

Oxford Christian School

Cornerstone Christian Centre, Quarry High Street, Oxford, Oxfordshire OX3 8JT

Inspection dates

18–20 October 2016

Overall effectiveness	Inadequate
Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Inadequate
Personal development, behaviour and welfare	Inadequate
Outcomes for pupils	Inadequate
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is an inadequate school

- School leaders and governors have failed to ensure that pupils are safe. They do not have the necessary knowledge and skills to ensure that all the independent school standards are met.
- School leaders and governors have not implemented an effective curriculum. They have not ensured that the quality of teaching is good enough to meet the needs and aptitudes of pupils.
- The school has declined since the previous inspection. Standards are too low. Pupils are not prepared well enough for the next stage of their education. There is no impartial careers guidance.
- Pupils' spiritual, moral, social and cultural development is weak. There are insufficient opportunities for pupils to learn about religions other than their own. They are not provided with a balanced presentation of opposing views.
- Teachers do not assess pupils' learning during lessons well enough. Lesson planning is weak.
- The school's policies are weak. The safeguarding policy does not meet requirements because it does not take into account the most up-to-date guidance issued by the Secretary of State.
- Vetting procedures do not ensure that all the required checks on the suitability of staff, governors and volunteers are carried out.
- Pupils' reading, writing and numeracy skills are underdeveloped. Pupils do not read widely. They are not given enough opportunities to develop their writing and mathematical problem-solving and reasoning skills.
- School leaders and governors do not check on the work of the school well enough. There is no suitable improvement plan. School leaders and staff are not held to account.
- Pupils' personal development and welfare are inadequate. They are not prepared well enough for life in modern Britain. They do not have a good understanding of a range of cultures and beliefs.

The school has the following strengths

- Pupils attend well. They enjoy coming to school.
- Parents are positive about the school. Pupils get on well together.

Compliance with regulatory requirements

- The school must take action to meet the requirements of the schedule to The Education (Independent School Standards) Regulations 2014 and associated requirements. The details are listed in the full report.

Full report

What does the school need to do to improve further?

- Rectify the weaknesses in safeguarding and promote pupils' welfare actively, by:
 - updating and implementing fully the safeguarding policy
 - making sure that the lead child protection officer and all staff and volunteers have up-to-date training at the correct level
 - ensuring that all required vetting checks are carried out for all staff, governors, volunteers and new staff prior to their appointment
 - making sure that recruitment and induction procedures are rigorous for all staff
 - ensuring that safeguarding procedures are implemented effectively.
- Improve the quality of leadership, management and governance, by:
 - improving systems and procedures for monitoring the work of the school
 - developing an effective school improvement plan to bring about rapid improvement
 - holding all staff to account, to ensure they carry out their roles and responsibilities effectively
 - checking regularly that all safeguarding procedures are effective
 - developing an appropriate curriculum which stretches and challenges pupils and prepares them well for life in modern Britain
 - evaluating systematically all aspects of the school's work.
- Improve the quality of teaching, learning and assessment and accelerate pupils' progress, by:
 - ensuring that teachers have the required skills to devise well-planned lessons suited to the needs of all pupils
 - making sure that schemes of work are cohesive to ensure that pupils' skills are developed systematically across all subjects
 - developing teachers' skills which enable them to assess pupils' learning during lessons
 - using assessment information effectively to adjust learning activities and accelerate pupils' progress over time
 - providing more opportunities for pupils to develop their speaking, listening, literacy and numeracy skills
 - creating more opportunities for pupils to read widely and often so that they develop a love of reading
 - increasing opportunities for pupils to use their writing skills across a range of contexts, purposes and audiences
 - developing pupils' reasoning and problem-solving skills in mathematics.

- Improve pupils' personal development and welfare, by:
 - developing their awareness of how to keep safe in all aspects of their lives
 - providing opportunities for pupils to learn about faiths other than their own
 - increasing pupils' awareness of the views, beliefs and cultures of others
 - providing effective, impartial and accurate careers guidance
 - strengthening pupils' spiritual, moral, social and cultural development to enable them to be well equipped to become active citizens in society.

