



**ISI** Independent  
Schools  
Inspectorate

**Focused Compliance and Educational Quality Inspection Reports**

**Forest Park School**

**November 2019**



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### School's Details

<b>School</b>	Forest Park			
<b>DfE number</b>	358/6005			
<b>Address</b>	Forest Park School 27 Oakfield Sale Cheshire M33 6NB			
<b>Telephone number</b>	0161 973 4835			
<b>Email address</b>	post@forestparkprep.co.uk			
<b>Headteacher</b>	Mr Nicholas Tucker			
<b>Proprietor</b>	Bellevue Education International Ltd			
<b>Age range</b>	3 to 11			
<b>Number of pupils on roll</b>	153			
	<b>EYFS</b>	33	<b>Infants</b>	39
	<b>Juniors</b>	81		
<b>Inspection dates</b>	26 to 28 November 2019			

## **1. Background Information**

### **About the school**

- 1.1 Forest Park School is an independent co-educational day school for pupils aged between 3 and 11. It was founded in 1989.
- 1.2 In 2014, it became part of the Bellevue Education Group. Bellevue's directors act as the school's proprietors, and management and governance of the school are overseen by the group's education committee chaired by Bellevue's Group Education Director.
- 1.3 Since the previous inspection, the school has extended the accommodation for the children in the Early Years Foundation Stage (EYFS).

### **What the school seeks to do**

- 1.4 The school's aims are: to create happy and successful lifelong learners and to challenge and enable all pupils to be the best they can be; to build strong and supportive collaborative partnerships with families and the wider community; and to instil the values and morals which will enable pupils to contribute effectively to society.

### **About the pupils**

- 1.5 Pupils come from a diverse range of cultural backgrounds living within a seven-mile radius of the school. Nationally standardised test data provided by the school indicate that the ability of pupils is above average. The school has identified 12 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia and dyspraxia, all of whom receive additional specialist help. One pupil in the school has an education, health and care (EHC) plan. English is an additional language (EAL) for four pupils, whose needs are supported by their classroom teachers and by language specialists. The needs of the most able pupils are met within the classroom by modifications to the curriculum.

## 2. Regulatory Compliance Inspection

### Preface

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. The inspection of schools that have early years settings not requiring registration similarly records whether the school complies with key provisions of the Early Years Foundation Stage statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, the inspection reports on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. It comments on the progress made by the school in meeting the compliance action points set out in the school's most recent statutory inspection.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework and DfE requirements. The inspection may be of COMPLIANCE ONLY or a combined inspection of EDUCATIONAL QUALITY AND COMPLIANCE depending on a number of factors, including findings from their most recent inspection. Schools judged not to meet the standards may also be subject to a progress monitoring visit before their next routine inspection. The progress monitoring visit will judge whether the school has taken the necessary action to meet any un-met standards identified at their previous inspection.

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

**This is a FOCUSED COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY, the report of which appears later in this document. The COMPLIANCE inspection reports only on the school's compliance with the standards.** The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified. In this focused compliance inspection, key regulations and standards have been inspected in detail. These are the regulations on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety, arrangements to check the suitability of staff; the provision of information to parents; the handling of parents' complaints; and other related aspects of leadership and management. The remaining standards and requirements are deemed to continue to be met unless evidence to the contrary has been found.

Inspections do not include matters that are outside of the regulatory framework described above, such as: an exhaustive health and safety audit; compliance with data protection requirements; an in-depth examination of the structural condition of the school, its services or other physical features; contractual arrangements with parents; an investigation of the financial viability of the school or its accounting procedures.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to specifically in published reports in this document but will have been considered by the team in reaching its judgements.

Links to the full regulations and requirements can be found here: [The Education \(Independent School Standards\) Regulations](#), [Early Years Foundation Stage Statutory Framework](#).

## Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, and relevant requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements, and no further action is required as a result of this inspection.

### **PART 1 – Quality of education provided**

- 2.2 The school uses its own framework to determine attainment, instead of the national framework.
- 2.3 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.4 **The standards relating to the quality of education [paragraphs 1–4] are met.**

### **PART 2 – Spiritual, moral, social and cultural development of pupils**

- 2.5 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens.
- 2.6 **The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.**

### **PART 3 – Welfare, health and safety of pupils**

- 2.7 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.8 **The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, and the ban on corporal punishment under section 548 of the Education Act 1996 are met.**

### **PART 4 – Suitability of staff, supply staff, and proprietors**

- 2.9 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required.
- 2.10 **The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.**

### **PART 5 – Premises of and accommodation at schools**

- 2.11 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play.
- 2.12 **The standards relating to the premises and accommodation [paragraphs 22–31] are met.**

## **PART 6 – Provision of information**

2.13 A range of information is variously published, provided or made available to parents, inspectors and the Department for Education. This includes details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any with education, health and care plans or English as an additional language. It also includes particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website.

