



**ISI** Independent  
Schools  
Inspectorate

**REGULATORY COMPLIANCE AND EDUCATIONAL QUALITY INSPECTION  
REPORTS  
FOR SCHOOLS WITH RESIDENTIAL PROVISION**

**OCKBROOK SCHOOL**

**FEBRUARY 2018**



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## SCHOOL'S DETAILS

<b>School</b>	Ockbrook School			
<b>DfE number</b>	830/6002			
<b>Registered charity number</b>	251211			
<b>Address</b>	Ockbrook School The Settlement Ockbrook Derby Derbyshire DE72 3RJ			
<b>Telephone number</b>	01332 673532			
<b>Email address</b>	enquiries@ockbrookscho.co.uk			
<b>Headmaster</b>	Mr Tom Brooksby			
<b>Chair of governors</b>	Mrs Amanda Redgate			
<b>Age range</b>	2 to 18			
<b>Number of pupils on roll</b>	377			
	<b>Boys</b>	135	<b>Girls</b>	242
	<b>Day pupils</b>	355	<b>Boarders</b>	22
	<b>EYFS</b>	37	<b>Primary</b>	124
	<b>Seniors</b>	161	<b>Sixth form</b>	55
<b>Inspection dates</b>	20 to 22 February 2018			

## **1. BACKGROUND INFORMATION**

### **About the school**

- 1.1 Ockbrook School is an independent day and boarding school for girls and boys aged between 2 and 18 years. It was founded in 1799 by the Moravian Church as a school for girls, becoming fully co-educational in 2017. The school is owned by trustees of the Moravian Church and administered by a local board of governors. The current headmaster took up his role in September 2014.
- 1.2 The junior school is in two buildings; one for the Early Years Foundation Stage (EYFS) and Years 1 and 2, and the other for Years 3 to 6. The senior school comprises Years 7 to 13. Pupils may board from Year 7 and are accommodated in two houses; one for girls and one for boys.

### **What the school seeks to do**

- 1.3 The school aims to prepare pupils for the challenges they will face in their future lives through encouraging stimulating and positive relationships to develop individual potential and self-worth, supported by a clear understanding of Christian values. Its objective is to inspire pupils in the pursuit of academic excellence within a caring and supportive environment.

### **About the pupils**

- 1.4 Pupils come from a range of professional, business and farming backgrounds, mostly from White British families living within a 12-mile radius of the school. Most boarders come from a range of international backgrounds. Nationally standardised test data provided by the school indicate that the ability of junior and senior pupils is above average, and that of sixth-form pupils is broadly average. The school has identified 28 pupils as having special educational needs and/or disabilities (SEND) which include dyslexia and dyspraxia, 8 of whom receive additional specialist support. No pupil has an education, health and care plan or a statement of special educational needs. English is an additional language (EAL) for 22 pupils, 15 of whom receive additional support.

## 2. REGULATORY COMPLIANCE INSPECTION

### Preface

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. The inspection of schools that have early years settings not requiring registration similarly records whether the school complies with key provisions of the Early Years Foundation Stage statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, the inspection reports 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. It comments on the progress made by the school in meeting the compliance action points set out in the school's most recent statutory inspection.

This inspection also contains specific judgements on the National Minimum Standards for Boarding Schools ('boarding NMS'). It also comments on the progress made by the school in meeting the compliance action points set out in the most recent statutory boarding inspection and it judges the extent to which the school currently meets the boarding NMS. It identifies any standards which the school does not meet and requires action to meet them. Findings are distributed across sections relating to the eight Parts of the standards.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework and DfE requirements. The inspection may be of COMPLIANCE ONLY or a combined inspection of EDUCATIONAL QUALITY AND COMPLIANCE depending on a number of factors, including findings from their most recent inspection. Schools judged not to meet the standards, including the boarding NMS, may also be subject to a progress monitoring visit before their next routine inspection. The progress monitoring visit will judge whether the school has taken the necessary action to meet any un-met standards identified at their previous inspection.