The school must meet the following independent school standards

- Ensure that the proprietor devises a written curriculum policy, supported by appropriate plans and schemes of work which takes account of the ages, aptitudes and needs of all pupils, including those pupils with education, health and care plans and that does not undermine fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs (paragraph 1, 2(1), 2(1)(a), 2(1)(b), 2(1)(b)(i) and 2(1)(b)(ii)).
- Ensure that pupils gain experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education (paragraph 2(2) and 2(2)(a)).
- Ensure that pupils acquire speaking, listening, literacy and numeracy skills (paragraph 2(2) and 2(2)(b)).
- Ensure that pupils receive personal, social, health and economic education which reflects the school's aim and ethos and encourages respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010 (paragraph 2(2), 2(2)(d), 2(2)(d)(i) and 2(2)(d)(ii)).
- Ensure that pupils have access to accurate, up-to-date careers guidance that is presented in an impartial manner, enables them to make informed choices about a broad range of career options and helps to encourage them to fulfil their potential (paragraph 2(2), 2(2)(e), 2(2)(e)(i), 2(2)(e)(ii) and 2(2)(e)(iii)).
- Ensure that all pupils have the opportunity to learn and make progress in all subjects (paragraph 2(2) and 2(2)(h)).
- Ensure that the curriculum effectively prepares pupils for the opportunities, responsibilities and experiences of life in British society (paragraph 2(2) and 2(2)(i)).
- Ensure that teaching enables all pupils to acquire new knowledge and make good progress in all subjects according to their ability so that they increase their understanding and develop their skills in the subjects taught (paragraph 3 and 3(a)).
- Ensure that teaching fosters pupils' self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves (paragraph 3 and 3(b)).
- Ensure that teaching in all subjects involves well-planned lessons and effective teaching methods, activities and management of class time (paragraph 3 and 3(c)).
- Ensure that teaching shows a good understanding of the aptitudes, needs and prior

attainments of pupils and ensures that these are taken into account in the planning of lessons (paragraph 3 and 3(d)).

- Ensure that teachers demonstrate good subject knowledge and understanding of the subject matter being taught (paragraph 3 and 3(e)).
- Ensure that teaching utilises effectively classroom resources of a good quality, quantity and range (paragraph 3 and 3(f)).
- Ensure that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can make good progress (paragraph 3 and 3(g)).
- Ensure that teaching utilises effective strategies for managing behaviour and encouraging pupils to act responsibly (paragraph 3 and 3(h)).
- Ensure that teaching does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs (paragraph 3 and 3(i)).
- Ensure that the proprietor puts in place a framework for pupils' performance to be evaluated, by reference to the school's own aims as provided to parents or national norms, or both (paragraph 4).
- Ensure that the spiritual, moral, social and cultural development of pupils actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs (paragraph 5 and 5(a)).
- Ensure that the spiritual, moral, social and cultural development of pupils enables them to develop their self-knowledge, self-esteem and self-confidence; enables pupils to distinguish right from wrong and to respect the civil and criminal law of England; encourages them to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely; enables pupils to acquire a broad general knowledge of and respect for public institutions and services in England; furthers tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation and respect for their own and other cultures; encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act and encourages respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England (paragraph 5, 5(b), 5(b)(i), 5(b)(ii), 5(b)(iii), 5(b)(iv), 5(b)(v), 5(b)(vi) and 5(b)(vii)).
- Ensure that all teaching precludes the promotion of partisan political views and provides pupils with a balanced presentation of opposing views, while they are in attendance at the school, while they are taking part in extra-curricular activities which are provided or organised by or on behalf of the school, or in the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere (paragraph 5, 5(c), 5(d), 5(d)(i), 5(d)(ii) and 5(d)(iii)).
- Ensure that arrangements are made to safeguard and promote the welfare of pupils at the school and that such arrangements have regard to any guidance issued by the Secretary of State (paragraph 6, 7, 7(a) and 7(b)).

