

SCHOOL INSPECTION SERVICE

Independent professional inspection of schools affiliated to the Focus Learning Trust, schools accredited as members of the Steiner Waldorf Schools Fellowship, and those schools belonging to the Cognita Group which are not members of the Independent Schools Council and its constituent associations

INSPECTION REPORT

INSPECTION CARRIED OUT ACCORDING TO
SECTION 109(1) AND (2) OF
THE EDUCATION AND SKILLS ACT 2008

Name of school:	FS Cambridge Campus
DfE number: Focus number:	873/6034 405
Inspection team:	Reporting Inspector: Tony Hubbard Supporting Inspectors: Christine Graham Peter Jones Lay Inspector: Colin Blake
Dates of inspection:	23-25 June 2015

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SCHOOL DETAILS

Name of school:	Focus School - Cambridge Campus		
Address of school:	Shelford Bottom Cambridge CB22 3BF		
Telephone number:	01223 400190		
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Email address:	cambridgecampus@focus-school.com		
Proprietor:	Beechwood Educational Trust		
Chief Executive Officer:	Mr John Marsh		
Head Teacher:	Mrs Isabelle O'Mara		
DfE number:	873/6034		
Focus number:	405		
Type of school:	Independent school affiliated to the Focus Learning Trust		
Age range of pupils and pupils:	8-18		
Gender of pupils:	Male and female		
Total number on roll:	(Full-time)	Boys: 58	Girls: 61
	(Part-time)	Boys: 0	Girls: 0
Number of children under 5:	Boys: 0	Girls: 0	
Number of post-16 pupils:	Boys: 12	Girls: 4	
Number of pupils with statements of special educational need:	Boys: 2	Girls: 0	
Type of inspection:	Section 109(1) and (2) of the Education and Skills Act 2008		
Inspection Team: Reporting Inspector:	Tony Hubbard		
	Supporting Inspectors:	Christine Graham Peter Jones	
	Lay Inspector:	Colin Blake	
Dates of inspection:	23-25 June 2013		

SECTION A: INTRODUCTION AND SUMMARY

Purpose and scope of the inspection:

This inspection was carried out by the School Inspection Service (SIS) in accordance with Section 109(1) and (2) of the Education and Skills Act 2008, and it follows the inspection framework laid down by SIS and the Focus Learning Trust (FLT) and agreed with the Department for Education (DfE). It was conducted by independent professional inspectors, who looked at all aspects of the school's provision as required by the current regulations. The professional inspectors were accompanied by a trained lay inspector, who looked at agreed aspects of the school's organisation and maintenance of ethos and reported on these to the FLT. The lay inspector's findings are summarised in Section C of this document, but this section is not a statutory part of the inspection process.

Information about the school:

Focus School Cambridge Campus is an independent day school for boys and girls between the ages of 8 and 18. It is registered with the DfE as being of a special religious character and serves a community of Christian Brethren and their families. It opened as Beechwood School in 2003, under its proprietor, the Beechwood Trust. The school aims to provide learning for life that allows all pupils to achieve their individual potential. It relocated to its present premises on the outskirts of Cambridge in 2006 and remains under the same proprietors. The school has 119 pupils on roll of whom 53 are in Key Stage 2, evenly divided between boys and girls, 50 are in Key Stages 3 and 4 (23 boys and 18 girls) and 16 are in the sixth form (12 boys and 4 girls). Pupils come from Cambridge and its surrounding area, and from Thaxted and Stamford. It does not select by ability. It accepts the children of Brethren families. At the time of the inspection 2 pupils had a statement of educational need; ten had been identified as having some form of special educational need or disability (SEND); and 21 were deemed able, gifted or talented. The school belongs to the world-wide organisation of the FLT and follows its curriculum and guidance.

Summary of main findings:

Cambridge Campus provides a good education for all its pupils, which fulfils its educational aims. The quality of the curriculum is excellent because it is broad, relevant and carefully tailored to match the differing needs and interests of all its pupils, preparing them very well for their future lives. The teaching is good and often excellent. Teachers' thorough knowledge of their subjects and of their pupils, and the accurate assessment and tracking enables them to support their pupils effectively so that all make good progress. Standards achieved across a wide ability range are good and have improved since the last inspection. The quality of spiritual, moral social and cultural development of pupils is excellent and pupils are very well behaved. They show a keen appreciation of the importance of respect and tolerance in a diverse society and strongly hold to the British values of democracy, the rule of law, equality and liberty. The arrangements for the welfare, health and safety of pupils are good. Pupils are adequately safeguarded through the school's arrangements for recruitment. All the required background checks have been made and correctly entered in the single central register. Leadership and management are

good, and have many strengths that are evident in the high and improving quality of pupils' education and outstanding personal development.

