

# Pattison College

Independent School

Inspection Report

DCSF Registration Number	331/6011
Unique Reference Number	103747
Inspection number	329427
Inspection dates	10 September 2008
Reporting inspector	David Young

This inspection of the school was carried out under section 162A of the Education Act 2002 (as amended by schedule 8 of the Education Act 2005).

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## Purpose and scope of the inspection

This inspection was carried out by Ofsted under section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005, in order to advise the Secretary of State for Children, Schools and Families about the school's suitability for continued registration as an independent school.

This was a light touch inspection (LTI) which focussed principally on the quality of education provided by the school; its provision for the pupils' spiritual, moral, social and cultural development; the arrangements for safeguarding pupils and the improvements the school has made since its last inspection.

## Information about the school

Pattison College is a small, independent, non-selective school offering education for pupils aged three to 16. In addition to the breadth of its academic curriculum it offers a specialism in dance, speech and drama, performance and music. There are currently 129 pupils on roll, together with 13 post-16 students studying a three year musical theatre course. The Early Years Foundation Stage (EYFS) provision includes 15 three and four year old children funded under the Nursery Scheme. The school, located in a residential area of Coventry, was established in 1949. It was last inspected by Ofsted in November 2004 and the nursery provision was last inspected in May 2008.

The school aims to ensure that the needs of the individual are at the heart of all that is done and that all pupils, irrespective of their academic ability, have the opportunity to excel. The school aims to provide a family atmosphere with an emphasis on traditional values, good manners and an ethos which values hard work, respect and concern for others.

## Evaluation of the school

Pattison College provides a good quality education including the provision for EYFS. There are a number of outstanding features in aspects of the curriculum, teaching and the personal development of pupils. The school meets all the requirements for registration. The one unmet regulation at the time of the previous inspection, regarding arrangements for pupils who may be ill, has now been rectified through the provision of suitable facilities. Excellent leadership by the headteacher and senior staff has enabled the school to continue to flourish since the time of the last inspection, ensuring that pupils make good and often outstanding progress in their academic studies. The provision for performing arts continues to be a strength of the school and contributes strongly to pupils' self-esteem and confidence. The majority of parents returned the Ofsted questionnaire, expressing their strong support for the school and its leadership.

## Quality of education

The school provides a good curriculum, which is appropriate to pupils' needs at all ages and stages of their school life. Within the EYFS, provision in the Nursery is outstanding. Throughout the school the curriculum combines an effective emphasis on literacy and numeracy skills with an appropriate development of personal and social skills. In Key Stages 1 and 2, the school uses the National Curriculum and the Primary Strategy effectively to plan the curriculum. There is a good balance of subjects studied and an appropriate emphasis on knowledge, understanding and skills. The curriculum at Key Stage 3 maintains the National Curriculum structure and provides an excellent preparation for examination courses at Key Stage 4. Curriculum documentation is varied in format and detail, in different parts of the school. There is no accessible overview of the curriculum to ensure continuity and progression in the experiences provided as pupils move up through the different year groups. Some pupils expressed a desire for a wider range of subjects in Key Stage 4 but the school, within the scope of its facilities and staffing, rightly maintains an emphasis on essential subjects which prepare pupils well for employment and further study. The opportunity for all pupils to study up to ten GCSE subjects is commendable and results in high standards at the end of Key Stage 4.

An outstanding feature of the curriculum is the range of opportunities provided for pupils of all ages to take part in demanding dance and performance activities. Personalised timetables are arranged for pupils with a requirement to take part in at least three physical activity classes each week. Many pupils attend many more than the minimum requirement and their enjoyment and success are a great credit to themselves, as well as the leadership and staff of the school. The three-year musical theatre course for post-16 students adds an inspiring dimension to the work of the school. The students are highly committed and gain a range of accredited qualifications in various aspects of dance, drama and singing, as well as first teaching qualifications in dance. The presence of students as assistant teachers in many dance classes provides a positive role model for younger pupils.

The quality of teaching and assessment is good. Teachers have a clear understanding of how to organise learning activities that engage the interest and involvement of all pupils. Some lessons include outstanding features, for example, the high levels of challenge and the depth of pupils' analyses and judgements: the youngest children also engage in purposeful role-play that leads well to further learning. Teachers use the small class sizes to advantage, ensuring that the individual needs of all pupils are identified and attended to. Where teaching is satisfactory, there is sometimes insufficient challenge in the tasks demanded of pupils or they do not have a clear understanding of the objectives of the lesson and what they are expected to achieve. The assessment of pupils' work is used effectively to set targets for improvement. In Key Stages 3 and 4, in particular, teachers use their records of assessment, based on National Curriculum levels, to evaluate the rate of progress of individual pupils and to ensure appropriate action is taken to achieve improvement.

As a result of the imaginative curriculum and the quality of teaching, pupils make good progress. The school's analysis of assessment data provides substantial evidence that pupils in Key Stages 3 and 4 make good, and sometimes outstanding, progress from their attainment levels at the end of Key Stage 2. There is also evidence of good progress in the lower school although the tracking of pupils' progress is less well developed. The achievement of pupils in the EYFS is at least good and in many cases outstanding. Teachers in the lower school record appropriate information from observations and assessments but this is not used as effectively to determine whether the outcomes represent appropriate progress for individuals and groups of pupils. In all year groups, pupils who enter the school with learning difficulties or previous negative experiences of schooling make good and sometimes outstanding progress in their learning and their self-esteem.

