

# School inspection report

6 to 8 February 2024

## **Forest Park School**

27 Oakfield

Sale

M33 6NB

The Independent Schools Inspectorate is appointed by the Department for Education to inspect association independent schools in England. Our inspections report on the extent to which the statutory Independent School Standards and other applicable regulatory requirements are met, collectively referred to in this report as 'the Standards'.

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## Summary of inspection findings

1. Governors are well informed about Forest Park School. They hold the leadership team to account through constructively analysing policies and procedures and asking challenging questions. This helps school improvement. In turn, the leadership team enables pupils to succeed, including attaining places at their chosen senior schools.
2. Leaders plan a curriculum that covers a range of subjects and is focussed on developing pupils' skills and knowledge to be successful in the 11+. However, opportunities for pupils to develop their aesthetic and creative talents through art and design are limited.
3. Leaders promote an 'I can, I will' attitude, which is well understood by teachers and pupils, and underpins teachers' careful guidance and support for pupils' development. Teachers use a variety of effective teaching methods, as well as a range of resources and activities appropriate to the needs and ages of the pupils, and pupils make good progress. Pupils are well motivated and engaged in their learning, describing lessons as interactive and fun.
4. Teachers actively encourage pupils to participate in a range of physical education, sporting, and other individual development activities, such as mindfulness. Effective teaching informs and supports the pupils' development of their physical and mental health and emotional wellbeing. This furthers pupils' appreciation of the link between healthy lifestyles and wellbeing.
5. Positive relationships between pupils and with members of staff create a supportive teaching and learning environment. Pupils are enthusiastic, polite, and thoughtful. Staff are consistent in their implementation of the behaviour policy and protocols, ensuring that pupils are aware of acceptable levels of behaviour and the consequences of poor behaviour. Pupils report that there is little if any bullying and if it does happen it is immediately dealt with, which was confirmed in discussions with staff and analysis of detailed behaviour logs.
6. Leaders with responsibility and oversight of health and safety take appropriate and effective actions to ensure relevant laws are met. There are comprehensive risk assessments, which support the safety of the pupils, as well as the ongoing maintenance of school facilities. Leaders are responsive to any concerns or potential issues and take prompt and effective action when these are identified.
7. Leaders are clear that safeguarding is central to school life and everyone's responsibility. Staff have a secure understanding of the safeguarding policy, are well trained and confident to deal with any concerns raised. Practice is thorough, up to date and draws on external agencies expertise and support as appropriate.

## The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance, are met.
- Standards relating to the quality of education, training and recreation are met.
- Standards relating to pupils' physical and mental health and emotional wellbeing are met.
- Standards relating to pupils' social and economic education and contribution to society are met.
- Standards relating to safeguarding are met.

## Recommended next steps

Leaders should:

- Ensure that children and pupils have opportunities to develop their aesthetic and creative skills and knowledge in art and design.

## Section 1: Leadership and management, and governance

8. Governors maintain ongoing oversight of the school and effectively monitor the implementation of policies. Leaders keep governors well informed about their work, and the school's development and performance during governors' frequent visits to the school. This enables governors to ensure that those in leadership positions fulfil their responsibilities effectively and pupils' wellbeing is actively promoted.
9. Leaders work together articulating their vision and strategy to realise the aims of the school. They regularly evaluate the effectiveness of all aspects of school life, continually looking at ways to make improvements. Leaders actively engage with the school community. They have established a pattern of yearly review which involves parents, pupils and staff from which three initiatives are introduced. Initiatives have been introduced that make a positive difference to the outcomes for pupils. For example, leaders' focus on igniting wonder in lessons has provided teachers with a clear platform to challenge pupils in their learning.
10. Similarly, an equality, diversity and inclusion (EDI) committee includes staff members, pupils and parents. This is helping pupils to develop their understanding of, and respect for others. Year 6 pupils who serve on this committee have planned initiatives such as food-tasting and assemblies to raise awareness of cultural differences. This group helps ensure that pupils thrive in a vibrant and equitable community that celebrates diversity.
11. Leaders ensure that risk management is integral to their planning and decision-making processes and is reviewed regularly. There are appropriate risk assessments in place covering a wide range of circumstances including trips and visits. Leaders and staff are diligent in their recording and monitoring of situations. They analyse and review information with staff to ensure lessons learned contribute to future planning. Leaders have established effective links with external agencies to further help protect pupils from harm.
12. Leaders have established lines of communication with parents, who appreciate the quick response to any issues that arise. Any complaints are dealt with in line with the policy. Parents are provided with all the necessary information via the website and informative weekly newsletter.
13. Appropriate staffing provision is made for the children in the early years. Supportive staff plan age-appropriate activities using a range of stimulating resources for children to initiate their own learning. Regular assessments and careful tracking enable the staff to plan and review targeted interventions and to support extended learning, ensuring that children make progress from their varied starting points.

