



ISI Independent
Schools
Inspectorate

EDUCATIONAL QUALITY INSPECTION
FORRES SANDLE MANOR SCHOOL

MAY 2017



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SCHOOL'S DETAILS

School	Forres Sandle Manor School			
DfE number	850/6042			
Registered charity number	284260			
Address	Forres Sandle Manor School Sandle Manor Fordingbridge Hampshire SP6 1NS			
Telephone number	01425 653181			
Email address	office@fsm-school.com			
Headteacher	Mr Mark Hartley			
Chair of governors	Mr John Wallis			
Age range	3 to 13			
Number of pupils on roll	228			
	Boys	142	Girls	86
	Day pupils	119	Boarders	109
	EYFS	24		
Inspection dates	10 to 11 May 2017			

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.

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 following their inspection 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 unmet standards identified at their previous inspection.

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.

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 an EDUCATIONAL QUALITY inspection, reporting 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.

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 the published report but will have been considered by the team in reaching its judgements.

All inspections of independent schools in England are conducted according to the requirements of the Independent School Standards Regulations. 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'.

INSPECTION EVIDENCE

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

Mrs Sue Bennett	Reporting inspector
Mr Clive Holder	Team inspector (Deputy head, IAPS school)
Mrs Julie Jackson	Team inspector for boarding (Head of pre-prep, HMC and IAPS school)

1. BACKGROUND INFORMATION

About the school

- 1.1 Forres Sandle Manor (FSM) School is an independent day and boarding school for boys and girls between the ages of three and thirteen years. In 1993, Forres School and Sandle Manor School merged to form the current school, whose origins go back to 1880. The school is now a charitable trust, overseen by a board of governors, who act as the trustees.
- 1.2 The school is divided into three sections: the pre-prep for pupils attending Nursery to Year 2; the middle school for pupils in Years 3 to 5 and the upper school for pupils in Years 6 to 8. Pupils between the ages of eight and thirteen years can board, either on a weekly or full-time basis and are all accommodated in the main school house. Since the previous inspection, the management of the boarding has changed and a new governance committee has been established to oversee the educational provision.

What the school seeks to do

- 1.3 The school's overarching ethos is 'Happy Children Succeed'. It aims to provide a warm family atmosphere within which pupils feel safe, secure and happy; to value each child as an individual and to meet the particular needs of each child. Furthermore, the school seeks to develop pupils' confidence, enabling them to enjoy the breadth of opportunities provided and achieve success. Traditional values are nurtured through its strong Christian ethos and pupils are encouraged to take responsibility for themselves, for others and for their school.

About the pupils

- 1.4 Pupils come from a range of business, military and professional backgrounds. Most are from White British families living within a 15-mile radius of the school, with boarders from further afield in the UK and from overseas. Nationally standardised test data provided by the school indicate that the ability of the pupils on entry is broadly average. The school has identified 46 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia and dyspraxia, 41 of whom receive additional specialist help. One pupil in the school has a statement of special educational needs. English is an additional language (EAL) for eight pupils, whose needs are supported by their classroom teachers. Data used by the school have identified 101 pupils in the school's population as being the more able or having particular talents in sport, music, drama, design technology and art.
- 1.5 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

2. KEY FINDINGS

2.1 The quality of the pupils' academic and other achievements is excellent.

- Pupils have outstanding attitudes to learning and are determined to succeed.
- More able pupils and those with SEND and/or EAL make significant progress in their learning because teaching provides high quality challenge and support.
- Pupils have excellent communication skills, which they apply adeptly to all areas of the curriculum.
- Pupils acquire high level independent thinking skills and relish debating hypothetical issues in lessons.

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

- Pupils, including boarders, develop high levels of confidence and speak passionately about their enjoyment of school life.
- Pupils have excellent self-knowledge; they are resilient and have an outstanding understanding that perseverance will result in success.
- Pupils embrace responsibility and demonstrate mature levels of self-discipline.
- Pupils strongly uphold the values of the school and demonstrate the respect, kindness and honesty that will help prepare them for future life.

Recommendations

2.3 In the context of the excellent outcomes, the school is advised to make the following improvements:

- Ensure the excellent tracking and target setting systems used in some areas are more systematically developed to further enhance the progress of all pupils.