**2.14 The standard relating to the provision of information [paragraph 32] is met.**

## **PART 7 – Manner in which complaints are handled**

2.15 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful.

**2.16 The standard relating to the handling of complaints [paragraph 33] is met.**

## **PART 8 – Quality of leadership in and management of schools**

2.17 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met, and they actively promote the well-being of the pupils.

**2.18 The standard relating to leadership and management of the school [paragraph 34] is met.**

### 3. Educational Quality Inspection

#### Preface

The **EDUCATIONAL QUALITY** inspection reports on the quality of the school's work. It focuses on the two key outcomes:

- The achievement of the pupils, including their academic development, and
- The personal development of the pupils.

Since the school was last inspected, the framework for inspection has changed. The current inspection framework uses different criteria and arrangements for grading from those used in previous inspection frameworks. The judgements made on this inspection are, therefore, not directly comparable to judgements made on previous inspections.

All independent schools are required to meet the requirements of the Independent School Standards. However, different inspectorates apply different frameworks that are suited to the different types of schools they inspect. The ISI terminology reflects quality judgements that are at least equivalent to those used by the national inspectorate, Ofsted. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement about key outcomes for pupils and information on the quality of the school's work.

**The headline judgements must include one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory'.**

Where the school's own names differ from those used nationally, the details are given in the table below:

<i>School name</i>	<i>National Curriculum name</i>
Pre-Prep	Nursery



## Key findings

3.1 The quality of the pupils' academic and other achievements is excellent.

- Pupils of all ages develop highly positive attitudes to learning and enthusiastically embrace opportunities to acquire new skills and knowledge.
- Pupils analyse facts, evidence and information well, enabling them to make informed and logical decisions to the best of their ability.
- Pupils competently direct their own learning, fully prepared to make mistakes and able to recover swiftly in order to meet their self-assigned targets.
- Pupils are confident communicators with excellent speaking and listening skills, which support successful learning across all subjects and beyond the classroom.
- Pupils of all abilities, including those with SEND and EAL, achieve very well, particularly in English and mathematics.

3.2 The quality of the pupils' personal development is excellent.

- Pupils demonstrate high levels of confidence and perseverance, unequivocally espousing the school motto, 'I Can, and I Will'.
- Pupils are very tolerant, patient and respectful towards one another.
- Pupils reliably show a generosity of spirit when working collaboratively, keen to support and encourage each other to solve problems and achieve common goals.
- Pupils have a mature and well-informed sense of how to look after their physical and mental well-being.
- Pupils resolutely seek to make a difference within the school and local community and take their responsibilities and duties seriously.

## Recommendation

3.3 In the context of the excellent outcomes, the school might wish to consider:

- promoting greater integration of information and communication technology (ICT) into the curriculum to engage pupils further in active learning.

## The quality of the pupils' academic and other achievements

- 3.4 The quality of the pupils' academic and other achievements is excellent.
- 3.5 The school successfully meets its aim to challenge all pupils to be the best that they can be. Pupils from Nursery onwards make excellent progress. Pupils of all abilities, including those with SEND and EAL, achieve very well, particularly in English and mathematics.
- 3.6 The data available, including the results of standardised tests in English and mathematics, along with scrutiny of books and lesson observations, show attainment to be excellent in relation to national age-related expectations. Pupils are highly successful in gaining entry to their senior school of choice, with a very large majority securing places at state grammar schools and local independent schools. In their pre-inspection questionnaire responses, all pupils and the vast majority of parents expressed the view that teaching enables pupils to make good progress. In response to a recommendation from the previous inspection, leaders and managers ensure that systems for monitoring the quality of teaching and learning are secure and effective. As a result, pupils learn at a rapid rate due to the lively, often inspirational teaching, which motivates pupils of all ages and abilities to work hard and aim high. As they move through the school, pupils build excellent skills and accumulate strong knowledge across the curriculum subjects. This is supported by the strong subject knowledge of the teachers and their skilful use of questioning to develop understanding and elicit suggestions. Pupils naturally seek links across areas of study, as illustrated by the ability of pupils in Year 4 to discern similarities and differences between eras in history and to relate them to relevant issues in current affairs. In interviews with inspectors, pupils consistently demonstrated an ability to make connections between concepts and stated that learning is fun, like being a detective, looking for clues and building a bigger picture. This affirms the highly successful fulfilment of the school's aim to inspire love of learning which will hopefully endure.
- 3.7 Pupils are excellent communicators. Children in the EYFS develop strong and effective listening habits. For example, in a Spanish lesson in the Nursery, children paid close attention to their teacher, keeping steady eye contact and showing interest by nodding, smiling and responding confidently to simple instructions. This high level of focus and engagement enabled them to consolidate their understanding of basic Spanish vocabulary and to practise speaking simple sentences. As they progress through the school, pupils become highly articulate, addressing an audience with confidence, clarity and courtesy. High levels of participation in public-speaking lessons, as well as regular opportunities to lead assemblies and house meetings, support the development of excellent speaking and listening skills. In all lessons, pupils explain their thoughts and ideas convincingly. Pupils develop strong critical thinking skills because of the school's emphasis on collaborative learning. Teachers ensure lessons are characterised by an effective mix of independent, paired and group work. As a consequence, pupils view conversation as a learning tool and appreciate and respect the thoughts and opinions of others. In written work, pupils express themselves with increasing fluency. For example, older pupils used complex language and sentence structure for their age as they developed a sense of tension and melancholy in a piece called *The Arrival*.