### The extent to which the school meets Standards relating to leadership and management, and governance

14. All the relevant Standards are met.

## Section 2: Quality of education, training and recreation

15. Pupils throughout the school acquire knowledge and skills in a range of subjects and make good progress. Lively and engaging lessons in core subjects ensure that pupils' mathematics and literacy skills are well developed. Pupils demonstrate both a high standard of numeracy, and creative and imaginative language in their writing. Pupils are articulate, speak with confidence and are able to express their views and opinions coherently. However, whilst there are the opportunities for pupils to develop their knowledge and skills in art and design these are limited and this impacts on pupils' development in these creative areas.
16. Effective systems for monitoring the quality of teaching and learning are in place, including lesson observations reporting on the acronym 'CODE' focusing on challenge, ownership, dialogue and engagement. This promotes consistency in teaching, which is well planned and of a high standard motivating pupils of all ages and abilities. Teachers use questioning skilfully, eliciting suggestions and developing pupils' understanding. Teachers provide challenge by expecting pupils to try and work things out for themselves first, and this approach was evident through pupils' work in books and in discussion. This helps pupils to apply themselves, work hard and make good progress in their learning.
17. Subject leaders ensure that their planning meets the pupils' individual needs. Teachers have high expectations for pupils who speak English as an additional language (EAL). Pupils are offered language support, such as conversation with adults and targeted work to broaden their vocabulary. This enables pupils who speak EAL to successfully access the curriculum and helps them make good progress.
18. The provision for those pupils who have special educational needs and/or disabilities (SEND) is also supportive of their particular learning needs. Pupils' needs are identified through regular assessments and progress tracking, and appropriate interventions are then implemented. Skilled learning support staff deliver individual or group sessions to pupils who have SEND, enabling them to make good progress.
19. The school's procedures for gathering assessment data are effective. Leaders analyse this information thoroughly and use it to ensure that pupils receive feedback and their learning needs are supported appropriately. Leaders carry out ongoing analysis of individual pupils' academic data, producing termly reports on the progress of different groups and acting on any trends. Teachers' extensive marking and effective ongoing feedback informs pupils' learning and is appreciated by them.
20. The extensive choice of clubs provides pupils with opportunities to engage with different age groups, building their social skills and learning from others. Clubs include team or group activities, such as dodgeball. Pupils are encouraged to work together, strengthening their social awareness, and develop useful skills for their future such as problem-solving with construction toys and co-operation in cooking club.
21. Leaders in the early years implement a programme of activities where children develop communication and language skills through play in a language rich environment. Children work well together to create models with small and large toy construction equipment and engage in animated role play linked to topics. They enjoy their specialist physical education (PE) and music lessons.

22. Adults maintain regular dialogue with parents about their children's progress. Further opportunities for early years children to experiment with colour, design, texture and form would enable them to share their independent creations and explain the processes they have used.

