

## **SCHOOL INSPECTION SERVICE**

*Independent professional inspection of schools affiliated to the Focus Learning Trust, schools accredited as members of the Steiner Waldorf Schools Fellowship, and those schools belonging to the Cognita Group which are not members of the Independent Schools Council and its constituent associations*

# **INSPECTION REPORT**

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

<b>Name of school:</b>	Focus School Middlesbrough Campus
<b>DfE number:</b> <b>Focus number:</b>	806/6001 213
<b>Inspection team:</b>	<b>Reporting Inspector:</b> Mr Tony Hubbard  <b>Supporting Inspectors:</b> Mrs Eileen McAndrew Mr Andrew Rickett  <b>Lay Inspectors:</b> Mr Philip Hutchinson Mr Martin Magee
<b>Dates of inspection:</b>	24-26 April 2013

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## SCHOOL DETAILS

Name of school:	Focus School Middlesbrough Campus		
Address of school:	Sotherby Road Middlesbrough TS3 8BT		
Telephone number:	01642 224960		
Fax number:	01642 240875		
Email address:	brian.saltmarsh@focus-school.com		
Proprietor:	Northumbrian Education Trust		
Name of Chief Executive Officer:	Mr Antony James		
Name of Senior Teacher:	Mrs Karen Kitchener		
DfE number:	806/6001		
Focus number:	213		
Type of school:	Independent school affiliated to the Focus Learning Trust		
Age range of pupils and students:	7-18		
Gender of pupils:	Male and female		
Total number on roll: (Full-time)	Boys: 35	Girls: 29	
Number of post-16 students:	Boys: 3	Girls: 7	
Number of pupils with statements of special educational need:	Boys: 0	Girls: 0	
Annual fees:	No fees charged		
Type of inspection:	Section 162A of the Education Act 2002		
Inspection Team:			
	Reporting Inspector:	Mr Tony Hubbard	
	Supporting Inspectors:	Mrs Eileen McAndrew Mr Andrew Rickett	
	Lay Inspectors:	Mr Philip Hutchinson Mr Martin Magee	
Dates of inspection:	24-26 April 2013		

## **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. The lay inspectors' 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:**

Focus School Middlesbrough Campus is an independent co-educational day school for pupils from seven to eighteen years of age. It provides an education for the children of members of the Brethren community, prescribed and guided by the Focus Learning Trust (FLT). The school is situated in the North Ormesby area of Middlesbrough. Its pupils come from a wide area of Teesside, Tyneside and Durham. It was established in 2004 as a secondary school and fully registered in November 2006 as a school of special religious character, having a Christian ethos. The primary department for pupils from seven to eleven years was established in 2007. Admission is non-selective. There are currently 64 pupils on roll, of whom 32 are in the primary classes. The Senior Teacher, appointed in September 2012, is also Senior Teacher of another Focus School campus. She is supported by a senior leadership team of three, including the Senior Teacher (Primary) and two other members of the teaching staff. The school is governed by a board of trustees, chaired by a Chief Executive Officer (CEO), appointed in 2012. No pupil has a statement of special educational need. Nine pupils have been identified by the school as having a special educational need or disability (SEND); seven pupils have been identified as able, gifted or talented (AGT).

The school aims to enable pupils to emerge from their education as self-disciplined young men and women with knowledge, skills and qualifications that show they have achieved their full potential.

There has been a substantial change of management and staff since the last inspection in 2010, including two changes of Senior Teacher and a change of Senior Teacher (Primary) who was appointed in October 2012.

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

Middlesbrough Campus provides an education which meets its aims and the wishes of its parents well. It has sustained its overall educational effectiveness, even though, in the wake of the recent organisational change, some aspects of its provision have remained the same or slightly declined. The teaching and learning have in some respects improved and have strong features, because of the calibre and skill of the teaching force, which is very effectively monitored and led. The teaching strikes a very good balance between building secure foundations in literacy, numeracy and the essential skills and understandings of the subjects, and