3. THE QUALITY OF PUPILS' ACADEMIC AND OTHER ACHIEVEMENTS

- 3.1 The quality of pupils' academic and other achievements is excellent.
- 3.2 All pupils, including the more able and those with SEND and/or EAL, make rapid progress during their time at the school. In the EYFS, all children achieve their expected levels in attainment, with a large majority exceeding national expectations by the end of their time in the setting. The school does not take part in national curriculum tests. However, the school's own data analysis and use of internal standardised tests show attainment to be excellent in relation to national age-related expectations. This is supported by inspection evidence from lesson observations, pupils' work and subject interviews. All pupils develop their individual abilities and talents as a result of the strong commitment of the governance, leadership and management to actively implement the aims and ethos of the school. In their pre-inspection questionnaire responses, almost all parents agreed their child's educational needs are effectively met, that the range of subjects provided are appropriate and that teaching enables their child to make good progress and develop positive future life skills. Similarly, the vast majority of pupils comment that the school provides good opportunities for them to learn and progress.
- 3.3 Pupils join the school at varying points during the year and often because they require additional support with their learning. Pupils with SEND and/or EAL make rapid progress in relation to their starting points when they join the school because of the specialist teaching, the careful monitoring of their progress by senior managers and support strategies within lessons. During discussions, pupils commented that strategies in literacy have enabled them to read and spell difficult words and that, as a result, they are not embarrassed to read aloud in class. More able pupils make excellent progress and commented that they relish the challenge in their learning, which they attribute to teaching approaches that extend their thinking and encourage them to work independently. For example, in a numeracy lesson, pupils enjoyed the competitive edge of an attempt to improve their own best score in finding percentages of amounts within a fixed time limit. Pupils reported that staff know and understand their strengths and areas for improvement; they appreciate the feedback they receive for their work and say this helps them to improve. The recommendation of the previous inspection to improve the consistency of marking approaches has been fully met. Whilst the school's own assessment framework is effective in identifying pupils' strengths and weaknesses, the varying approaches lacks cohesiveness, which means that the oversight of pupils' overall attainment is not systematic. Pupils report that they are made aware of their future learning targets in most lessons and encouraged to record them in their workbooks, although this practice is not consistent across all subjects, which limits their understanding of future steps for improvement. In the EYFS, children's rapid progress is highly evident in their learning portfolios, which clearly identify their respective developmental stages and ensure that next steps in learning are appropriately targeted in teaching approaches. This fully addresses the recommendation from the previous inspection to link observational assessment more closely to children's individual development targets.
- 3.4 Pupils of all abilities develop excellent levels of knowledge, skills and understanding in all areas of learning. Their communication skills are outstanding and they are confident, articulate speakers and listeners. Pupils read complex texts, such as play scripts, fluently and expressively. Boarders look forward to the quiet evening time before 'lights out', when they can read for pleasure, which they consider a relaxing end to the day. Pupils display maturity when writing in a variety of genres. Younger pupils demonstrated a secure understanding of using similes and exciting adjectives in their written work during an English lesson. EYFS children ably write their names and simple sentences, using their sound knowledge to help them. Pupils are keen to present their ideas in front of their peers and listen respectfully to

each other's point of view, for example in science when they enthusiastically shared their knowledge of vertebrates and invertebrates. Older pupils relish debate and have advanced hypothetical skills. During a history lesson, pupils demonstrated high level thinking during a debate on the qualities required for a new political leader. They chose their own candidates, ranging from present day entertainers to famous people in history, hypothesising and synthesising important factors for elections, such as housing, education and environmental protection. EYFS children are active learners and confident problem solvers, as illustrated when they experimented with different lengths of pipe and discovered that the higher the gradient of the pipe, the faster the toy cars that move along it move. In the outdoor area, younger children carefully measured out mud and water and explained that it needs to be a certain consistency to make a thick soup. Pupils develop an excellent numeric competency, which they apply confidently across a variety of subjects, such as design technology, where they calculate area and perimeter, and science, where they find the mean average of three experiment results. EYFS children correctly named the properties of simple 3-dimensional shapes and counted to 20 accurately. This excellent attainment reflects the strong focus on literacy and numeracy within the curriculum, articulating the belief of leadership and management that these are key to pupils' future success, and manifest in carefully structured lessons that motivate and challenge pupils' learning.