**The extent to which the school meets Standards relating to the quality of education, training and recreation**

**23. All the relevant Standards are met.**

## Section 3: Pupils' physical and mental health and emotional wellbeing

24. Leaders create a respectful and trusting environment where pupils feel free to express their opinions and where debate and questioning is welcomed. Teachers model the school's values of 'I can, I will' by encouraging pupils to see making mistakes as helpful to learning. Pupils demonstrate strong self-knowledge, such as when reflecting on their individual strengths and weaknesses. They are supportive of each other.
25. The personal, social, health and economic (PSHE) curriculum includes relationships education. The consistent whole school implementation of this ensures that pupils learn and make progress. They build resilience and develop strategies which promote their emotional wellbeing, such as learning to reframe situations in a more positive light. Assemblies, which include the early years, build on the topics covered in personal and social education, and pupils respond positively both to the relatable characters and to the school's 'wellbeing warriors'.
26. Pupils enjoy their PE lessons and achieve success in a range of activities. The school's programme of all-round sporting experience promotes physical health and wellbeing. This is further developed across the curriculum. Pupils develop a clear understanding of maintaining a healthy lifestyle in science and PSHE. Children in the early years learn about oral health and older pupils learn about changes that happen during puberty.
27. The school's policies are clear, and staff are proactive in identifying and managing any poor behaviour. Pupils appreciate the need for high standards of behaviour in creating a positive learning environment and a happy school atmosphere. Any incidents are recorded, and pupils are well supported by staff, who know the pupils well. Leaders monitor records closely and maintain a strong overview, responding quickly to any negative trends in pupils' behaviour.
28. Adults are clear about their role in supervising pupils and are prudent in their duty of care. Pupils are aware who they can go to if they are hurt or unwell. Pupils appreciate the care they receive from appropriately qualified staff who undergo regular first aid and paediatric training.
29. Pupils appreciate the many opportunities they have to develop their leadership skills. For example, during break times prefects have initiated a buddy bench which is overseen by the older pupils, with helpful guidance from adults. The well-established buddy system that runs throughout the school is valued by pupils of all ages. Year 5 spoke with pride about accompanying their Reception 'buddy' to post letters to Santa, and how they enjoyed holding hands to keep them safe while walking down the road.
30. The school has an effective health and safety policy with appropriate procedures in place. Leaders ensure the premises and accommodation are well maintained, and the school environment is conducive for both teaching and learning. The school operates clear and consistent practices for gathering, disseminating, and maintaining the admissions registers.

### The extent to which the school meets Standards relating to pupils' physical and mental health and emotional wellbeing

#### **31. All the relevant Standards are met.**



## Section 4: Pupils' social and economic education and contribution to society

32. The strong academic curriculum and varied extra-curricular opportunities at the school are complemented by a purposeful social education programme. This develops pupils' knowledge and awareness of wider social, cultural and economic matters. For example, Year 5 and 6 pupils are involved in a trade and economic unit of study, producing a business case for a product or service. Pupils then present their idea for evaluation at 'group headquarters'.
33. Pupils develop their understanding of fundamental British values through assemblies, posters and class discussions. Pupils accept others' views in the student-run school council meetings. These meetings contribute to positive change in the school, with recent initiatives including a new slide for the playground.
34. Staff are pro-active in ensuring there is equality of opportunity for pupils. Pupils are respectful, listen to one another, and are tolerant towards each other. They embrace the diversity of their school population. Pupils fully accept individual differences, reflecting their developing understanding of wider society.
35. Staff consistently offer guidance to pupils, helping them distinguish between right and wrong, and understand that actions have consequences. Pupils are encouraged to take responsibility and, where appropriate, to resolve issues successfully themselves, with adults on hand to support where necessary. This can be seen at playtime through the conflict resolution corner, where pupils discuss situations and talk about their feelings to resolve minor disagreements.
36. The school has strong links with groups in the local community, which encourages pupils to be caring citizens. The choir sings in a local residential home whilst others write cards which they deliver in person. The democratically elected school council chooses various charities to support and children in the early years have initiated fundraising for rescue dogs.
37. The careers advice provided at the school, involves some visiting speakers, including parents, as well as class discussion. The new science syllabus includes learning about the skills and attributes required for different careers in science and technology. Teachers support and prepare the senior pupils effectively for the next stage of their education. This preparation includes additional topics in relation to life in a senior school environment and arranging for recent past pupils to return and talk about their own experiences.