- 3.8 Pupils of all ages demonstrate rapid progress in mathematics over time and show very high levels of mathematical understanding. Again, the emphasis on collaborative learning encourages pupils to make predictions, test theories and solve problems through interaction with others. Pupils express the view that working with others often helps them to acquire an increased depth of knowledge and understanding. Pupils of all ages apply their mathematical knowledge successfully to other areas of the curriculum. Pupils work confidently in ICT lessons, developing their skills steadily as they move through the school. They use coding programmes effectively and use the internet for research in a number of subjects, although opportunities to practise a greater range of ICT skills across the curriculum are somewhat limited. Pupils frequently use a shared document platform in humanities. As a result, their editing skills are proficient, and they quickly identify which tasks can be shared in order to complete the project in greater depth and to a higher standard. Skills of self-reflection are embedded in the teaching and learning throughout the school. Pupils become capable of assessing and improving their own work by using the 'purple polishing' pen. The bedrock of pupils' academic success is their very high level of engagement with their learning. The progress and target booklets, used in all subjects, set out clear objectives for individuals and enable pupils to challenge themselves to increase their skill development rapidly. Pupils enjoy and respond positively to opportunities to take leadership in their learning. They are encouraged to do this on a daily basis using the three different levels of challenge, an established teaching method in a range of subjects. This also ensures that there is sufficient stretch for the more able and support for those that need it. Pupils told inspectors that learning is always fused with fun and that they look forward to lessons, a view corroborated by the questionnaire responses where all pupils agreed lessons have interesting activities and use the time well.
- 3.9 Pupils develop strong study skills from an early age. Children in the EYFS confidently follow their own paths of curiosity, encouraged to find out things for themselves by supportive teachers. They develop effective organisational skills due to teachers prompting them to plan ahead and to be responsible for having equipment to hand to complete a task. Older pupils develop excellent research skills. They consider carefully the resources available to them and they understand the value and necessity of using more than one source of information in order to double-check facts and figures against various sources. In a history lesson in Year 1, pupils demonstrated excellent recall of information and applied it successfully when creating a timeline of artefacts. In a science project in Year 4, pupils asked highly effective follow-up questions using the results of an investigation to raise further questions about tooth decay. In a variety of subjects, pupils confidently predict consequences and outcomes. In an English lesson in Year 6, pupils demonstrated an ability to consider plot development and character motivation in a mature and balanced way; their text analysis was excellent. Pupils analyse facts, evidence and information well, enabling them to make informed and logical decisions to the best of their ability. Leaders and managers ensure that the curriculum requires pupils to take their thinking to a higher level by inferring, connecting and applying facts to solve problems. Almost all parents who responded to the pre-inspection questionnaire expressed the view that the school helps to develop in pupils skills for the future, confidence and independence. Inspection evidence corroborates these views.

- 3.10 Skills in music and the performing arts develop rapidly from an early age as pupils benefit from high-quality teaching and the good range of opportunities they have to perform. They develop a genuine love of music through singing together in the different choirs and playing in instrumental groups. Results in examinations for speech and drama are at a notably high level with many pupils achieving merits and distinctions. Pupils achieve success in local sporting leagues for football, athletics and cross-country, and swimmers regularly reach the finals of a national schools' competition.