What the school does well:

- the school's curriculum and teaching are extremely well led and managed;
- the school makes excellent use of accurate assessment which contributes significantly to raising the standards of pupils' achievement;
- its pupils show a high degree of mature reflection;
- the proprietors ensure that the school has good quality facilities and resources, which are well used; and
- provision for economic and career development is very good.

What the school must do to comply with the regulations:

The school meets all the regulations.

What the school must do to comply with the Equality Act 2010:

The school meets the requirements of the Equality Act.

Next Steps:

While not required by the regulations, the proprietor might wish to consider the following:

- tighten the procedures for obtaining and acting on regulatory documentation and guidance and so make compliance more prompt and secure; and
- improve the rigour of background recruitment checks by going beyond the minimum requirements, for example by ensuring that safer recruitment training is undertaken by at least one of the trustees.

SECTION B: COMPLIANCE WITH REGULATIONS FOR REGISTRATION

PART 1 - The quality of education provided by the school

The quality of the curriculum

The curriculum is excellent and has improved further since the inspection of 2011. A framework for the teaching of a broad and balanced curriculum is securely in place. The spread of subjects and the allocation of time to them are extremely well judged. It provides a coherent programme, relevant to the preparation of these young people for their future spiritual and economic lives, according to their individual talents and wishes. The curriculum fulfils its aim of meeting the learning needs of each pupil both through a broad range of subjects and levels of course for older pupils and by successfully ensuring that curriculum plans are of high quality and supported by schemes of work which take very careful account of the ages, aptitudes and abilities of pupils. The sixth form curriculum is highly inclusive, by providing different pathways, academic, practical/aesthetic and vocational, for pupils with widely differing abilities and needs and by having no GCSE grade restriction on access to AS and A2 courses.

Written policies for the curriculum are based on FLT materials which are then further developed by the school. The schemes of work are adapted by the teachers to make them directly relevant to the school's particular context and priorities and to pupils' differing abilities and needs. The primary curriculum is clearly set out to promote progress, and a support manual, subject schemes of work and planning files are of good quality. The secondary curriculum is set out comprehensively in thorough and well written subject schemes of work, which support teachers' planning and are regularly reviewed and updated. Management carries out rigorous checks to make sure that they meet the school's high expectations.

Particularly good progress has been made in the development of the curriculum for citizenship and personal, social, health and economic education (PSHEE), with well-planned coverage which reflects the school's aims and ethos, and actively promotes the British values of democracy, the rule of law and cultural diversity. At secondary level the school provides well-planned coverage of key concepts such as parliamentary systems, personal identity and diversity, living together in the UK, community cohesion and national, local and voluntary services. A very good range of PSHEE topics includes maintaining physical, mental and emotional health, managing risk, making choices about health and well-being, drugs, alcohol, tobacco, rights and responsibilities and personal financial choices. Aspects of PSHEE are also covered through Bible Studies. Pupils gain an understanding of the importance of understanding the lives of other cultures and religions through PSHEE, history, geography and English. Understanding of the challenges other people face is promoted by, for example, an assembly by a wounded Afghanistan war veteran for a cause for which pupils have raised funds, and through building a link with a school under threat in Nigeria.

The pupils have secure and well-planned experience in the required range of linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. The development of literacy and numeracy skills is strong throughout the school. Information and communication technology is taught throughout the school and pupils display good and relevant computer skills. For

example, all Year 6 pupils learn touch typing. The physical education curriculum is effective and contributes significantly to a healthy lifestyle for pupils. Good use is made of the school's playing field and of local sports facilities to provide a broad range of activities.