developing independent thought and imagination. Consequently, pupils of all ages, and particularly pupils with SEND and those identified as having high talents, make good progress. The curricular provision is broad, balanced and remains well suited to the needs of pupils. Subject schemes of work to support the recent changes in the curriculum are in several cases sketchy. The quality of personal development remains good, and in the junior department is excellent. Older pupils' social development is no longer outstanding because personal development has not been a focus of a management that is currently too stretched to maintain concentration on high quality across the full range of provision. The school provides well for the welfare, health and safety of its pupils, who feel safe and say that staff are approachable and concerned for their personal well-being. Relationships throughout the school are very good. Arrangements for safeguarding and for health and safety are in place and effective. However, in the senior department the system for pastoral care is not secured by a clear delegation of leadership in the absence of the Senior Teacher for half the week. The school is successful in recruiting staff and volunteers of high dedication and quality, and carries out all the required pre-appointment checks. The external and some internal parts of the premises remain variable in appearance, and the playground continues to be dominated by boys' games; much has been done to brighten and improve the internal parts through redecoration and excellent use of display. The school provides the required information to parents. It has an appropriate complaints policy and deals with any concerns with proper consideration.

**What the school does well:**

- Pupils are extremely well behaved and approach their work with seriousness combined with enjoyment;
- the school is making good progress in its plan to develop independent study and self and peer evaluation; and
- The social development of pupils in the junior department is outstanding.

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

The school complies with all the regulations.

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

The school complies with the Equality Act.

**Next Steps:**

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

- improve the quality of subject schemes of work;
- ensure that there is a clear system of pastoral care, capable of operating throughout the school in the absence of the senior teacher;

- improve social development in the secondary department to match that in the junior department;
- make more searching comparative analysis of the school's examination performance data and continue to raise standards; and
- encourage pupils to respond to questions at greater length orally and in writing across all subjects.

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

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

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

The quality of the curriculum is good overall, as at the previous inspection. It retains the breadth and relevance and its effectiveness in preparing pupils for working life, but has a weakness in the planning at Key Stage 3. The curriculum provides an effective framework within which pupils of all abilities make good progress and achieve well. The school is still working to meet the recent requirements of FLT in relation to the planning and sequencing of topics to be covered in each subject. The school has improved the time allocated to PE and design technology (DT), as recommended in the previous inspection.

The curriculum at Key Stage 2 is broad, including all the subjects of the National Curriculum, French and personal, social and health education (PSHE). Particular and effective weight is given to establishing secure foundations for literacy and numeracy. Provision is based on the programmes of study of the National Curriculum amended to ensure that its content reflects the ethos of the school and the aims of the Brethren community.

In the secondary department the broad and balanced curriculum, still based on the national curriculum, continues through Key Stage 3. The key area of Bible Studies, taught by members of the Brethren community, is introduced and continued to the end of Year 13 to support pupils' spiritual development. Pupils' formal vocational development begins with the introduction of keyboarding skills at this stage. At this juncture, DT is separated into cookery, resistant materials and graphic design, taught across the three years on a rotational basis. The core elements of English, mathematics, science, history, geography, French and DT, with a choice between resistant materials and cookery, are continued into Key Stage 4. The vocational element is resumed in Year 11 with business studies. Despite the very small numbers in year groups the school successfully maintains a sufficiently broad curriculum, though art and music are not taught at this stage.

The school makes good provision for its small number of sixth formers. The core spiritual and vocational strands of development for all pupils continue, through Bible Studies and at least one business related subject to Advanced Subsidiary (AS) or Advanced Level (A2). All pupils continue to study English and mathematics, as well as PE and general studies. In addition, a good range of options is provided for so small a number of pupils, supported by video links with other Focus campuses to make such subjects as accounts, law, history, German and economics available. The school has been careful to offer a GCSE in statistics as a more manageable alternative for pupils not suited to AS or A2 mathematics. Similarly, Business English provides an alternative to AS or A2 English.

The quality of schemes of work is uneven in its level of detail. Throughout the school, teachers have not yet completed the schemes required by FLT to support its overarching guidelines. The work in progress in Key Stage 2 is sufficient to cover the current year of the two-year cycle. In Key Stage 3, however, some schemes, as in art and design, provide excellent and comprehensive coverage to guide the

teacher, while others are still in an embryonic state. Observation of lessons and scrutiny of pupils' work indicate that despite this weakness, the necessary content and skills are properly covered. However, the present state of the schemes does not provide for long term security and accountability of provision. Planning for Key Stage 4 and the sixth form is based on the examination requirements and is satisfactory.