### Spiritual, moral, social and cultural development of the pupils

The spiritual, moral, social and cultural development of pupils is outstanding. Pupils enjoy being at the school and are proud of their achievements. They are enthusiastic about the opportunities provided for dance and performance and acknowledge that these contribute positively to their confidence and self-esteem. The staff show high levels of care and consideration for the pupils and act as effective role models. The school's high expectations of behaviour and participation are well understood by pupils. There are good opportunities for reflection and discussion of moral codes and standards. The behaviour of pupils of all ages is outstanding; they are polite, courteous, well-mannered and welcoming of visitors.

There are many opportunities for pupils to contribute to the community life of the school as well as the wider community. Visitors and visits form part of the routine of school life and pupils are encouraged to take part in charitable activities and collections. The school's house system is used effectively as a vehicle for pupils' involvement. A significant proportion of the senior school pupils would like more opportunities to contribute their views on matters which affect them. The school is currently in the process of establishing more formalised mechanisms for pupils to participate in decision making. The citizenship programme, together with a range of curriculum activities, enables pupils to consider local and global communities and cultures. Multi-faith dimensions in the religious studies curriculum encourage pupils to develop sensitivity and respect for a variety of beliefs and cultures. The structure of the curriculum ensures that all pupils are prepared well for the next stage of their education. The Connexions service is used effectively to provide careers education, including work experience for all pupils in Year 10.

### Safeguarding pupils' welfare, health and safety

The school makes outstanding provision to ensure the safeguarding and welfare of pupils. There is an appropriate child protection policy and arrangements are in place to update training in child protection for the designated officer and all other staff. Excellent arrangements are in place for the recruitment of staff and all the required checks are made and recorded in the single central register.

Fire risk assessments have been completed by an independent contractor for all areas of the premises. Detailed records are maintained and timescales identified for any remedial action. Emergency evacuation plans are in place for all areas of the accommodation and portable appliances are regularly tested for safety. The school meets its duties under the Disability Discrimination Act and a 3-year plan is in place.

The school provides a safe environment for its pupils from the earliest age. Pupils' health is also promoted through the ready availability of drinking water and the school meals provision. Themes in the personal social and health education programme, include appropriate attention to drugs awareness and personal relationships.

## Effectiveness of the Early Years Foundation Stage

The overall effectiveness of the Early Years Foundation Stage is good. Support for children's learning and development is good. The EYFS curriculum is used securely to plan for the youngest children and they make good progress towards the early learning goals. There is frequent opportunity for children in the Nursery and the Reception class to have access to purposeful play which is set up by the teachers in an interesting and stimulating way. The children's behaviour and attitudes are outstanding and they play well together. The recent Nursery inspection judged the curriculum to be outstanding; this includes play activity in the outside environment. Early Years children in the Reception class do not have daily access to the outside area making it difficult to achieve the appropriate balance in the curriculum for these children. The curriculum covers all the required areas of learning and progress in each of these areas is reported in a suitable way to parents each term.

There is good leadership and management within the Early Years provision which ensures a continuous dialogue between the staff. The children in the Nursery are helped to settle particularly well when they enter the school. There is outstanding attention to the welfare, health and safety of all the children. Their personal and social skills are outstanding. Teachers place a good emphasis on speaking and listening and the classrooms have a calm and purposeful atmosphere. The teachers assess the individual needs and attainment of the children very effectively and enable them to make progress at their individual levels. Children's achievement is good in relation to their starting points on joining the school. Those with learning difficulties and/or disabilities are identified early and their individual education plans show specifically how their needs will be met.

## Compliance with regulatory requirements

The school meets all of the Education (Independent School Standards) (England) Regulations 2003 as amended January 2005.

## What the school could do to improve further

While not required by the regulations, the school might wish to consider the following points for development:

- ensure consistent development of the progress tracking system for pupils at all key stages
- develop further strategies to ensure that satisfactory teaching is brought up to the standard of the best
- ensure that appropriate continuity and progression of learning, between key stages, is demonstrated in the school's schemes of work.

## Inspection Judgement Recording Form

outstanding	good	satisfactory	inadequate
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### The quality of education

Overall quality of education		✓		
How well the curriculum and other activities meet the range of needs and interests of pupils		✓		
How effective teaching and assessment are in meeting the full range of pupils' needs		✓		
How well pupils make progress in their learning		✓		

### Pupils' spiritual, moral, social and cultural development

Quality of provision for pupils' spiritual, moral, social and cultural development	✓			
The behaviour of pupils	✓			

### Welfare, health and safety of pupils

The overall welfare, health and safety of pupils	✓			
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### The quality of the Early Years Foundation Stage provision

How effectively are children in the Early Years Foundation Stage helped to learn and develop?		✓		
How well do children achieve in the Early Years Foundation Stage relative to their starting points and capabilities?		✓		
How good are the personal development and well-being of children in the Early Years Foundation Stage?	✓			
What is the quality of welfare, health and safety of children in the Early Years Foundation Stage?	✓			
How effectively is the provision in the Early Years Foundation Stage led and managed?		✓		
What is the overall effectiveness of the Early Years Foundation Stage including, where relevant, the quality of childcare?		✓		



## School details

Name of school	Pattison College		
DCSF number	331/6011		
Unique reference number	103747		
Type of school	Nursery, primary and secondary		
Status	Independent		
Date school opened	1949		
Age range of pupils	3–21		
Gender of pupils	Mixed		
Number on roll (full-time pupils)	Boys: 24	Girls: 118	Total: 142
Number on roll (part-time pupils)	Boys: 1	Girls: 3	Total: 4
Annual fees (day pupils)	£5610		
Address of school	86–90 Binley Road Coventry West Midlands CV3 1FQ		
Telephone number	02476 455031		
Fax number	02476 441590		
Email address	pattison.college@ntlworld.com		
Headteacher	Mrs E McConnell		
Proprietors	Mrs E McConnell & Mrs B Cramp (ret'd)		
Reporting inspector	David Young		
Dates of inspection	10 September 2008		