Recent work on aesthetic and creative elements of the curriculum has helped to extend pupils' enjoyment and levels of achievement. Art and graphics lessons of a high standard and a recent art exhibition have given pupils confidence in their ability in the visual arts. The recent development of high standards in choral singing and instrumental playing has played a significant part in pupils' enjoyment of music. The school's courses in practical communication and performance encourage pupils to develop skills in public speaking and lead to relevant qualifications such as the LAMDA examinations which are taken by pupils aged from 5 to 13 years.

Good use is made of out-of-school visits and outside speakers to enhance the curriculum and to extend pupils' experience of life in British society. Examples include assemblies by local services, such as the armed forces and national charities, such as book aid for Africa, and external visits by Key Stage 3 pupils to the Duxford Imperial War Museum. Year 12 pupils attended a mathematics enrichment day at the University of Cambridge where they worked with pupils from other local schools.

The school provides high quality support for pupils in making career choices. An awareness of the world of work begins in primary classes, and is developed in secondary through subject areas where the importance of, for example, scientists, ecologists, statisticians and managers is covered as part of the curriculum. Visits to major manufacturers such as Range Rover, Vauxhall and Cadbury help pupils understand the nature of employment in the UK. At Years 11 and 12 pupils undertake well-planned work experience placements. For Years 12 and 13 there are careers guidance workshops, which involve discussion of the skills needed by employers and composing their *curriculum vitae* and a letter of application. Pupils participate in mock interviews with employers, and have 'business mentors' who advise them and give support in making applications. A careers day is held where a substantial range of business leaders attend to talk with pupils, who are given the opportunity to make presentations and discuss jobs. A 'careers advantage programme' (CAP) is developing to help school leavers extend their educational opportunities into the workplace. The programmes of study available for post-16 pupils are suitable for their career choices and include three main qualification routes. The school has extended the curriculum beyond the traditional academic A Levels to include a range of more applied and vocational courses suited to a wider range of ability. In addition to BTEC courses and practical subjects, such as textiles, they now provide the Free Standing Maths Qualification (FSMQ), as an alternative to A-Level mathematics and the Extended Project Qualification (EPQ). Although school leavers do not proceed to university, the school and the community ensure that they are encouraged by employers to take tertiary courses through accredited distance-learning.

The school makes good provision for all pupils to learn and make progress, including those with SEND and those identified as able, gifted and talented. Scrutiny of prior attainment data and careful records of progress enable the identification of learning needs and the preparation and updating of individual education plans (IEPs). Provision for SEND is an item on the agenda of each staff meeting. Teachers' planning ensures that the needs of pupils with special educational needs are well met. The SEND co-ordinator actively organises specific pupil support through

Careful records, individual support lessons and by providing valued training on SEND topics for other staff. Provision for able, gifted and talented pupils is very secure, with assessments and subject-specific criteria used well to identify very able pupils. The school is able to provide the opportunity for pupils to excel in specific areas of learning by studying, for example all three sciences at GCSE or, more informally, for example, for a pupil to study astronomy. The consistently good quality of teaching gives ample scope for the most able pupils to be challenged and their achievement extended.

The quality of teaching and assessment

The quality of teaching and assessment is good. Virtually all lessons observed were judged to be good and a significant minority were outstanding, including some that were for revision immediately before the relevant end-of-year examination. The quality of teaching enables pupils of all ages and abilities to make good progress as they move through the school. The school's strategies for monitoring the quality of teaching and the associated programme of internal and external professional development, including the training provided by examination boards, are key factors in the improving quality and consistency of teaching.

Lessons are planned effectively. Teaching is well informed and lesson plans identify the particular learning needs of all pupils, including those with SEND and those who are identified as being AGT. The objectives of lessons are made clear to pupils and the tasks provided for them are interesting and well matched to their needs. Teachers use questioning very effectively, both orally and in marking, to probe pupils' understanding and encourage them to reflect upon and justify their answers. Lessons are well structured and the pace of learning is brisk. Pupils are very well motivated and they persevere with tasks even when they find them challenging.

Pupils are hard working and study well both individually and in pairs or small groups. Independent learning skills are embedded in the work provided, and younger pupils are clear as to the steps they must take before asking a teacher for help. Pupils are expected to compete against their own 'best': this is particularly evident in sport and other physical activity and was also used very effectively in a mental mathematics lesson when pupils were praised when they exceeded their previous score or reduced the time taken to complete the task.

