What the school does well:**

- it enables pupils to enjoy learning and to develop good social awareness;
- it has outstanding pupil behaviour;

- it provides good teaching and assessment, which have a positive impact on pupils' learning, resulting in good attainment and progress; and
- it has the overwhelming support of parents.

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

- arrange, as a matter of urgency, for the designated child protection officer and deputy to undertake the appropriate level of training for their responsibilities;
- remedy all the health and safety hazards drawn to the attention of the school as a matter of urgency;
- put in place arrangements to check, on a frequent basis, potential hazards around the school;
- complete an up-to-date and accurate single central record (SCR) to record the required checks on all staff, including to show that checks have been made on their right to work in the UK;
- the SCR should record that checks have been made on all trustees as to their identity and right to work in the UK;
- the school should provide sufficient washbasins in the secondary department;
- it should provide appropriate facilities for pupils who are ill;
- it should provide a satisfactory level of heating in all areas of the school;
- it should make available to parents and parents of prospective pupils particulars of educational and welfare provision for pupils with statements of special educational need (SEN); and
- it should be made clear to parents and parents of prospective pupils that a summary of staff qualifications is available on request.

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

**Next Steps:**

- the school's priority is to ensure that it meets regulatory requirements.

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

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

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

Curricular provision throughout the school is satisfactory and generally meets the needs of the full range of pupils' ability. The curriculum provides experience in the areas of literacy, mathematics and science as well as human and social, and creative and aesthetic learning. The curriculum at Key Stage 2 is good and well planned by teachers. It closely follows the Focus Learning Trust (FLT) guidance and meets pupils' learning needs well. It makes good provision for the core and foundation subjects, including art, design and technology, music and physical education (PE), with the addition of Bible Studies, cookery, drama and French.

At Key Stage 3 the curriculum provides a suitable range of core and foundation subjects, including art, music and PE, together with Bible Studies, citizenship, cookery, French and information and communications technology (ICT). The Key Stage 4 curriculum allows pupils to study eight general certificate of secondary education (GCSE) courses together with Bible Studies, ICT and PE, and this gives them an appropriate range of experience.

The curriculum at Years 12 and 13 provides a suitable range of subjects. All sixth form pupils take Bible Studies, PE and music. In addition, the current Year 13 take advanced level (A2) courses in accounts, business studies, French and mathematics. They also take examined courses in art, textiles, cookery and ICT as well as several business-related courses. At Year 12, courses reflect the choices made by pupils and their parents after a systematic options consultation process. Year 12 are taking advanced level courses in accounts, business studies, English, French and mathematics, and other examined courses in art, accounting, science and textiles, as well as courses in cookery and ICT. The school is looking at ways to develop further its sixth-form curriculum, taking into consideration its planned move to new premises and the FLT initiative in promoting an extended post-16 curriculum.

Good opportunities are provided for speaking and listening throughout the curriculum. Primary-age pupils are encouraged to talk about their work and to discuss the topic in hand. Secondary-age pupils are ready to contribute orally to lessons and develop good thinking and reasoning skills through answering questions and presenting arguments. By Years 12 and 13, pupils are able to think on their feet and can debate with some fluency. Provision for numeracy at primary level is good and is well supported by some specialist mathematics teaching. Numeracy at senior level is very good and pupils make rapid progress. By Years 12 and 13 most pupils have strengths in numeracy and are competent mathematicians, with many of them operating at a high level of understanding.

Careers education is suitably covered; Key Stage 4 pupils write their own curriculum vitae, take part in interview training and gain a certificate in health and safety in the workplace. They all carry out a nine-day work experience placement, which is carefully planned, supervised and recorded and gives pupils a helpful insight into the world of work. Pupils in Years 12 and 13 have individual interviews with a trustee who helps guide their career choices. This provision, together with the school's emphasis on numeracy, means that pupils' preparation for their future economic well-being is good.