### **The quality of the pupils' personal development**

- 3.11 The quality of the pupils' personal development is excellent.
- 3.12 By the time they leave school, pupils have acquired excellent learning habits and are very well prepared for the next stage of their education. Their confidence and determination to do their best are directly linked to the eagerness they bring to their lessons. They are keen to explore curiosities, to discover solutions to problems, to improve and to stretch their understanding. Teachers plan lessons to give them every opportunity to do all these things. As a result, pupils develop an increasing awareness of their own capabilities and demonstrate high levels of self-discipline and perseverance, unequivocally espousing the school motto, 'I Can, and I Will'. They know how to improve their learning due to the supportive teaching and sensitive, reciprocal marking policy. Leadership actively places a focus on seeing each child as an individual and seeks to bring out the best in them, in accordance with the school aim.
- 3.13 Pupils have a firm understanding that the many choices they make throughout the day will shape their experience either in the short or long term, and they are adamant that they must do their best to think things through for themselves. They apply this principle both to their work and to managing friendship groups. In personal, social and health education (PSHE) lessons, pupils articulated the need to take greater responsibility for their actions as they grow older and discussed how best to make informed choices, fully appreciating that all decisions have consequences. The regular opportunities for pupils to choose from challenge options help them to decide whether they are ready to extend their learning further or need to reinforce their understanding with further practice. Pupils have a very clear understanding that failure and making mistakes are part of the learning process. They readily express the view that getting things wrong does not equate to a disaster and are quick to acknowledge that the supportive attitude of their teachers encourages them to have a go and take risks.
- 3.14 Pupils take responsibility for the happiness and welfare of their school community extremely seriously. They show great respect for the school rules and the expected standards of behaviour. All pupils and a very large majority of parents who responded to the questionnaires felt that the school actively promotes good behaviour. Lessons are characterised by excellent standards of behaviour. Pupils share, take turns, wait for others and support one another both at work and in play. The school encourages mutual support at every level. A striking feature of this approach is the buddy system through which older pupils support younger ones. As a consequence of their involvement in the well-being of others, pupils are highly appreciative of the responsibility this brings and what impact it has on their own behaviour and self-esteem. Pupils state that being a buddy makes them feel capable and trusted and encourages them to look for other ways to help around school, unprompted by teachers, such as tidying or picking up litter. Pupils proudly take on other posts of responsibility, such as council members and house leaders, and they fulfil their obligations dependably and sensibly.

- 3.15 Pupils have highly developed social skills. They take good care of each other and appreciate that their behaviour has an impact on others. Pupils are very tolerant, patient and respectful towards one another. The youngest pupils spontaneously offer to share equipment and participate in class-tidying duties without protest. All pupils enjoy paired activities and small group work, and older pupils state that they achieve so much more by using this approach. They appreciate that by listening to others they can build on their own thoughts and ideas. Pupils reliably show a generosity of spirit when working together, keen to support and encourage each other to solve problems and achieve common goals. They enthusiastically extend this generosity to the whole school community. Pupils resolutely seek to make a difference within the school and local community and take their responsibilities and duties seriously. School councillors work constructively with kitchen staff to create menu plans which suit everyone and introduce initiatives such as the fruit tuck shop for the benefit of all. Pupils are sensitive to the needs within the local community, making a positive contribution to charities through many fundraising initiatives. Older pupils visit elderly care home residents, taking songs, games and photographs to boost their well-being. Achieving supportive partnerships with the wider community is one of the school's aims; leaders and managers emphasise that personal development is just as important as academic achievement, and together they closely monitor both aspects of pupils' outcomes to ensure the school's aims are being fulfilled.
- 3.16 Pupils demonstrate good understanding of the different cultures represented in their own school and show strong respect to one another. Pupils successfully learn the details of others' cultures within subject teaching, from visiting speakers and trips to diverse places of worship. Parents, staff and pupils overwhelmingly agreed in their questionnaire responses that the school is successful in enabling pupils to respect and value diversity in society and to demonstrate sensitivity and tolerance to those from different backgrounds and traditions.
- 3.17 Pupils fully understand the importance of non-material factors in their lives. They understand the need for moments of reflection and calm. They appreciate the benefits from having time away from digital technology so that they can read, listen to music, play games and nurture their inner well-being. They express a deep appreciation for the love and support of family members, friends and teachers; they describe joy and friendship as 'life treasure'. A very small minority of parents indicated in their questionnaire responses that they thought the school does not encourage pupils to adopt a healthy lifestyle. Inspectors judged that pupils develop an extremely good awareness of the need to lead a balanced lifestyle in terms of diet, exercise and emotional health through comprehensive science and PSHE programmes of study. Their awareness of the need to be safe online is extremely strong from an early stage. The strong focus on e-safety across the school results in pupils' awareness of the need to be vigilant regarding their own actions and those of others online.

## 4. Inspection Evidence

- 4.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with a director, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended house meetings and assemblies. Inspectors visited the facilities for the youngest pupils, together with the learning support and educational resource areas. The responses of parents, staff and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

### Inspectors

Mrs Louise Harwood	Reporting inspector
Mrs Rachel Edwards	Compliance team inspector (Head, IAPS school)
Mrs Ros Ford	Team inspector (Former deputy head, IAPS school)