Assessment is a strength of the school. Staff follow a clear framework appropriate to both primary and secondary phases. The school uses external standardised assessment systems in Key Stages 2 and 3 to predict pupils' future attainment, set targets and provide baselines for future achievement across all subjects. Pupils' progress is carefully monitored to ensure that they remain on track and make at least expected progress. This guarantees that the school's assessment data is accurate and that pupils do not fall behind unnoticed. The school also measures pupils' progress between key stages and from the end of Key Stage 2 to the end of Key Stage 4. Test and examination results show standards are high and improving over time and that most pupils, across a wide range of ability, make at least good progress from their starting points at the ends of Key Stages 1 and 2. The school's GCSE results were top of the league tables in Cambridge last summer.

Pupils' enjoy school, and younger pupils say it is fun. Their learning is enhanced by the very positive relationships between them and their teachers, who know them well. Pupils are confident and focused on learning. They have become experienced

and effective at evaluating their own and their fellow pupils' work, because of the consistent attention that all teachers give to this. Pupils are encouraged to provide evidence to support their views and opinions and this is often a strong feature of teaching, particularly in the secondary phase. Pupils have very good speaking and listening skills and they are confident when speaking to an audience. Pupils' behaviour in classrooms and around the school is excellent and, on the rare occasions that behaviour is not as it should be, teachers have very good strategies to manage behaviour and encourage pupils to act responsibly. Pupils develop a good understanding of British Values through specific lessons, in PSHEE, and during assemblies and visits to places of interest. Teaching provides effective support to pupils in developing an understanding of the rule of law and the importance of developing tolerance and respect for others, pupils demonstrate this in their daily lives.

Does the school meet the requirements for registration?

Yes.

PART 2 - The spiritual, moral, social and cultural development of pupils

The spiritual, moral, social and cultural development (SMSC) of pupils is excellent and fulfils the school's aims well by enabling all its pupils to develop in accordance with their parents' and their own faith and aspirations, in their understanding and tolerance of the ways of life and faiths of others and in their ability to think and plan for themselves. The school has maintained the outstanding quality described in the report of 2011 and built on this to incorporate the subsequent changes to the national regulations into pupils' personal development. These are well embedded in the pupils' academic programmes, in the PSHEE and in the life and activities of the school, and are continuing to develop.

Spiritual development is excellent. This is at the heart of the school's ethos, both in terms of the pupils' developing faith, and in terms of their understanding of their own feelings and those of others. Both in lessons and in discussion with inspectors, pupils show themselves to be thoughtful and reflective. They are articulate and confident and make clear that they feel valued by the staff of the school and enjoy each other's company. Pupils' self-esteem is built very effectively, both by the support provided for pupils with learning needs and in the manner in which teachers constantly seek out and praise pupils' individual qualities. For example, in primary assemblies awards are given for being brave and confident, persisting and achieving and even "making a five-second mushroom float" in swimming.

Moral development is excellent. Pupils show a strong sense of right and wrong. Doing the right thing and respecting the rule of law is strongly emphasised in the school as something not just passively accepted but as something to which pupils themselves can make a positive contribution. Pupils interviewed by inspectors showed an understanding that the difference between what is right and what is not is not always easy to find. They become familiar with ethical dilemmas and learn to be suspicious of stereotypes, as in a PSHEE lesson in the primary department where, through role play, they moved towards an understanding that not only stars are heroes but people that care for suffering and the sufferers themselves. The wide range of reading in English throughout the school, such as Benjamin Zephaniah's *Refugee Boy* in Year 6 and Harper Lee's *To Kill a Mockingbird* in the secondary help build empathy for those in different places, cultures and circumstances from their

own. Their lives at school are enriched by participation in the choir and in art and design.

Social development is excellent. Pupils show a strong sense of community and show an interest in wider society. This is fostered effectively through the curriculum, both in history and in PSHEE and citizenship, and is becoming enhanced through developing links with the local village of Abington and with a primary and a secondary school in Nigeria, with which the school is developing links. There are many opportunities for taking responsibility. In this school, in which preparation for working life is highly prominent, self-reliance and independence are effectively promoted. Prefects are encouraged to look after the younger pupils and discretely mentor any that feel lonely or troubled. This is very successful and younger pupils say that sixth formers are very friendly and helpful. The School Council, to which pupils are elected by fellow members of their forms, functions in a professional manner, with careful consultation, well formed records of meetings and of decisions made. Pupils are keen contributors to charity, and are imaginative in the ways to raise money, for example by washing cars for members of the community.