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

**This is a REGULATORY COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY, the report of which appears later in this document. The COMPLIANCE inspection reports only on the school's compliance with the standards, including the boarding NMS.** 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 in the relevant section of the report 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 full regulations and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#), [National Minimum Standards for Boarding Schools](#), [Early Years Foundation Stage Statutory Framework](#).

## Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, the National Minimum Standards for Boarding Schools 2015, relevant requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements, and no further action is required as a result of this inspection.

### PART 1 – Quality of education provided

- 2.2 In the junior school, the school uses its own framework to determine attainment, instead of the national framework.
- 2.3 At GCSE in the years 2014 to 2016, performance has been above the national average for maintained schools.
- 2.4 In the sixth form, A-level results in the years 2014 to 2016 have been above the national average for sixth formers in maintained schools.
- 2.5 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.
- 2.6 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

- 2.7 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens. Boarders' views are actively encouraged and their opinions and concerns are appropriately considered by staff. Any prefect system operating in the school is suitably managed.
- 2.8 The standards relating to spiritual, moral, social and cultural development [paragraph 5] and NMS 17 and 19 are met.**

### PART 3 – Welfare, health and safety of pupils

- 2.9 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.10 An appropriate induction process for pupils new to boarding is implemented, and suitable provision is made for boarders' medical and health care, their food and drink and for managing boarders' laundry and possessions. Boarders have suitable contact with friends and family and access to a programme of activities. Boarding staff are appropriately trained and deployed.
- 2.11 The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, the ban on corporal punishment under section 548 of the Education Act 1996, and NMS 2–4, 6–12, 15 and 16 are met.**

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

- 2.12 The school makes appropriate checks to ensure the suitability of staff, supply staff, and proprietors and a register is kept as required. Visitors to boarding accommodation are appropriately supervised and the school's arrangements for guardianship are suitably managed.
- 2.13 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] and NMS 14 are met.**

#### **PART 5 – Premises of and accommodation at schools**

- 2.14 Suitable toilet, changing and showering facilities for pupils and appropriate accommodation for their 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. Boarding accommodation is adequate for the needs of all boarders, and safeguards and promotes their welfare.
- 2.15 The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 5 are met.**

#### **PART 6 – Provision of information**

- 2.16 A range of information is variously published, provided or made available to parents, inspectors and the Department for Education. These include 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 those with education, health and care plans or English as an additional language. They also include particulars of the school's academic performance during the preceding school year, and its results in public examinations, 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. A suitable statement of boarding principles and practice is published by the school.
- 2.17 The standards relating to the provision of information [paragraph 32] and statement of boarding principles [NMS 1] are met.**

#### **PART 7 – Manner in which complaints are handled**

- 2.18 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, and identifying those relating to the boarding provision.
- 2.19 The standards relating to the handling of complaints [paragraph 33] and NMS 18 are met.**

#### **PART 8 – Quality of leadership in and management of schools**

- 2.20 The proprietor ensures 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. Appropriate leadership and management of boarding ensure that the required policies and records are maintained and effectively monitored.
- 2.21 The standards relating to leadership and management of the school [paragraph 34] and NMS 13 are met.**

## EDUCATIONAL QUALITY INSPECTION

### Preface

**The EDUCATIONAL QUALITY inspection reports on the quality of the school's work.** It focuses on the two key outcomes:

- The achievement of the pupils, including their academic development, and
- The personal development of the pupils.

Since the school was last inspected, the framework for inspection has changed. The current inspection framework uses different criteria and arrangements for grading from those used in previous inspection frameworks. The judgements made on this inspection are, therefore, not directly comparable to judgements made on previous inspections.

All independent schools are required to meet the requirements of the Independent School Standards. However, different inspectorates apply different frameworks that are suited to the different types of schools they inspect. The ISI terminology reflects quality judgements that are at least equivalent to those used by the national inspectorate, Ofsted. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement about key outcomes for pupils and information on the quality of the school's work.