- 3.5 Pupils demonstrate excellent skills in information and communication technology (ICT), which they apply extremely well across the curriculum. For example, in geography, pupils used ICT proficiently to research the capital cities, mountains, rivers and seas of Europe whereas pupils in a religious studies lesson prepared website articles following a visit to a local mosque. This successfully addresses a previous inspection recommendation. In the EYFS, children can adeptly manoeuvre the cursor when using a numeracy program for doubling numbers. Creatively, pupils and EYFS children achieve highly as illustrated in the many colourful displays around the school. Older pupils, following a study of bridges in art, produced creative photographs of natural looking structures that resembled bridges, painted bridges using triangular shapes and finally designed an arched bridge with miniature pottery figures. Pupils demonstrate advanced physical skills, such as understanding the mechanics of 'fly' in swimming and showing an excellent knowledge of the forces needed to propel the body in jumping, throwing and running in athletics. Their high level success is attributed to the strong focus placed on celebrating pupils' achievements, specialist teaching and wide ranging resources.
- 3.6 Beyond the classroom, pupils achieve highly in a wide range of extra-curricular activities, particularly in sports, music, drama and art. Pupils are successful in national and regional sporting competitions, such as hockey tournaments. Many pupils learn to play musical instruments and achieve excellent results in external examinations. During discussions and in questionnaire responses, the vast majority of pupils commented that they greatly enjoy the range of activities provided, which range from dance, horse riding, cycling, water polo and photography to enquiry workshops and writing and coding clubs, fulfilling the school's aim to develop each individual's abilities. At the end of Year 8, a high proportion of pupils gain scholarships to their first choice senior schools.
- 3.7 Pupils, including boarders and EYFS children, have outstanding attitudes to learning. They demonstrate a strong work ethic and are keen to embrace all new challenges placed before them. Pupils of all ages work extremely well both independently and collaboratively, confidently using their initiative. They take leadership in their learning, such as undertaking independent project work and investigation to further their understanding. For example, in English, older pupils researched concentration camps as part of their study of *The Boy in the Striped Pyjamas*. Consequently, the school is highly effective in meeting its aim to nurture

independent thinking and learning and to provide opportunities for each child at the school to be successful.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

- 4.1 The quality of the pupils' personal development is excellent.
- 4.2 Pupils, including boarders and those in the EYFS, develop excellent levels of self-understanding. They are happy and comment that they thoroughly enjoy their time at school. Pupils show great resilience in their approach to learning and clearly understand that with perseverance they will succeed; they know that self-belief sustains their voyage through life. During discussions, pupils remarked how proud they are of their achievements and cite that they feel more confident and have learnt strategies which enable them to tackle areas of learning that previously they felt were impossible, such as making mind-maps as an aid to write a creative story and simplifying fractions in mathematics. In the EYFS, children are self-assured and enjoy learning. They confidently move between the activities, talking excitedly about what they are doing and asking adults for help when they need it, such as the correct way to hold a pair of scissors. Boarders state that they are extremely well supported. They say that staff are always accessible and happy to listen and provide advice about personal concerns or academic work. The pupils' personal development is enhanced because of the governance, leadership and management's strong promotion of the school's ethos that 'Happy Children Succeed'. This philosophy underpins every element of the school's provision.
- 4.3 Pupils have an extremely mature understanding about the importance of making good decisions. They know that good choices have a significant impact on their success and well-being. During discussions, pupils cite the importance of the 'FSM Way', which encompasses respect, kindness and honesty, providing them with what they feel is good guidance for future life. Boarders recognise the importance of self-organisation, independence and the need to act responsibly. Older boarders understand that positive decision making is key to preparing them for their next schools, and appreciate the trust and responsibility that staff bestow on them when they allow them to walk to the nearby village on Sundays. Pupils' highly positive attitudes are built on the high degrees of staff care, both within the curriculum and pastorally, which enable pupils to take leadership in their lives. Pupils comment that staff provide very good support and guidance over their transfer to their next educational phases. Although in their questionnaire responses and during discussions, older pupils felt that they receive limited exposure to future career information to help inspire their future ambitions, advice given is appropriate to the age group.
- 4.4 Pupils develop a strong spiritual awareness. They greatly enjoy the twice a week 'Ragabout', which they define as a fun time in the woods. Boarders comment that the free time they have on Saturdays enables them to enjoy the company of their friends and the beauty of nature. During an assembly, pupils confidently reflected on the keys to happiness. Older pupils demonstrated deep philosophical thinking when considering their responses to changes in personal circumstances during a life skills lesson. During a circle time session, younger pupils carefully considered the values of a good friend; they listened respectfully to the viewpoints of their friends, concluding that kindness and helpfulness are important traits. EYFS children enjoy the company of their friends and are caring and considerate; they show great empathy for each other's needs, such as holding a bike still so a friend could climb on safely. This results from significant focus given within the school day and boarding time to enabling pupils the time and space to relax, talk openly and appreciate the non-materialistic aspects of life.
- 4.5 Pupils' excellent and mature approach to moral issues and their awareness of their social responsibilities is evident in all that they do. Pupils understand that working together is essential to ensuring harmonious relationships and contributes significantly to the strength of the school's community. They recognise the importance of taking responsibility for their own behaviour, such as owning up following a misdemeanour. Pupils are spirited yet polite and well-mannered and clearly understand the boundaries of acceptable behaviour. They