- Ensure that good behaviour is promoted effectively by implementing the school behaviour policy and keeping records of sanctions imposed upon pupils for serious misbehaviour (paragraph 6, 9, 9(b) and 9(c)).
- Ensure that bullying at the school is prevented in so far as reasonably practicable, by drawing up and implementing an effective anti-bullying strategy (paragraph 6 and 10).
- Ensure that the relevant health and safety laws are complied with by the drawing up and effective implementation of a written health and safety policy (paragraph 6 and 11).
- Ensure that the proprietor complies with the Regulatory Reform (Fire Safety) Order 2005 (paragraph 6 and 12).
- Ensure that first aid is administered in a timely and competent manner by the drawing up an effective implementation of a written first aid policy (paragraph 6 and 13).
- Ensure that pupils are properly supervised through the appropriate deployment of school staff (paragraph 6 and 14).
- Ensure that an admission and attendance register is maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006¹ (paragraph 6 and 15).
- Ensure that the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy and taking appropriate action to reduce risks that are identified (paragraph 6, 16, 16(a) and 16(b)).
- Ensure that all required checks are made to confirm the suitability of staff and governors and that such checks are made within the required timeframe in relation to the appointment of staff and that the proprietor keeps a register which shows such of the information as is required (paragraph 17, 18, 18(1), 18(2), 18(2)(a), 18(2)(b), 18(2)(c), 18(2)(c)(ii), 18(2)(e), 18(3), 20(6), 20(6)(a), 20(6)(a)(i), 20(6)(a)(ii), 20(6)(b), 20(6)(b)(ii), 20(6)(b)(iii) and 21, 21(1), 21(3), 21(3)(a), 21(3)(a)(ii), 21(3)(a)(iii), 21(3)(a)(viii), 21(3)(b) and 21(6)).
- Ensure that suitable toilet and washing facilities are provided for the sole use of pupils; separate toilet facilities are provided for boys and girls aged eight years or over except where the toilet facility is provided in a room that can be secured from the inside and that is intended for use by one pupil at a time; and suitable changing accommodation and showers are provided for pupils aged 11 years or over at the start of the school year who receive physical education (paragraphs 22, 23(1), 23(1)(a), 23(1)(b), 23(1)(c)).
- Ensure that suitable accommodation is provided in order to cater for the medical and therapy needs of pupils, including accommodation for the short-term care of sick and injured pupils, which includes a washing facility and is near to a toilet facility (paragraph 22, 24(1) and 24(1)(b)).
- Ensure that the premises and the accommodation and facilities at the school are maintained to a standard such that, so far as is reasonably practicable, the health, safety and welfare of pupils are ensured and ensure that external lighting is provided to ensure that people can safely enter and leave the school premises (paragraph 22, 25, 27 and 27(b)).
- Ensure that suitable outdoor space is provided in order to enable physical education to be provided to pupils in accordance with the school curriculum (paragraph 29(1) and

¹ S.I. 2006/1751, to which there are amendments not relevant to these Regulations.

29(1)(a)).

- Ensure that the provision of information includes: the proprietor's full name; address for correspondence during both term time and holidays; the name and address for correspondence of the chair of the governing body; the safeguarding policy; the exclusion policy; the curriculum policy; the anti-bullying policy; the health and safety policy; the first aid policy; particulars of the school's academic performance during the preceding school year, including the results of any public examinations and details of the complaints procedure including the number of complaints registered under the formal procedure during the preceding school year (paragraph 32(1), 32(1)(a), 32(1)(b), 32(1)(c) 32(2), 32(2)(c), 32(3), 32(3)(a), 32(3)(c), 32(3)(d), 32(3)(e) and 32(3)(f)).
- Ensure that a complaints procedure is drawn up and effectively implemented which deals with the handling of complaints from parents of pupils and which sets out clear timescales for the management of a complaint (paragraph 33 and 33(c)).
- Ensure that persons with leadership and management responsibilities at the school demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently (paragraph 34(1) and 34(1)(a)).
- Ensure that persons with leadership and management responsibilities at the school fulfil their responsibilities effectively so that the independent school standards are met consistently (paragraph 34(1) and 34(1)(b)).
- Ensure that persons with leadership and management responsibilities at the school actively promote the well-being of pupils (paragraph 34(1) and 34(1)(c)).
- Ensure that leaders and managers understand and fulfil their duty to refer a person who is deemed to be unsuitable for working with children to the Disclosure and Barring Service.
- Ensure that the school complies with paragraph 3 of Schedule 10 of the Equality Act 2010 by drawing up a suitable accessibility plan.