**The headline judgements must include one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory'.**

Where necessary, National Curriculum nomenclature is used to refer to year groups in the school.



## Key findings

2.22 The quality of the pupils' academic and other achievements is good.

- Pupils' strong academic results represent good progress in relation to their starting points.
- Pupils have a strong work ethic at all stages of their education.
- Pupils have effective study skills and know where they can find support when they need it.
- Pupils have well-developed skills in literacy, numeracy, and information and communication technology (ICT).
- Pupils achieve well in a range of extra-curricular activities.

2.23 The quality of the pupils' personal development is excellent.

- Pupils have excellent levels of self-knowledge, self-esteem and self-reliance.
- Pupils demonstrate high levels of perseverance throughout the school.
- Pupils are highly supportive of one another and of their teachers.
- Pupils have an excellent awareness of the wider social context in which they live.
- Pupils readily accept responsibility and exercise it with good judgement in a range of contexts.

## Recommendation

2.24 The school is advised to make the following improvement:

- Ensure that all groups of pupils make as much progress as possible through consistently effective teaching.

## THE QUALITY OF PUPILS' ACADEMIC AND OTHER ACHIEVEMENTS

- 2.25 The quality of pupils' academic and other achievements is good.
- 2.26 In the EYFS, almost all children meet or exceed their early learning goals across the full range. In the junior school, almost all pupils achieve or exceed the expected levels for reading, writing and mathematics in relation to the small range of nationally standardised assessment they undertake. A large majority of parents indicated in their questionnaire responses that teaching enables their children to make good progress and develop skills for the future.
- 2.27 Pupils' achievements in GCSE, IGCSE and A-level examinations are good. The following analysis uses the national data for the years 2014 to 2016. These are the most recent years for which comparative statistics are currently available. Pupils' GCSE performance and A-level results have been above the national average for maintained schools. Lesson observations, scrutiny of pupils' work, and the school's own assessment data demonstrate that pupils make good progress from their starting points. This is in part as a result of generally effective teaching which takes account of the needs of different groups of pupils including the most able, those with SEND and those who have EAL. At times, opportunities for extension and support are missed, especially in the senior school, which sometimes limits progress for pupils with SEND and the more able. The school makes effective use of assessment data to ensure that teachers know their pupils well. They are aware of their prior learning and how they learn best. Each pupil has a target grade and four assessment points in each year, and appropriate interventions are made where necessary. The curriculum is modified to ensure that it meets the needs of different groups of pupils, so that, for example GCSE pupils are withdrawn from modern foreign languages if they need to concentrate on English. Almost all parents' questionnaire responses indicated satisfaction with the range of subjects on offer. The governors, senior leaders and managers of the school have established a culture of support which sits alongside high expectations. This encourages academic aspiration and the pursuit of excellence.
- 2.28 Pupils develop good knowledge, understanding and skills over time. For many, perseverance is the key to success. This enables pupils to learn how to improve from marking which, especially in the junior school, commonly offers constructive advice and requires a response from the pupils. In this way, pupils learn to identify their mistakes and to avoid repeating them. Where perseverance alone does not work, pupils from the very earliest stage know that they should follow a process before consulting the teacher. They see first what they can discover from their own memory, their text book and finally their classmates. Junior school pupils know how to access support from teaching assistants.
- 2.29 Attitudes to learning and the acquisition of skills are effective. In the junior school, pupils have appropriate knowledge, skills and understanding for their ages so that they can, for example, recall the instruments used in The Carnival of the Animals, use a stethoscope to listen to a heartbeat, or speak clearly about what a hypothesis is. They are confident in structuring a sentence or a paragraph, and in using a range of methods of calculation. In the senior school, the inspection observed advanced achievement in scratch coding, manipulation of algebraic terms and skill in dissection, and pupils can work out the meaning of Spanish words from their knowledge of French. Pupils exhibit a strong work ethic at all stages in the school. Boarders in particular are able to cultivate regular study habits within the comfortable surroundings of the houses, and benefit from a strong sense of community and structure.