appreciate that rules and sanctions are necessary within society and comment that the school's systems of sanctions and rewards are fairly and equally awarded by staff. Boarders speak enthusiastically about the system of boarding stars, which they feel fosters pride in their achievements and encourages them to behave in a positive manner. EYFS children are quick to apologise if they accidentally bump into a friend. Pupils of all ages, including EYFS children, embrace collaborative working. For example, during a choir practice, two groups of pupils worked extremely well together, developing their singing skills so that they could sing in harmony and produce a high quality presentation. Pupils' positive moral and social attitudes are embedded in the strong family atmosphere that permeates through all aspects of the school's provision and the high expectation and excellent role modelling that staff present.

- 4.6 Pupils are strongly committed to supporting their community and the wider community beyond school and demonstrate mature ethical understanding. All pupils and boarders greatly appreciate the clear guidance provided for them and understand that they have a duty to help others and to conduct themselves as positive role models. In particular, boarders who are well-versed in the house routines, welcome opportunities to act as mentors for younger boarders and those new to the school. Pupils are keen to embrace the many roles of responsibility that are available, such as being on the school council, the eco-council and undertaking house and sports' team captain roles. Those with prefect responsibility have a detailed understanding of their duties, which they undertake with diligence, as they understand that trust and integrity are important elements of the role. They also support senior leaders in their management responsibilities. In the EYFS, children are keen to help staff tidy resources and know that this is an important responsibility. Pupils of all ages consider it a privilege to be ambassadors for the school, when representing it in sporting and musical events. Pupils demonstrate empathy for those less fortunate than themselves and are proud of the support they provide for a wide range of charities. They talk passionately about the events they have organised, such as cake and toy sales, sponsored bike rides and runs. They are highly respectful towards the diverse needs of others within the school community. This is demonstrated through their high levels of tolerance, support and empathy in their interactions with each other. Pupils commented during interviews that not everyone has the same levels of ability, but that everyone has something important to offer.
- 4.7 Pupils develop a strong cultural understanding through the curriculum and assembly times. Although a small minority of pupils expressed in the pre-inspection questionnaire the view that teaching presents unbalanced political and current affair views, this was refuted in interviews by pupils. In a discussion on Brexit, pupils were encouraged to voice their opinions and consider differing viewpoints equally. Trips to local places of worship ensure that they develop a worldly awareness, preparing them well for future life. In the EYFS, children celebrate religious and cultural festivals such as Diwali, which effectively develops their cultural knowledge. Boarders from differing cultural backgrounds feel the school does all it can to ensure that they are happy and settle quickly into boarding life. Pupils' compassionate understanding is attributed to the deeply embedded culture that staff leaders and managers promote to respect the views, values and traditions of other individuals. In their questionnaire responses, almost all parents and pupils expressed that the school encourages respect for others.
- 4.8 All pupils, including boarders and children in the EYFS, have an excellent understanding of how to keep safe and stay healthy. They have a secure knowledge of online safety, as evidenced in the high positivity of their questionnaire responses, where the vast majority of pupils cite they know how to keep safe. Pupils competently explain the dangers associated with inappropriate use of internet and social media sites and clearly know that such access compromises their well-being. Pupils develop a strong knowledge of safeguarding their physical and mental well-being. For example, in science, pupils learn about the importance of maintaining a sensible diet

and in life skills, they learn strategies for coping with unwanted pressure and persuasion they may encounter within wider society. Boarders, during discussion, cited that eating too much sugar is not only detrimental to dental health but also to their healthy well-being. Pupils greatly enjoy the many opportunities for exercise and spending time outside and strongly appreciate that these are key elements supporting a balanced lifestyle. In their questionnaire responses, a very large majority of parents were positive about the school's success in meeting their child's pastoral and welfare needs and in supporting personal development. Similarly, the vast majority of pupils felt the school provides them with a safe and healthy environment to enjoy.