Visits out of school provide strong enrichment for pupils' learning. For example, Year 9 visited the Royal Armouries in Leeds to undertake a Maths Trail during National Science and Engineering Week, experiencing aspects of mathematics in everyday life at first hand. For younger children a visit to York introduced pupils to the Victorian Schoolroom at the Castle Museum while others explored the Vikings in a workshop at the Yorvik Archaeological Centre. Similarly, whole-school projects such as the Science, Technology, Engineering and Mathematics (STEM) experiences, provide dynamic and creative opportunities for whole-school exploration and investigation of intrinsically interesting and worthwhile aspects of learning. Further enrichment is beginning to be developed through self-directed learning (SDL), introduced in Year 9 through a course in learning to learn and offering, at this early stage of development, structured independent study in such matters as GCSE coursework. The school has not yet fully defined a form of self-directed work distinct from independent work on their GCSE courses.

A satisfactory programme of PSHE is planned through the programme of study in Key Stage 2 and in tutorial periods in the secondary school. These cover a suitable range of topics, laid out in FLT guidelines. Teachers plan and record the topics covered, but there is no overall map to show coverage across school and to ensure there are no repetitions or omissions. Bible Studies in the secondary department and assemblies in the junior department contribute an additional dimension to personal development contributing to pupils' good development in this area.

Provision for pupils identified as having special learning needs is outstanding. Procedures are well established and support well targeted and as a consequence pupils make very good progress.

The school has a suitable established pattern of support for careers education. This includes work experience for pupils in Year 11, which is organised by the careers officer who is a member of the Brethren community. The school has also introduced a careers fair with businessmen from the community working with pupils in Years 12 and 13, scheduled to take place later in the current school year. The school recognises that careers guidance needs to be planned from Key Stage 3 as part of PSHE provision.

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

The quality of teaching, learning and assessment is good and is improving, supported by clearly focused educational leadership. The school has responded well to the recommendation of the previous inspection. In virtually all the lessons observed teaching was judged to be at least good. Both parents and pupils, in their responses to the pre-inspection survey, expressed strong satisfaction with the teaching and assessment. Pupils, in discussion with inspectors during the inspection, reinforced this view. As a result of good teaching, pupils are highly engaged in their work and make good progress and are well prepared for the next stages of their education and working lives.

Teachers have a very good command of their subjects and prepare their lessons thoroughly even in cases where their written plans are brief. Teaching is often lively and engaging. An atmosphere of serious learning, leavened with enjoyment, pervades the school and its classrooms in lessons, and leadership makes sure of this by means of frequent and comprehensively logged brief visits to classrooms. Timing and pace are often very precise, most notably in mathematics. The focused and perceptive monitoring of teaching has successfully ensured that all lessons follow a common structure with well-understood targets. In the best lessons teachers are willing to apply this more flexibly and at times allow their lessons to flow more freely and follow the direction of the pupils' own ideas and imagination without losing the core focus. This was at its strongest in art and design technology and is apparent in the high quality of what many pupils produce. Suitable homework is set and diligently completed by pupils. Marking is prompt and thorough; it pays proper attention to correcting errors of spelling and grammar, though pupils' response to this is not always apparent. In accordance with a school priority, good progress is evident in improving communication with parents through the effective use of homework diaries.

Very good attention is paid to the learning of each individual. Pupils in the senior school are familiar with their personal learning styles and feel that most of their teachers understand how they learn best and accommodate their needs well. The mixed age classes in the junior department are very well organised to ensure that all pupils make progress at the levels appropriate to their ages. For example, in a mathematics class a common task was planned with levels both related to each age group and to cater for any of the children that might struggle or be advanced for their age. Even in lessons where specific written planning for different needs is lacking, teachers use their good understanding of their pupils to support and challenge them. Pupils rightly comment favourably on the support they receive. The provision for pupils with SEND retains its excellent qualities and that for any with high talent in particular subjects has further developed and is very good. The well-qualified SENCO begins the process by visiting all the primary schools from which pupils come. Insights from these visits, together with data from standardised testing on entry and in Years 7 and 10 and supplemented by information from teachers and parents is used to draw up individual education plans, which are kept under review. Pupils' progress is carefully tracked by the SENCO.