Inspection judgements

Effectiveness of leadership and management

Inadequate

- School leaders and governors do not have the necessary skills, knowledge and understanding to make sure that all the independent school standards relating to the curriculum, teaching, assessment or pupils' spiritual, moral, social and cultural development are met. They have not ensured that all the standards relating to pupils' welfare, health and safety are met. Not all the standards relating to the premises are met.
- Self-evaluation is weak. School leaders and governors do not have an accurate understanding of the work of the school. They have failed to devise a suitable plan to bring about the necessary improvements, because they do not check what is working well and what needs to improve.
- The curriculum is not broad and balanced; as it should be. The Accelerated Christian Education programme (ACE) is wholly based on biblical teaching. Pupils are not provided with a balance of opposing views. Pupils complete workbooks, known as PACES, in a range of subjects. However, the PACE workbooks do not provide pupils with enough opportunities to extend their knowledge and utilise their skills across a range of subjects.
- The curriculum is not wide ranging enough. Subjects are poorly planned and do not provide pupils with sufficient experiences in the required subjects. There are no suitable schemes of work to ensure that pupils' knowledge, understanding and skills are systematically developed over time.
- School leaders and governors have not ensured that pupils are prepared well enough for life in modern Britain. This is because pupils do not learn about faiths, beliefs and cultures other than those represented within the school. Pupils do not have a good enough understanding of civil and criminal law. They are not given enough opportunities to understand or experience the responsibilities of life in British society.
- School leaders have failed to encourage pupils to respect people with protected characteristics, as defined in the Equality Act, 2010. The set of ideals, principles and doctrines promoted by school leaders does not ensure that pupils have access to contrasting comprehensive information, particularly in relation to how the laws in England are made.
- School leaders and governors have not ensured that the premises are suitable. They do not provide shower facilities for secondary-aged pupils. There are no separate toilet facilities for adults and pupils. Not all exits are fitted with external lighting. The outdoor space provided for pupils' recreation and physical education is not supervised well enough. Pupils' development of skills in physical education is ad hoc.
- School leaders and governors have not ensured that all the required policies and procedures are in place. There is no accessibility plan. Although there are policies for behaviour, anti-bullying, risk assessment and first aid, school leaders and staff do not follow the policies. For example there is no full time member of staff with up-to-date first aid training as set out in the policy. The health and safety policy is not implemented effectively because not all risk assessments are in place and the school does not comply with the Regulatory Reform (Fire Safety) Order 2005.

Governance

- Governance is ineffective. Governors do not have a good understanding of the strengths and weaknesses of the school. There is no suitable improvement plan in place.
- Governors have not implemented a system to check on the performance of staff. School leaders and staff are not held to account. Governors have not checked whether teaching is effective. They have failed to provide a high quality education for pupils.
- Governors have not implemented an effective curriculum to meet the needs and abilities of pupils. They have failed to check whether the curriculum in place is appropriate for pupils, to enable them to be well prepared for the next stage of their education. Pupils are not provided with accurate, up-to-date careers guidance. They are not given any opportunities to make informed choices about career opportunities and any advice they are given is not impartial. Pupils are not provided with opportunities to extend their learning through extra-curricular activities.

Safeguarding

- The arrangements for safeguarding are not effective. The safeguarding and child protection policy on the school website is out of date. The safeguarding policy does not comply with the latest guidance issued by the Secretary of State. There is not an appropriate policy on the school website.
- School leaders and governors have not ensured that all the required suitability checks are carried out for staff, governors and volunteers, many of whom carry out the work of a teacher. Recruitment procedures are weak in relation to the safe recruitment of staff. School leaders and governors do not follow the most up-to-date guidance issued by the Secretary of State. A substantial number of the independent school standards relating to the suitability of staff and governors are not met.
- School leaders and governors have not made sure that safeguarding training for all staff is at the correct level and up to date. They do not have a good understanding of the checks that must be carried out to prevent adults who have been prohibited from teaching or have been barred from working with pupils. They do not carry out all the necessary checks for adults who have lived or worked overseas.
- The school's admission register does not meet requirements. Some entries have been changed and the original entry is not distinguishable. The admission register does not contain an index in alphabetical order of all pupils. At the start of the inspection, not all destinations of pupils who had left the school were recorded.
- School leaders have not created a culture where pupils are safe. They have failed to make sure that pupils develop a good understanding of how to keep themselves safe in school and in the wider community.