- 2.30 Pupils have effective study skills. They make use of a range of learning and memorising strategies, from yellow sticky notes to reminders on their electronic devices. Underpinning their learning is a determination never to give up. In the junior school, pupils collaborate in making a clear statement of what they are seeking to achieve. When they receive their work back, they generate their own set of formal targets which is published on the classroom wall and against which they can measure their progress. In this way, they know how they are doing and can discuss what they need to do to improve.
- 2.31 Pupils demonstrate a broad range of writing skills and are able to write for different purposes and different audiences. They are especially strong in persuasive exercises, and the best reach very high standards when responding to open-ended tasks requiring continuous prose, such as in an English lesson where younger pupils made effective use of theatrical vocabulary, and in an A-level geography lesson where pupils compared the physical landscape of Ghana and Angola. Their analytical skills are well-developed. For example, junior pupils are able to handle data well in mathematics. Younger pupils can observe simple spelling rules. In addition, they bring sensitivity and imagination to the structure of a story, following a process set out by their teacher but able to vary it as necessary. At all stages pupils have good reading skills. Nursery children are able to decode meaning from their knowledge of sounds. Senior pupils read effectively for gist and to extract particular items of information. They make well-informed and thoughtful decisions about the reliability of what they read on the internet. Pupils listen very well to one another and to their teachers. They readily adjust their own solutions in light of what they hear from others. Pupils' excellent speaking skills are seen in presentations in lessons, and in their easy confidence in conversation. Such skills are nourished by their LAMDA classes, the chance to be in plays and house shows, researching and presenting on a topic in class, and their involvement in committees, assemblies and councils.
- 2.32 Pupils have strong numeracy skills throughout the school, such as a thorough knowledge of their tables and the ability to add using partitioning. They are able to transfer those skills effectively to other subjects, especially science and geography. Pupils have excellent abilities in the use of ICT, with specialist teaching from Year 1 developing their knowledge and skills well. Pupils present work confidently using ICT and research effectively to support their material. Their effective use of particular websites enhances their literacy and numeracy work in the junior school through, for example, research on historical topics. Over time, pupils develop into highly effective and skilled learners who display an increasing degree of independence as they move through the school.
- 2.33 Almost all pupils indicated in their questionnaire responses that they are able to be involved in a good range of activities. They achieve well in extra-curricular activities, with numerous examples of individual excellence, especially in sport, art, music and drama. Pupils have achieved local representative honours in a range of sports, and two artists won top prizes in a national competition this term. Musical instrumentalists are numerous and routinely aiming for the most advanced grades. Standards in all these areas are high and participation rates are excellent.

## THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

- 2.34 The quality of the pupils' personal development is excellent.
- 2.35 Pupils demonstrate notably strong levels of self-esteem, self-knowledge and self-confidence. Their approach to everything they undertake is characterised by a desire to improve and by their perseverance. For example, when a chemistry experiment did not produce the expected results, pupils continued to observe and change their strategies until they made sense of the outcome. Pupils have a clear understanding of their own strengths and weaknesses, and know where to go for support in finding opportunities for development. They communicate confidently and are willing to state their ambitions or where they think they currently are on their path towards desired futures. Pupils relish a degree of freedom which increases as they progress through the school, and so their independence and autonomy as learners increases too. Pupils are able to make their own decisions about which revision techniques and strategies to use, such as when preparing for examinations. For example, pupils in a French lesson collaborated on creating effective mnemonics for a list of verbs, with one group writing a rap and another devising a sketch. This case resulted in a public celebration of achievement in assembly, and a signing of the excellence book. Pupils' achievements are a source of communal pride.
- 2.36 Pupils display highly developed leadership skills, encompassing empathy, compassion and tolerance. They also show outstanding practical sense; a group with a desire to help a homeless charity successfully sought a way to raise money for the cause. Many are able to nurture their skills through learning to navigate or arrange transport in Delhi while on a World Challenge expedition, or by the demands of the Duke of Edinburgh's Award scheme.
- 2.37 Pupils have an excellent capacity for making decisions. For example, EYFS children are able to choose how to address a painting task, or which birds to identify on a group walk in the grounds. In the sixth form, all are encouraged to try the Extended Project Qualification and over half complete it successfully. They understand that they need to be well informed to make good decisions, and so take advantage of every chance to find out about pathways to continuing education or employment.
- 2.38 Pupils demonstrate strong spiritual understanding, as shown through older pupils' art work, photography, poems and high-quality reflective prose stimulated by a recent visit to a museum and education centre focused on the Holocaust and its survivors. Pupils display deep appreciation of the non-material aspects of life through the way they respond to art and the rural environment that surrounds them.
- 2.39 Pupils have very high levels of understanding of the need for rules and demonstrate a well-developed moral sense. For example, they spoke with passion about the plight of the homeless in a neighbouring city. In the junior school, pupils behave very well in the playground. Pupils are self-aware partly because they see good behaviour modelled by staff and older pupils. Their excellent behaviour is a reflection of efficient and sensitive pastoral care, which offers appropriate guidance and support at different stages of a pupil's education. Similarly, relationships are excellent both between pupils and teachers and among pupils. Pupils are eager to attribute their positive behaviour in the school to their teachers who, in turn, point to the insistence of the school's governors and leaders on the school's stated aim to nurture positive relationships within a supportive and caring environment. Pupils work effectively as part of a team as much in class as in teams, ensembles or the cast of a play.

- 2.40 Pupils are accustomed to accepting and exercising responsibility very well; they excel in their roles as form captains, mentors, buddies, food committee representatives and members of the school council. They demonstrate outstanding initiative in pursuing local matters like the provision of water fountains and boot scrapers. Pupils also show a broader awareness which has led, for example, to the removal of single-use plastic from the school kitchen and renewed vigilance over the recycling of paper in classrooms. Similarly, pupils display high levels of social awareness in assessing the merits of different charities and then choosing two (one local, one national or international) to support each year. In addition, they follow their own conscience in creating, for example, a recent initiative to raise money for a local homeless shelter. They also display positive and constructive human qualities in the way they treat one another, usually with kindness, which was the word of the month in the junior school last term. It is common for a pupil to notice and act on small changes in demeanour or appearance in their classmates, for example. Pupils are sensitive and proactive about others' well-being, in accordance with the school's ethos.
- 2.41 Pupils show exemplary respect for those of different backgrounds and cultures, and all pupils spoke persuasively about what they learn in lessons and assemblies in a way that demonstrated their considerable appreciation of different religious traditions. Almost all parents and pupils indicated in their questionnaire responses that the school actively promotes values of democracy, respect and tolerance of those with different faiths and beliefs.
- 2.42 Pupils have an excellent understanding of how to follow a safe and healthy lifestyle. They have a highly developed awareness of the importance of diet and exercise, monitoring through the food committee the provision of healthy menu options. All pupils take a full part in organised games and compete to represent the school. Likewise, they know how to keep safe when online, confirmed by all pupils who responded to the questionnaire.

### 3. INSPECTION EVIDENCE

- 3.1 The inspectors observed lessons, conducted formal interviews 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 assemblies. Inspectors visited boarding houses and the facilities for the youngest pupils, together with the learning support and educational resource areas. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

#### Inspectors

Mr Bill Burn	Reporting inspector
Mr Andrew Farren	Accompanying inspector
Mrs Claire Hewitt	Compliance team inspector (Head, GSA school)
Mrs Nathalie Hart	Team inspector for boarding (Deputy head, HMC school)
Mrs Sue Clifford	Team inspector (Head, IAPS school)
Mr David Holland	Team inspector (Head, Society of Heads school)
Mr Richard Lynn	Team inspector (Head, ISA school)