As a result of the teaching they receive, pupils make very good and secure progress in literacy and numeracy. Reading in the primary department has been very effectively promoted since the last inspection, despite the limitation of numbers of books available. Pupils love reading and the range of vocabulary and syntax used in their speech and writing is notably increased. When given the opportunity, pupils are highly articulate. This was particularly evident in mathematics and science lessons in the senior department, where they have been successfully encouraged to articulate their thinking and methods. Pupils learn to take notes for themselves from the earliest stages.

Pupils of all ages, genders and abilities make good progress in their subject knowledge, skills and understanding. Although the numbers entered for public examinations are too small for statistical comparison of the results, at GCSE the majority of results across the curriculum show consistently good progress from their starting points and abilities.



The assessment of pupils' work is thorough and effective. Teachers routinely check for understanding during lessons and carry out regular tests and activities. The school has made good progress in its policy to encourage pupils to take responsibility for their own and each other's progress through self-evaluation. The school follows the Focus requirements for regular tests of national curriculum level and prospective GCSE and GCE grade, entered onto spreadsheets. Although teachers are able to use these diagnostically and effectively to support the progress of their own pupils, the absence of the proposed tracking database is delaying the ability of management and other staff to have ready access to information about individuals and groups. The Focus arrangements provide a suitable framework for evaluating the quality of results against national standards, but at present the school is making only limited use of this data to challenge improvement.

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

Yes

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

Provision for pupils' spiritual, moral, social and cultural development is good, with significant strengths particularly with regard to the outstanding quality of relationships throughout the school community and the exemplary behaviour of pupils towards both adults and each other. This makes an important contribution to the school's explicit Christian ethos through the emphasis placed on care and respect for each other based on Bible values.

Spiritual development is well promoted through regular Bible study which encourages pupils to explore how Bible values help them to lead their lives. Spiritual development is also an aspect of the school curriculum with opportunities for pupils to reflect and be thoughtful as they appreciate art, music and in other subjects such as history. Pupils respond well to this, expressing their thoughts freely and in some cases with deep insight. Pupils are confident and show strong self-esteem and this is well promoted by the supportive relationships they enjoy with their teachers and other members of the school community.

Moral development remains a strength across the school. Pupils understand that their actions have consequences for which they are responsible and that they need to be aware of the needs and views of others in the way that they treat them. Pupils have a good understanding of moral issues such as fairness and justice and this is promoted throughout the school through its approach to dealing with behaviour. As pupils move through the school their understanding of justice is developed. Older pupils, for example, enjoy exploring current affairs in their enrichment time. They speak highly of these times because it gives them the opportunity to discuss issues about which they have strong views and consider important. They acquire a growing awareness of social justice issues and the need to deal with injustices around the world.

Social development is good overall. It is outstanding in the primary department. Primary pupils have many opportunities to explore their understanding through the PSHE programme through its promotion in a wide range of themes that are explored in regular assemblies. Their vigorously independent school council provides exceptional opportunity for them to develop their social responsibility through roles such as chairman and secretary, producing and leading minuted agendas and the

adoption of successful fund-raising initiatives: the primary department council has promoted the enhancement of the school environment with the addition of garden planters and trellis to create a quiet area at play times. Presently, the main play area is dominated by football at play times with limited opportunities for other forms of play or for the girls to have an equal opportunity for use of the space. Social development is good in the secondary department, where it was outstanding at the previous inspection. Older pupils clearly articulate their commitment to working together and listening to the views of others. Senior pupils benefit from taking on more formal responsibilities such as house captains and prefects. However, the lack of a clear understanding of the expectations of pupil responsibilities in the secondary department limits the impact that older pupils are able to make to the overall social development of the school. The secondary school council is not yet fulfilling its potential to make a difference to the life of the school because it lacks guidance and direction. The recent initiative to have a joint secondary/primary council meeting was a very successful example of how older pupils can take greater responsibility and be more engaged in the social development of school life.

Pupils develop a good appreciation of cultures and traditions of other countries through subjects such as English, geography, history, modern languages, DT and art. Annual Cultural Days make an important contribution to the pupils' awareness of other cultures. They are popular with pupils and provide a further opportunity for the whole school to work together in mixed aged groups. There is, however, less emphasis on developing an awareness of the diversity of cultures within the United Kingdom.