Quality of teaching, learning and assessment

Inadequate

- Teachers do not have the necessary skills, knowledge and understanding to deliver a high-quality education. Their expectations are not high enough. Too often, teachers accept work that is not of a high enough quality. In many books, pupils produce a very limited amount of work. Inspection evidence, from the work in pupils' books, confirmed

that pupils do not make enough progress in lessons or over time.

- In the morning sessions, pupils of all ages and abilities work through their PACE workbooks, setting their own goals as to how many PACEs they will complete. Pupils mark their own PACE workbooks. Teachers do not check well enough what pupils have learned. They do not know the next steps in pupils' learning.
- Teaching in too many sessions is not planned well enough to ensure that pupils' learning and development builds on their previous learning. This is because there are no schemes of work in place which set out the progression of knowledge and skills across the range of subjects. Teachers do not assess pupils' learning. In many subjects, pupils of different ages are given the same work. This is not challenging enough for older or the most able pupils.
- Teachers do not teach pupils to read well enough. As a result, pupils are not always able to decode unfamiliar words. Pupils are not provided with enough opportunities to develop their reading skills. Therefore, when pupils stumble in their reading, because they come across an unknown word, they substitute words incorrectly, which does not aid their comprehension of the text.
- Teachers do not develop pupils' writing skills well enough. Much of the writing in the PACE workbooks requires pupils to complete sentences by adding individual words, often from a choice of four words. This does not extend pupils' ability to use their writing skills effectively enough to enable them to make good progress. Pupils are not provided with enough opportunities to use their writing skills across a range of subjects, contexts and genres.
- Teachers do not develop pupils' spelling skills well enough. Many of the spellings which pupils are expected to learn are too easy. They are not taught to spell more complex words at an age-appropriate level.
- In mathematics, pupils complete a range of calculations in their PACE workbooks. But teachers do not check their understanding well enough. Pupils are not provided with opportunities to develop their reasoning and problem-solving skills.
- Teachers do not identify the abilities of pupils. Their understanding of assessment is weak. As a result, pupils with greater capabilities for their age are not challenged to achieve more.
- The standards relating to teaching, learning and assessment are not met.

Personal development, behaviour and welfare

Inadequate

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is inadequate. Leaders have not ensured that all regulatory requirements for pupils' welfare, health and safety are met.
- Safeguarding arrangements do not ensure the welfare and safety of pupils. Pupils use a local recreation ground for their outside play and for physical education lessons. During the inspection, pupils were not always supervised well enough. Adults were not close enough to some groups of pupils to ensure their safety in this area which is a shared public area for recreation, including for dog walkers. This poses a potential risk of harm to

pupils. School leaders do not have suitable risk assessments in place to mitigate these risks.

- Pupils are not encouraged to develop a self-awareness of how to become successful learners. This is because they are given very few opportunities to discuss their learning or address misunderstandings.
- Pupils are not being provided with sufficient opportunities to understand about keeping safe across a wide range of aspects of living in modern Britain. They have a very limited understanding of keeping safe on the internet. Only the older pupils have some comprehension of what to do to keep safe online. Pupils are not given enough opportunities to learn about the dangers of different types of bullying. Their knowledge and understanding of prejudice-based bullying is also limited.
- Pupils say that bullying is rare, but the school's records of bullying are incomplete, so it is difficult to establish whether repeated occurrences of bullying are dealt with effectively. School leaders do not pay sufficient attention to investigating the cause of any bullying incidents.

