

Education and boarding inspection summary for International School of Creative Arts

Framework Road, Wexham, Slough, Berkshire SL2 4QS

Inspection dates: 17 to 19 May 2022

Outcome

The education overall effectiveness judgement is: good

The judgement for the experiences and progress of children in the boarding residential provision is: good

What is it like to attend this school?

- Staff have high expectations and students are ambitious for their future. They join the school intent on pursuing a career in the creative arts and work very hard to achieve their goals. Most, for example, spend a great deal of their free time working on art projects in the school's well-equipped workshops.
- Students behave extremely well in lessons, during breaktimes and when moving around the school. They are respectful of adults and get on well with each other. Strong and good-humoured relationships with teachers mean that students are confident about asking questions during lessons.
- Students feel well cared for in school. Students trust teachers to look after them if they have any problems. They have confidence in the student representatives too, who meet regularly with the head of school to discuss any issues or concerns raised. Students say that leaders are responsive to their suggestions and that changes have been made, for example to the timing of registration sessions and parcel collection times as a result. The school's records indicate that leaders take suitable steps to address any concerns about bullying.

The inspectors made **two recommendations** to help the school improve, covering inconsistencies in English and leaders planning opportunities for students to engage in reasoned debates.

What is it like to board at this school?

- Students enjoy boarding as it supports them to access to the education that they need to progress in the arts. Students say they have made some really good friends. They have staff they like and feel that they can go to for help and support. Students enjoy easy access to London and Windsor, visiting a wide range of galleries, museums and other cultural events at weekends.
- Students receive a well-planned induction to the school. Transitions for students moving into the school have been well managed. Restrictions and quarantine protocols as a result of the COVID-19 pandemic were particularly well managed and students felt cared for at this time.
- Student views are actively sought. Leaders use meetings of the student representatives as a forum to help to improve the service. These meetings are regular and used to help make some improvements, such as changes to the academic day and the food available. While these meetings are beneficial, records of the meetings fail to demonstrate the actions taken to improve student life. This has made students feel as though the process does not address improvements students have suggested.
- Students' individual cultures and identities are well considered. Issues regarding war and conflict between nations are not shied away from, for example, staff have actively reached out to support Ukrainian and Russian students to help them come to terms with the current conflict. The students, while worried for their family and friends at home, get on well with each other and tensions have not filtered into friendship groups. Students are tolerant and welcome each other's differences, including sexuality and gender identity. The menu caters for different cultural and religious dietary needs, and students are regularly asked to share their views on what food they would like.
- The COVID-19 pandemic has had a negative impact on the social development of many of the students. Staff have managed to support them since restrictions have been lifted, to help them access the community. This has enabled students to better understand and acclimatise to British life.
- Students' emotional well-being is supported through strong relationships with key staff. Those who are struggling emotionally are supported to access external therapeutic professionals. Access to medical services is good and the school has established links with local healthcare providers. Plans for students with physical health conditions are clear and concise. However, plans for students with additional emotional well-being needs are less clear. Practice in relation to the administration of medication is not fully compliant with national regulations. Records of administration of medication are not saved securely and staff are unable to locate them.

The school **does not meet the national minimum standards for boarding schools** relating to induction and support and health and wellbeing.

The inspectors made **two recommendations** to help the school improve, covering an identified person that boarders may contact directly about concerns and that medication is securely stored, along with accurate records of administration.

- View the full inspection report for the education provision:
<https://reports.ofsted.gov.uk/provider/27/148010>.
- View the full inspection report for the boarding provision:
<https://reports.ofsted.gov.uk/provider/1/2628154>.



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