



ISI Independent
Schools
Inspectorate

Regulatory Compliance Inspection Report

Forest School

September 2022

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School's Details

School	Forest School			
DfE number	358/6008			
Address	Forest School Moss Lane Timperley Cheshire WA15 6LJ			
Telephone number	0161 980 4075			
Email address	office@forestschool.co.uk			
Headteacher	Mr Graeme Booth			
Proprietor	Bellevue Education International Ltd			
Age range	2 to 11			
Number of pupils on roll	204			
	EYFS	66	Juniors	138
Inspection dates	28 to 29 September 2022			

1. Background Information

About the school

- 1.1 Founded in 1924, Forest School is a co-educational independent day school. The school consists of the Early Years Foundation Stage (EYFS) for children aged between two and five years, the lower school for pupils aged between five and seven years, and the upper school for pupils aged between seven and eleven years. The school is part of Bellevue Education group, whose directors act as the school's proprietors. Management and governance of the school are overseen by the group's education committee.

What the school seeks to do

- 1.2 The school seeks to encourage each child to reach their full potential and strive for excellence in all areas of school life. It aims to foster pupils' self-esteem, confidence, and their ability to use their individual talents as lifelong learners. The school strives to promote strong partnerships with families and the community.

About the pupils

- 1.3 Pupils come mostly from professional or business families living in the Manchester area. Nationally standardised data provided by the school indicate that the ability of the pupils is above average. The school has identified nine pupils as having special educational needs and/or disabilities (SEND), all of whom receive additional specialist help. English is an additional language (EAL) for forty-two pupils, of whom a small number are supported in the classroom or in separate sessions.

2. Regulatory Compliance Inspection

Preface

The Independent Schools Inspectorate (ISI) is approved by the Secretary of State to inspect schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and report on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Inspections of schools with early years settings not requiring registration also report whether the school complies with key provisions of the Early Years Foundation Stage (EYFS) statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, inspections report 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. Inspections also comment on the progress made to meet any compliance action points set out in the school's most recent statutory inspection.

ISI inspections are also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

This is a COMPLIANCE ONLY inspection and as such 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 and the school is required to take the actions specified.

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 standards and requirements can be found here: [Early Years Foundation Stage Statutory Framework](#).

Key findings

- 2.1 The school does not meet all of the required 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 should take immediate action to remedy deficiencies as detailed below.**

PART 1 – Quality of education provided

- 2.2 The school's own framework for assessment confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 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 Pupils receive relationships education. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.5 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

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

PART 3 – Welfare, health and safety of pupils

- 2.8 Good behaviour is promoted; bullying is prevented so far as reasonably practicable; provision is made for first aid; pupils are properly supervised; a disability access plan is in place.
- 2.9 Arrangements to safeguard and promote the welfare of pupils do not pay due regard to current statutory guidance. The school allowed a member of staff to start work before applying for a disclosure and barring service (DBS) check. The proprietor has not exercised adequate oversight of safeguarding procedures in relation to recruitment.
- 2.10 Health and safety requirements are not fully met. The school has not implemented the recommendations of a legionella bacteria risk assessment.
- 2.11 The school has not implemented a recommendation following the annual fire risk assessment.
- 2.12 The school has not notified the local authority in a timely manner of pupils joining after the beginning of the school's first year or leaving before completing the final year.
- 2.13 The standards relating to welfare, health and safety in paragraphs 9, 10, 13 and 14, the requirement of Schedule 10 of the Equality Act 2010 (accessibility plan), and the ban on corporal punishment under section 548 of the Education Act 1996 are met. Those in paragraphs 7 [safeguarding], 11 [health and safety], 12 [fire safety], 15 [admissions and attendance] and 16 [risk assessment] are not met.**

Action point 1

The school must ensure that a DBS check application is made before a member of staff begins work [paragraph 7(a) and (b); EYFS 3.7, 3.9 and 3.11].

Action point 2

The school must ensure that its proprietors exercise adequate oversight of safeguarding, in particular recruitment checks [paragraph 7(a) and (b); EYFS 3.7 and 3.9].

Action point 3

The school must ensure its water supply is safe by implementing the recommendations of its legionella risk assessment [paragraphs 11 and 16(b); EYFS 3.55].

Action point 4

The school must ensure that it implements recommendations from its fire safety risk assessment, in order to ensure compliance with the Regulatory Reform (Fire Safety) Order 2005 [paragraphs 12 and 16(b); EYFS 3.56].

Action point 5

The school must ensure that it informs the local authority promptly when pupils join or leave the school at times other than the standard transition points [paragraph 15].

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

- 2.14 The school has not undertaken correctly all the required recruitment checks on staff, specifically checks confirming identity and the right to work in the UK. The school maintains a register of checks but some staff files do not include all the required documents.
- 2.15 The standards relating to the suitability of those in contact with pupils at the school in paragraphs 20 and 21 are met, but those in paragraph 18 [suitability of staff] are not met.

Action point 6

The school must be able to evidence that checks relating to a person's identity and right to work in the United Kingdom are carried out before a member of staff starts work [paragraph 18(2)(c)(i), 18(2)(c)(iii); EYFS 3.7, 3.9 and 3.11].

PART 5 – Premises of and accommodation at schools

- 2.16 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.
- 2.17 The standards relating to the premises and accommodation [paragraphs 22–31] are met.

PART 6 – Provision of information

- 2.18 A range of information is 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.

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

PART 7 – Manner in which complaints are handled

2.20 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.

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

PART 8 – Quality of leadership in and management of schools

2.22 The proprietor does not ensure 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.

2.23 The school's proprietor has not monitored the effectiveness of the leadership, management and delivery of welfare provision in the school. Safeguarding and safer recruitment procedures have not been correctly implemented in line with current statutory guidance.

2.24 The standard relating to leadership and management of the school in paragraph 34 is not met.

Action point 7

The school must ensure that leadership and management acquire good skills and knowledge to fulfil their responsibilities effectively, so that the standards are consistently met and pupils' well-being is actively promoted [paragraph 34(1)(a), (b) and (c)].

3. Inspection Evidence

- 3.1 The inspectors observed lessons, had discussions with pupils and examined samples of pupils' work. They held discussions with members of staff and with the chair of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings and assembly. Inspectors visited the facilities for the youngest pupils, together with the learning support and educational resource areas. Inspectors considered the responses of parents, staff and pupils to pre-inspection questionnaires. The inspectors examined curriculum and other documentation made available by the school.

Inspectors

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Reporting inspector

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