The school makes suitable provision for pupils with statements of educational need, and ensures their inclusion in mainstream lessons, as for example in mathematics where careful lesson management meant that such a pupil made good progress.

Until last year the school made provision for design and technology lessons but this is no longer in place for Key Stages 3 and 4. This means that although cookery and ICT provide some technology there are significant gaps in Key Stage 3 and 4 pupils' experience of designing and making, and of working with resistant materials and textiles. This lack of provision also limits the practical courses which can be taken by sixth-form pupils. The school is aware of this deficiency and plans to restore design and technology provision to the senior school curriculum, including the sixth form.

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

The quality of teaching is good and enables pupils to make at least steady progress in their studies and in their personal development. Teachers' subject knowledge is good in all key stages. They communicate well and enthuse pupils about their subject. Good relationships that are evident throughout the school motivate and promote the pupils' positive attitudes to their work. Behaviour management is good through the school.

Teaching in the primary school is good across all years. Teachers understand how young children learn and provide an interesting curriculum based on the FLT two-year programme for mixed age classes. Lessons are well prepared and teachers make good provision for the range of abilities and ages of pupils. The staff work together effectively in weekly planning meetings. Good opportunities are provided in lessons for practical activities in all areas of the curriculum, which the pupils thoroughly enjoy. They are encouraged to collaborate with others by working in pairs or small groups. The teachers know their pupils well and enjoy friendly and professional relationships with them. The pupils' experiences are enhanced by input from secondary teachers in numeracy, French and science. Particularly effective teaching was seen when pupils were given the opportunity to do an extended piece of writing using their newly found skills in forming imaginative similes. Their resulting work was excellent.

In Key Stage 3, lesson planning is clearly based on appropriate learning objectives. Teachers ask challenging questions and do not accept limited answers. Questioning is used effectively to assess pupils' learning. Teachers manage lesson time well and give pupils appropriate time limits for their tasks. In a Year 7 ICT lesson, the pupils worked enthusiastically and showed enjoyment. The lesson was well planned so that pupils learned new skills and were able to use the skills in a new context. In the best lessons, teaching uses interesting activities based on conscientious planning to promote the pupils' learning and motivation. In a challenging art lesson on lettering for Years 7 and 8, the project was well designed to develop the pupils' skills; teaching was confident and supported the pupils' progress.

In Key Stage 4, teachers have good relationships with pupils. In an excellent mathematics lesson with Year 10 pupils, a new topic was introduced that built on very well from pupils' previous learning. Teaching uses effective questioning to challenge pupils to use their prior knowledge to good effect. Good knowledge of examination requirements enables pupils to study effectively. Good use is made of the internet within the guidelines provided by FLT.

In post-16 classes, teaching indicates strong subject expertise. Teachers know each pupil's capability thoroughly and challenge them when necessary to stay on task and maximise their learning opportunities. Lessons have a good pace and are closely matched to examination syllabuses and carefully planned by teachers to help pupils achieve. In the best lessons, for example in a Year 12 mathematics lesson, there was a rapid pace from the outset with a clear focus on ensuring that pupils understood the important concepts. The small proportion of teaching that was only satisfactory related, in the main, to a slow start, a lack of lesson preparation or over-direction of the lesson by the teacher.

Assessment is good, and has been reviewed and strengthened since the last inspection. Throughout the school, each pupil is monitored and assessed regularly, both in lessons and through more formal half-termly procedures. Target setting is a particularly good feature of assessment and pupils are clear about what is expected of them. The school follows closely the assessment guidelines provided by FLT. National Curriculum Levels and Cognitive Ability Test (CAT) scores are used conscientiously to set targets. Assessment results are provided for parents each half-term. This informs them clearly as to whether their child has met, exceeded or failed to meet a target. No pupil is allowed to fall back more than a half-term in their progress. The school has striven to improve the effectiveness of marking in pupils' work books, but the quality still varies through the school. At its best, it provides excellent constructive advice which helps pupils to improve their work. Weaker marking is uninformative.