The school promotes the importance of tolerance and challenging prejudice. It has a clear approach to dealing with issues such as bullying. Pupils learn about intolerance and forms of exploitation such as racism as part of their PSHE, but also in subjects such as history and geography. Citizenship lessons help pupils develop a strong respect for democracy and a good understanding of political and social institutions that serve the country. Visits to places such as the Houses of Parliament and local courts, as well as visiting speakers from the police and emergency services, help pupils to enrich the pupils' knowledge of public institutions.

Through their charitable work pupils make a positive contribution to the wider community both locally and abroad. Pupils have strong views on supporting those who are vulnerable and less fortunate than themselves. Fund raising for good causes in Sierra Leone and Afghanistan also help pupils to develop a greater awareness of social and moral issues in other countries.

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

Yes

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

The provision for pupils' welfare, health and safety is good. Pupils told inspectors they felt safe and well cared for. Relationships among pupils and between pupils and staff are good. Pastoral care in the junior school is effective and is based on the class teacher under the oversight of the Senior Teacher (Primary). In the secondary school, however, the wider aspects of pastoral care are not set out through an established system of responsibility when the Senior Teacher is not on site. As a result, despite the generally positive attitudes of pupils towards their staff, a

significant minority of older pupils responding to the pre-inspection survey did not agree that there was an adult they could turn to with a personal problem.

The comprehensive FLT policies support all the required aspects of welfare, health and safety and these are effectively implemented and regularly reviewed. The policy for child protection is in place and training at the required levels has been undertaken by the designated person and all staff. Following the action point in the previous report, the school has ensured that all training in basic child protection is up-to-date. The anti-bullying policy is well understood by pupils with whom it has been fully explored so as to ensure their understanding. As a result, pupils said there was little bullying but that they were confident that, should it occur, older pupils or staff would deal with it effectively. Pupils' excellent behaviour is supported by an effective behaviour policy and the consistent encouragement of good conduct. They respect the rules to whose making they themselves contribute.

All aspects of fire safety are rigorously considered and effective systems are in place to help ensure safety. Fire risk assessments are thorough and reviewed annually. All fire-fighting equipment is regularly tested and maintained by specialist providers. Fire evacuation drills are regularly carried out and methodically recorded. The written First Aid policy is supported by qualified members of staff. Individual pupils' medical needs are carefully recorded and kept up-to-date. School visits are thoroughly assessed and signed off by the responsible manager. The school carries out all the necessary risk assessments.

The curriculum in PSHE, science and PE contributes strongly to pupils' good understanding of the importance of a healthy diet and that regular exercise to a developing a healthy life-style. The last inspection drew attention to the need to improve provision for PE and this has been successfully addressed. As a result, all pupils have good opportunities for PE, which is greatly enjoyed.

Admissions and attendance registers are kept in good order and meet requirements. The school meets its responsibilities under the Equality Act 2010.

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

Yes

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

The trustees make sure that all staff, including agency staff and volunteers, receive the required background checks before they begin work. They record these on the single central register. The register had two omissions, which it was able to remedy before the end of the inspection. The school has carried out the action point of the previous inspection and now keep evidence of the completion of checks on file.

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

Yes

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

The accommodation is suitable and meets the educational requirements of the school. Some refurbishment has taken place since the previous inspection to

improve the quality of both the indoor and external quality of the building. The overall quality of decoration and repair is still variable. The redecoration of the main corridors with new carpets has improved the look of the interior and created a bright and clean entrance to the school. A focus on the improvement of smaller rooms, particularly those without natural light, with new windows and in some cases complete refurbishment has improved the quality of the learning environment. The addition of an electronic skylight in one of the rooms for video conference lessons has improved the quality of both light and ventilation. There are still teaching rooms that are small and which in the case of some specialist rooms, such as art and DT and science, restrict the scope for practical activities. The development of a room for SDL also provides space for the sixth form to use as a common room. This room contains the secondary library but it therefore limits its access by other pupils. There is a library section in the primary department but still no dedicated library in which pupils are able to research and browse, and this limits the progress the school can make in its aim to develop self-directed learning.

The learning environment in the primary department is clean and bright and enhanced by good quality displays in classrooms and shared areas. There are some very good pieces of pupil art work in the secondary department that add considerably to the quality of the corridors and, in some cases, the classrooms.