Behaviour

- The behaviour of pupils requires improvement. Pupils are generally compliant and settle down to their work because the routines of the school day are familiar to them. They usually show respect for one another and the adults around them. Some pupils' behaviour falls below the standard expected of them. This is usually during less structured sessions, when their behaviour is more boisterous. Pupils do not always regulate their behaviour well enough.
- The school uses short-term exclusion to seek to address poor behaviour. At times, some pupils are educated at home for short periods of time due to inappropriate actions and abusive comments made towards other pupils and adults. Although the school's behaviour policy requires that an exclusion log is kept, the school was unable to produce such a log. This shows that school leaders do not understand the importance of keeping this information and monitoring pupils' behaviour to support pupils' needs.
- Pupils' attendance is good. However, the school does not monitor attendance well enough, which means that when any pattern of non-attendance emerges, school leaders are not taking urgent action to ensure that pupils are kept safe.

Outcomes for pupils

Inadequate

- Pupils, including the most able, do not make the progress they are capable of making. This is because teachers do not check their learning well enough to adjust activities and challenge pupils to make better progress. Across a range of subjects, pupils' achievement is inadequate.
- During the inspection, the inspector heard pupils' read. Their understanding of how to decipher unfamiliar words was weak. In addition, they were unable to explain the meaning of some of the words in the text, because the reading material was not appropriate for their age or ability.
- Pupils' writing skills are underdeveloped. Many of the younger pupils do not form their letters correctly, which impedes their ability to produce neat cursive writing. The work in pupils' books to develop their spelling skills shows that they are not sufficiently

challenged. Their spelling work is too easy for them. Pupils are not able to spell more difficult words because they have not been taught the tools of spelling and they have limited knowledge of spelling patterns.

- Pupils are unable to use their mathematical skills well enough, because they are not provided with opportunities to use them to solve problems. This is particularly the case for the most able pupils. Pupils are not being given opportunities to think through problems to form a logical conclusion.
- Inspection evidence confirms that work in pupils' books is sparse across a range of subjects. From different starting points, pupils are not progressing quickly enough in their learning. They are not being prepared well enough for the next stage of their education. As a result, the school is not fulfilling its vision 'to empower its pupils to become dynamic leaders who will impact their community for good'.

School details

Unique reference number	138552
DfE registration number	931/6008
Inspection number	10020823

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

Type of school	Other independent school
School category	Independent school
Age range of pupils	6 to 18
Gender of pupils	Mixed
Number of pupils on the school roll	15
Number of part-time pupils	0
Proprietor	Miss Dorcas Herklots
Chair	Ruedi Baumann
Headteacher	Julius Sohento
Annual fees (day pupils)	£2,400
Telephone number	07479 927864
Website	www.oxfordchristianschool.org.uk
Email address	admin@oxfordchristianschool.org.uk
Date of previous inspection	18–19 June 2013

Information about this school

- Oxford Christian School opened in 2012. It is run by the proprietor and a governing body. The school's vision is 'Empowering students to become dynamic leaders who will impact their community for good.'
- The school is registered as an independent co-educational day school for boys and girls. It is registered to accept 30 pupils aged six to 18 years. There are no sixth form pupils.
- All pupils are part of the Cornerstone Christian Community.

- There are no White British pupils. Most pupils are of Filipino heritage with the remaining pupils from African, White and Black Caribbean, White European, Chinese and Sri Lankan Tamil cultures.
- There are no pupils who have special educational needs and/or disabilities. There are no pupils with education, health and care plans or with a statement of special educational needs.
- There are no disadvantaged pupils.
- The last inspection was in June 2013.
- The headteacher took up post after the last inspection.
- The school does not run any before- or after-school provision.
- The school does not provide or use any alternative provision.

Information about this inspection

- Her Majesty's Inspector observed teaching and learning and carried out a scrutiny of pupils' work.
- Meetings were held with the proprietor, the headteacher and a group of governors.
- The inspector considered the views of pupils through informal discussions and during a meeting with a group of pupils selected by the inspector.
- Her Majesty's Inspector also considered parents' views through informal discussions at the start of the school day and through the seven responses to the Parent View online survey in the free text responses submitted by seven parents.
- Inspectors considered the views of the 12 members of staff who completed the Ofsted questionnaire.
- A range of documents was scrutinised including the curriculum plans, schemes of work and records of pupils' achievement. Information about safeguarding arrangements was checked, as were the single central record, risk assessments and a range of policies.
- All the education independent school standards were checked during this inspection.

Inspection team

Ann Henderson, lead inspector

Her Majesty's Inspector

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