Pupils who have been identified as having special educational needs are provided with good individual support from the special educational needs co-ordinator (SENCO), the learning support assistant and their class teachers. A trustee keeps in regular contact with the SENCO and is aware of the needs of these pupils.

***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. The high quality of pupils' spiritual development is shown by their ability to reflect on their own and others' lives in, for example, Bible Studies and personal, social and health education (PSHE). The pupils show a strong sense of empathy for the plight of people less fortunate than themselves, as for example when sixth-form pupils role-played disabled people and identified the barriers to overcome if they were to succeed. The pupils' experience of art, music and poetry helps to give them further awareness of a spiritual dimension.

Moral development is good and is demonstrated by the personal discipline and fair-mindedness that pupils show. They clearly distinguish right from wrong, and are ready to think about moral and ethical issues. They participate well in assemblies with moral themes and think about ethical issues, for example in geography where Key Stage 4 pupils research and draw conclusions about the appropriate use of our National Parks, or in citizenship where they learn about the causes of racism. They understand the importance of co-operation and the dangers of bullying and anti-social behaviour.

Social development is outstanding, reflecting the excellent behaviour of the pupils. Pupils are courteous and socially aware, and they work and socialise well together. Assembly presentations, where house points are announced and celebrated, help them to value teamwork. Good opportunities are provided for pupils to make a positive contribution, through the elected school council and through charity fundraising such as for the air ambulance and a local hospice. The elected head boy and head girl allocate responsibilities such as librarians, recyclers and study buddies to all the older pupils, who fulfil their roles well. The pupils cope extremely well with the school buildings and premises which, for older pupils in particular, provide very limited space for socialising and extra-curricular activities.

Cultural development is satisfactory overall. Pupils have a number of opportunities to learn about other cultures in cookery, art, French and geography, as well as participating in themed days studying other countries such as China or Mexico. Nevertheless, cultural development is less strong because coverage is neither as resourceful nor consistent as other aspects of personal development.

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

Yes.

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

Welfare, health and safety are satisfactory. Pupils' well-being is important to the school, and the trustees have endorsed the FLT welfare, health and safety policies, most of which are implemented satisfactorily. However, there are important weaknesses in aspects of the organisation, monitoring and action with regard to two health and safety requirements. These consist of aspects of child protection training and prompt identification and response to potential health and safety hazards around the school. Consequently, two regulations are not met.

The school's provision for safeguarding pupils is satisfactory. The FLT safeguarding and safer recruitment has been endorsed by the trustees and implemented in all but one respect. The senior teacher has undertaken safer recruitment training earlier in the year and this has helped raise awareness of the necessary procedures. Staff are aware of the school's child protection policy; they understand the procedures should they have a concern and have received the appropriate level of training in school within the required time. New staff are made aware of the child protection policy and a copy is provided in the staff handbook. As the designated child protection officer, the senior teacher has a detailed understanding of safeguarding matters, but the higher level of training required for this responsibility, and the deputy designated person, is not up to date. The school does not have a strategy in place that alerts trustees or staff in good time when training needs to be arranged. In this respect, the proprietors have not demonstrated that they fully understand their responsibility for staff in these matters.

Fire safety procedures are established and fire-fighting equipment is regularly checked by a specialist company. Fire drills are held termly and recorded, but this is not done thoroughly or systematically enough. There are sufficient, suitably trained First Aid staff in school. The notice listing the school's first aiders is not up to date and not clearly displayed in the entrance to the school. The school has a written First Aid Policy.



Pupils appreciate the support given by staff; relationships are good and behaviour is excellent. Pastoral care is good, pupils feel safe and are confident in speaking to members of staff about any concerns they may have. Staff show much care and concern for pupils, encouraging individuals in their work and helping them to gain confidence and achieve well.

Pupils learn about healthy eating, as exemplified in cookery, science and PSHE lessons. Drinking water is readily available, and junior pupils are expected to bring fruit for their packed lunches. Pupils enjoy weekly games and PE sessions at a local sports centre. In PSHE, pupils are made aware of the benefits of leading a healthy lifestyle and learn about misuse of substances in order to make informed choices.