The outside provides space for pupils to play on a large surface covered in astro-turf. The school has carried out repairs to all the downpipes and drains of the main building since the previous inspection, which has solved the drainage issues. Repairs to the concrete paths surrounding the main buildings have ensured that hard surfaces are kept in reasonably good condition, although the condition of the concrete demands constant repair. Some parts of the external building still need attention particularly the condition of some of the window frames.

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

Yes

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

The prospectus provides all the necessary details to meet the regulatory requirements. This is sent to all parents of pupils and prospective pupils and contains details of the educational provision available. A monthly newsletter from the primary department, which provides parents with information about school activities, is attractively illustrated with photographs. The secondary department issues a similar newsletter at less frequent intervals. The school regularly keeps parents informed of events and activities by regular letter communications, parents' evenings and *ad hoc* meetings with parents as requested. The school also keeps parents suitably informed about their children's progress at regular intervals: in the primary department detailed reports are issued twice yearly, while in the secondary department parents receive two interim and two more detailed reports annually. Reports provide parents with helpful information about their children's levels and prospective examination grades with targets for each pupil. In most cases these, supplemented by information in pupils' homework diaries, keep parents well-informed about their children's progress, as virtually all parents responding to the pre-inspection survey agreed. In the secondary department, however, some reports, while providing a fair general picture of the pupils' progress and attitude, lack specific detail about strengths and areas in which the pupil might improve.

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

Yes

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

The school has formally adopted the Focus Learning Trust complaints procedure and practices, and it is stated in the prospectus that this is available to parents on request. This meets all aspects of the regulatory requirements and there have been no formal complaints since the last inspection.

***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**

Focus School Middlesbrough Campus provides education for primary, secondary and post-16 pupils in former business premises supplemented by temporary buildings. The school serves pupils from Teesside, Tyneside and Durham. It is controlled by a Trust comprising seven trustees with a Chief Executive Officer (CEO) team of three.

Following a period of change in both the operation and the governance of the school, insufficient attention has been paid to detail in planning and coordination of responsibilities. Trustees have accepted that communication requires improvement and especially in communication with parents and the Brethren community. Moreover, the responsibility structure within the Trust is too vague to ensure that all responsibilities are specifically provided for. This is particularly so in pastoral care (recommended at the previous inspection) and human resources. Moreover, certain important legal and regulatory functions are delegated to non-trustees and lack the necessary Trust oversight.

Recent changes in the past eighteen months, including the appointment of the Senior Teacher and Senior Teacher (Primary), have been welcomed by pupils, who say that they have had a beneficial effect on the quality of their educational experience. However, the leadership structure is not adequately designed to take account of the fact that the Senior Teacher is on site for less than half of the school week and has a significant teaching commitment when on site. Whereas in the primary department (where there is a full-time Senior Teacher (Primary) on site) the school council is exceptionally effective and pupils' social development continues to be outstanding, the quality of social development in the senior department has lost the excellence it had at the previous inspection in those respects.

The Trust meets formally at monthly intervals. However, the minutes are not subsequently signed off as true records. Senior Management Team meetings are held weekly with the head and senior teaching staff, who are kept properly informed of all decisions.

Not all the recommendations made at the previous inspection have been implemented. There is no formal procedure in place to review the findings and recommendations of inspections and make the relevant improvements. The educational leadership of the school has a clear vision of the direction of educational development and improvement, and is making good progress in implementing it. This vision is not supported by a development plan, covering all aspects of provision, academic, pastoral and welfare.

### ***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:

- establish a clear structure of management responsibility, capable of operating effectively throughout the school in all areas of provision, taking into account the limited time available to the Senior Teacher, with defined trustee responsibilities, including those for pastoral care and human resources, and Trust oversight;
- ensure that Trust minutes are signed off at subsequent meetings and that carried-over actions are minuted as being attended to;
- establish a comprehensive development plan covering all aspects of the school's provision and its response to inspection recommendations; and
- improve the Trust's communication with parents and other stakeholders.

**This report has been prepared by the School Inspection Service, which provides independent professional inspection of all schools affiliated to the Focus Learning Trust. Further copies of the report are available from the Operations Manager of the Focus Learning Trust, Siskin House, Siskin Drive, Coventry, or from the School Inspection Service website: [www.schoolinspectionservice.co.uk](http://www.schoolinspectionservice.co.uk)**