Cultural development is good. The school curriculum supports the pupils' cultural development very effectively. The school's recent audit of SMSC, including cultural development, shows a wide and extensive provision. The school actively and effectively promotes in its pupils the British values of democracy, the rule of law, tolerance and individual liberty. The school's commitment to these is articulated explicitly in its prospectus and in the staff handbook. Respect and tolerance of those of different faiths and beliefs is also firmly established in the school's provision and evident in its pupils' attitudes in their discussions with inspectors. As part of their experience of history, pupils have studied the wars of religion that dominated Christendom in the 16th and 17th centuries and were encouraged to see parallels between this period and the contemporary violence in the Middle East and Africa. All these are strongly present in the curriculum, through history, geography, and PSHEE and, when they reach Year 10, in the courses in citizenship and later current affairs. Last year all pupils in Year 10 obtained a good pass in citizenship, in which all these aspects are embedded.

Does the school meet the requirements for registration?

Yes.

PART 3 - The welfare, health and safety of pupils

The provision for pupils' welfare, health and safety is good. The school has a designated safeguarding leader, the head teacher, and another member of the senior staff who deputises in her absence, who both have received up-to-date training from the local authority. An up-to-date child protection policy refers to current safeguarding documentation and includes the names and contact details of the Local Safeguarding Children's Board and the Local Authority Designated Officer. Staff are familiar with the safeguarding arrangements, and have a good understanding of important recent changes in the arrangements. They receive updated training in child protection from the designated person and are required to sign to say that they have read the latest guidance on safeguarding in schools. Pupils know who the designated safeguarding lead is, and they say they know who they could turn to if they have any concerns.

The school has a suitable behaviour policy which emphasises a positive approach to the management of behaviour and sets out clearly the sanctions to be adopted. The policy is successfully implemented and pupil behaviour is excellent. The school retains records of any sanctions imposed on pupils. The school's anti-bullying strategy is successful and pupils report that if there are any instances of bullying they are dealt with effectively by the school. Good practice was seen in PSHEE, where role play was used to develop pupils' understanding of the impact of bullying. The school has an appropriate e-safety policy, with arrangements for controlled use of the internet. Pupils are made aware of dangers of cyber-bullying. Appropriate health and safety policies are in place and form the basis for effective provision.

The school implements its risk assessment policies effectively and care is taken to ensure regular checks on safety. Practical activities are properly risk assessed and teachers are punctilious in making sure that pupils understand and respect the safety procedures. The employment of a part-time caretaker has helped the school to keep track of any practical health and safety problems and remedy them. The school uses a commercial IT-based system whereby monthly health and safety assessments are filed by the school and advice provided by a professional health and safety consultant. Good written risk assessments are in place for different subject areas, and practice in lessons indicates good awareness of the potential dangers in for example athletics and science. Arrangements for out-of-school visits have suitably thorough risk assessments.

Fire regulations are met: fire risk assessments, fire precautions, alarm and extinguisher testing schedules, signage and fire drills are in place and records are up-to-date. The school follows the FLT first aid policy and implements it successfully to meet the requirement. A trained first aid specialist is always on site and other staff have basic first aid training. The school keeps an up-to-date accident record book. Supervision of pupils is good: the site is secure and well monitored, pupil access to indoor and outdoor areas is well controlled, lessons start on time, breaks and lunchtimes are well supervised by a rota of teachers with the support of volunteers from the community. The school maintains admission and attendance registers, which meet regulations.

Does the school meet the requirements for registration?

Yes.

PART 4 - Suitability of the staff, supply staff and proprietors

Appropriate checks are made to ensure the suitability of staff, supply staff and proprietors. The required background checks have been carried out on all staff before employment has been taken up. Since the inspection of May 2014, the school has improved the evidence for background checks and the organisation of the single central register. It carries out the checks on prohibition orders although it was late in recognising the need to carry these out because the proprietors had not yet received an up-to-date policy from FLT. It is a weakness that the proprietors depend too heavily on external administration to identify and implement changes to policy and procedure and that only one member of staff and none of the trustees has training in safer recruitment.