The FLT policy is endorsed by trustees, and a designated trustee has responsibility for health and safety, who now works closely with a member of staff who has recently been given similar responsibilities. Risk assessments have been undertaken within the last year, for example, on electrical equipment in the cookery room and science lab, on microwaves and kettles in common rooms, and around the premises. A new company, specialising in educational establishments and recommended by FLT, has very recently been employed to give advice and training on health and safety.

Following recent training, the school has rightly recognised the urgent need to review how health and safety requirements are monitored and implemented. A helpful action plan has been drawn up within a reasonable timescale to co-ordinate and organise these matters more effectively. No systematic arrangements are in place for risk assessments in order to check day-to-day potential safety hazards around the school. Too much reliance is placed on informal information being passed to the senior teacher for action or in turn to notify the health and safety trustee. While this generally works well, a number of safety hazards were found and drawn to the attention of the school.

Pupils enjoy and benefit from educational visits that support their learning. The procedures for risk assessment have regard to the requirements of the FLT guidance; this is satisfactory. Currently, a parent undertakes the risk assessments, but not all the documents are stored within school for easy access and organisation. The behaviour policy supports the school's high expectations; this is understood by pupils and they respond with excellent behaviour in lessons and around the school. This is particularly important, given the restrictions of the compact accommodation. In discussions, pupils said that bullying was rare and that if an incident should occur they were confident it would be dealt with by staff. The reward systems encourage good behaviour and positive attitudes to learning.

Staff supervision is good around the school and at breaks. Lunchtime volunteer supervisors have received training for their duties. After school it was seen that pupils behaved well and were orderly in boarding coaches and other vehicles.

The daily attendance and admissions registers meet requirements. A suitable DDA access plan has been devised including references to curriculum access.

***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 2003, the school should:*

- arrange, as a matter of urgency, for the designated child protection officer and deputy to undertake the appropriate level of training for their responsibilities (Part 3 Regulation 7);
- remedy all the health and safety hazards drawn to the attention of the school as a matter of urgency (Part 3 Regulation 11); and
- put in place arrangements to check on a frequent basis potential hazards around the school (Part 3 Regulation 11).

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

The school is diligent in undertaking the required Criminal Record Bureau (CRB) checks on staff and trustees. These are recorded carefully in a separate file by the administrator. As part of the school's safer recruitment procedures, other checks are made on staff such as to their identity, qualifications, as applicable, and references are taken up. This information is documented in individual staff files but it is not fully recorded, as required, on the single central record (SCR). Checks on the identity of trustees are not recorded. The trustees have not ensured that the latest regulations regarding the right to work in the UK and overseas checks have been made, or that the SCR has been kept up-to-date and meets all the requirements. The SCR in use is incomplete and in an out-of-date format. Therefore, two regulations are not met.

Recently, the school has acquired a computer programme recommended by FLT that will enable the SCR to be completed with the required information. The administrator is about to begin this task.

***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 2003, the school should:*

- complete an up-to-date and accurate single central record (SCR) to record the required checks on all staff including to show that checks have been made on their right to work in the UK (Regulation 22 (1-4)); and
- ensure that the SCR should record that checks have been made on all trustees as to their identity and right to work in the UK (Regulation (22 (6-7))).

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

The school has been housed for several years in a former nursing home. The primary section is situated in the school's former design and technology workshop and has been redesigned skilfully to meet the needs of pupils of primary-age. All areas of the school are suitably lit and ventilated, but the heating in both the primary and secondary departments, and particularly in the portakabins, is inadequate. Classrooms are of an adequate size for the small numbers in each year group, and

the premises have been redecorated recently. The school is cleaned adequately, but waste bins are not emptied regularly enough. Furniture and fittings are appropriate and of acceptable quality. The school does not meet the requirements for pupils who are ill, nor is the requirement met for sufficient hand washing basins in the secondary school.