### The extent to which the school meets Standards relating to pupils' social and economic education and contribution to society

- 38. All the relevant Standards are met.**

## Safeguarding

39. Governors are knowledgeable of regulatory expectations and their responsibilities regarding their safeguarding and monitoring roles. They take these responsibilities seriously and have appropriate training to ensure that their scrutiny of policies and procedures is suitably challenging to the leadership team. Governors complete a thorough annual review of safeguarding, which supports leaders in identifying any areas for improvement.
40. Leaders ensure that safeguarding permeates all aspects of school life and that all staff receive regular and effective training. Records are detailed and well maintained and regularly monitored by the designated safeguarding lead for any concerning trends. Leaders have provided a range of ways in which pupils can report any concerns they might have, such as through a 'worry box'. The school has proactive links with external agencies and if required will consult and seek advice from the designated local authority officer to ensure that the appropriate course of action is taken. This helps ensure the wellbeing of pupils remains a priority.
41. The supportive education provided in information and communication technology (ICT) lessons equips all pupils with the skills and knowledge to stay safe online. There are suitable filtering and monitoring systems in place to ensure the school systems are safe.
42. Leaders who oversee the implementation of safer recruitment policy ensure that robust procedures are in place. Staff monitor the effectiveness of procedures carefully. Suitably maintained staff files are in place to show the process of recruitment and to ensure checks are carried out in line with requirements and information matches what is recorded in the single central record (SCR).
43. Staff have a clear understanding of what to do should they have any safeguarding concerns. Information is shared on a need-to-know basis and effective systems are in place to record information. The leadership team ensures that incidents are followed up as required and progress tracked.

### The extent to which the school meets Standards relating to safeguarding

- 44. All the relevant Standards are met.**

## School details

<b>School</b>	Forest Park School
<b>Department for Education number</b>	358/6005
<b>Address</b>	Forest Park School 27 Oakfield Sale Cheshire M33 6NB
<b>Phone number</b>	0161 973 4835
<b>Email address</b>	post@forestparkprep.co.uk
<b>Website</b>	www.forestparkprep.co.uk
<b>Proprietor</b>	Bellevue Education International Ltd
<b>Chair</b>	Mr Gregg Davies
<b>Headteacher</b>	Mr Nicholas Tucker
<b>Age range</b>	3 to 11
<b>Number of pupils</b>	162
<b>Date of previous inspection</b>	26 November 2019

## Information about the school

45. Forest Park School is an independent co-educational day school in Sale. Founded in 1989, the school has been owned and governed by Bellevue Education since 2014. Management and governance of the school is overseen by the group's education committee.
46. There are 38 children in the early years comprising one Nursery class, and one Reception class.
47. The school has identified 19 pupils as having special educational needs and/or disabilities (SEND). No pupils in the school have an education, health and care (EHC) plan.
48. English is an additional language for 16 pupils.
49. The school states its 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.

## Inspection details

### Inspection dates

6 to 8 February 2024

50. A team of three inspectors visited the school for two and a half days.

51. Inspection activities included:

- Observation of lessons, some in conjunction with school leaders
- Observation of registration periods and assemblies
- Observation of a sample of extra-curricular activities that occurred during the inspection
- Discussions with the chair of governors
- Discussions with the head, school leaders, managers and other members of staff
- Discussions with pupils
- Visits to the learning support area and facilities for physical education
- Scrutiny of samples of pupils' work
- Scrutiny of a range of policies, documentation and records provided by the school

52. The inspection team considered the views of pupils, members of staff and parents who responded to ISI's pre-inspection surveys.

**How are association independent schools in England inspected?**

- The Department for Education is the regulator for independent schools in England.
- ISI is approved by the Secretary of State for Education to inspect independent schools in England, which are members of associations in membership of the Independent Schools Council.
- ISI inspections report to the Department for Education on the extent to which the statutory Independent School Standards, the EYFS statutory framework requirements, the National Minimum Standards for boarding schools and any other relevant standards are met.
- For more information, please visit **[www.isi.net](http://www.isi.net)**.

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