The school has small outdoor playground areas, but does not have its own facilities for PE and games. Pupils make good use of local sporting facilities. Suitable arrangements have been organised for the arrival and departure of school buses and parents' cars.

***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 2003, the school should:*

- provide sufficient washbasins in the secondary department which take account of the Education(School Premises) Regulations 1999 (Regulation 23 (j));
- provide appropriate facilities for pupils who are ill, in accordance with the Education(School Premises) 1999 (Regulation 23(k)); and
- provide a satisfactory level of heating in all areas of the school in accordance with the Education (School Premises)1999 (Regulation 23(o)).

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

The information required to be given to parents in the school's prospectus is provided, but there are gaps in the additional information which is to be made available to parents on request. The school does not make it clear in its information to parents what provision is made for pupils with a statement for educational needs, and it does not make it clear that a list of the qualifications of teachers may be seen on request. The school keeps parents informed and involved by a variety of means of contact. A pupil diary where homework is recorded is generally well used, but it is not always signed by pupils, parents and teachers as it should be. A school letter entitled *Community Briefing* is compiled by the Senior Teacher and distributed each Friday to every member of the community. This contains an outline of any current happenings in the school and is popular both to parents and others. The very popular *Update*, distributed nationally and beyond, was discontinued on the retirement of the editor a year or more ago, and efforts are now being made to revive it. Parents are kept well informed of their child's progress through a monitoring report each half term which shows his or her attainment relative to a target. An end of year summative report is less effective than it might be because targets are not included. The school provides a meeting each term at which parents can discuss their child's progress with the teachers.

***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 2003, the school should:*

- Make available to parents and parents of prospective pupils particulars of educational and welfare provision for pupils with statements of special educational need (SEN) (Regulation 24(3) (b)); and
- Make it clear to parents and parents of prospective pupils that a summary of staff qualifications is available on request (Regulation 24(3) (h)).

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

The school has in place an appropriate complaints procedure.

***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 Inspectors, who have written this section of the report.*

### **The quality of the organisation and management of the school**

The school is controlled by a board of eight trustees under the leadership of the Chief Executive Officer (CEO). The present CEO was appointed just over a year ago, and he favours delegation of responsibilities to his fellow trustees. This is taking time to implement and there are some gaps in the present administration. For example, no trustees are specified for pastoral care, child protection, educational visits, or for legal implications. The functioning and co-ordination of the Trust lack a clear and detailed management structure. Trust meetings are held monthly, with an agenda, minutes, and indications as to who is responsible for action and with stated time scales for completion. The senior teacher joins this meeting at a suitable point, and his involvement ensures full communication with other interested parties. The Trust is fully aware of the urgent need for a larger building with adequate surrounding land, to provide for the future numbers which are increasing.

The running of the school is in the hands of the senior teacher, who is in frequent contact with the CEO and meets with him at least once per week. Management meetings are held fortnightly involving the CEO, the senior teacher, senior staff and one or two trustees depending on the topics arising. The trustees are well known to the staff and make themselves readily accessible.

The co-operative atmosphere of the whole community under the enthusiastic leadership of the senior teacher is a commendable feature of the school, operating as it does within the constraints of the premises. The lack of a facilities manager restricts the thoroughly efficient daily administration, management and maintenance of the premises. Secretarial support is good and promotes the smooth running of the school.

Bible Studies is provided for within the PSHE lessons but is only of 35 minutes duration and this is a limiting factor in the scope that can be covered. It is good that so many members are involved in the Bible Studies lessons, but this adversely affects the continuity of provision.

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

The trustees might like to take into consideration the following suggestions as to where specific improvements could be made:

- The implementation of a clear and detailed management structure for the Trust;
- the appointment of a facilities manager.

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 at Siskin House, Siskin Drive, Coventry, or from the School Inspection Service website: [www.schoolinspectionservice.co.uk](http://www.schoolinspectionservice.co.uk)