Does the school meet the requirements for registration?

Yes.

PART 5 - Suitability of the premises and accommodation

The premises and accommodation are of good quality and facilitate effective learning and the pupils' well-being. The school buildings are well maintained and equipped. Good quality specialist facilities, particularly in practical and aesthetic subjects, provide effective support for the broad curriculum. This has been enhanced by the excellent development of adjacent land to provide high quality support for both PE and recreation. The library is well stocked with fiction and non-fiction and is equipped with computers. The recently built primary building provides a well-planned environment for learning in Key Stage 2, and includes its own computing facilities and a central space for assemblies, concerts and drama. Suitable toilet and washroom facilities are provided, including those for disabled pupils, and the school has a well-equipped medical room. Regular safety checks are in place, and the school buildings are clean, well maintained and in good decorative order. The premises are securely fenced.

Does the school meet the requirements for registration?

Yes.

PART 6 - The quality of information for parents

The school provides a full range of information to parents and prospective parents. It includes all the information required by the regulations, which can be found on the campus website or obtained from the school on request. The prospectus contains much further information about the school. A parent and pupil handbook is provided and contains sections on the ethos, values and guiding principles of the school, including the various obligations and responsibilities of pupils, parents and the school itself. A colourful weekly newsletter gives dates of forthcoming events and school outings, as well as reports on achievements and happenings at the school. Written reports on pupils' progress are sent home in December and July with interim reports in March and October. Parent/teacher evenings are arranged twice a year throughout the school.

Does the school meet the requirements for registration?

Yes.

PART 7 - The effectiveness of the school's complaints procedure

The school's complaints policy meets the requirements. The school has received no formal complaint in the past year.

Does the school meet the requirements for registration?

Yes.

PART 8 - The quality and effectiveness of leadership in and management of schools

The quality and effectiveness of leadership and management are good. The academic and pastoral leadership and management have substantial strengths in a number of areas that have contributed to the excellence of the curriculum and

personal development, strong pastoral care and health and safety and improving levels of achievement. Proprietors and senior leaders have successfully ensured that all the regulatory requirements are adequately met, but this is insufficiently secure because proprietors are relying on the FLT for their policies and procedures rather than informing themselves independently as the statutorily responsible body. As a result, whereas the proprietors are highly effective in the management of health and safety and the provision of accommodation and resources, safeguarding (although adequate) does not match the quality of the rest of the school's provision.

The leadership of this small school, with its wide range of age and ability, has provided clear educational direction in the approaches to ethos, care and pedagogy, which are evident in the practice observed in the school and in the good relationships that prevail. Those with responsibilities at all levels understand their roles and carry them out effectively. A strong culture of self-evaluation enables the school to have a good understanding of its strengths and areas for improvement. Improvement planning is, as a consequence, well-targeted and effectively implemented. Staff at all levels are fully involved in the decision-making process and so are fully committed to the school's priorities. Its strongest feature is its comprehensive system of performance management, which includes accurate data tracking, direct observation, peer review and searching book scrutiny, all linked to professional development both within and outside the school and funded, where necessary, by the proprietors. As a result, the staff is a keen, well-informed team that puts the pupils first and contributes to the improving quality and standards. The school received the Investors in People award in March of this year.

Does the school meet the requirements for registration?

Yes.

SECTION C: ORGANISATION AND MAINTENANCE OF THE ETHOS OF THE SCHOOL

This section is not a requirement of the Education and Skills Act 2008. The Lay Inspector evaluated both the school ethos and the Trustees' stewardship of resources and produced an internal report for the Focus Learning Trust, which is summarised below.'

The quality of the organisation and maintenance of the ethos of the school

The school is administered by the Beechwood Education Trust and has been in its present premises since 2006. There are eight Trustees, among whom a range of roles, financial, safeguarding and academic, have been distributed, and a volunteer, who is primary manager and reports to the trust. The main day-to-day work is conducted by an administration team, led by the Campus Administrator (CA). The CA team works well together and have a good understanding of their allocated roles and liaises well with leadership and staff in the school. The four campus administrators and primary manager, led by the Campus Administrator, look after the day-to-day running of the school and oversee the staff mainly through the head teacher and the primary lead. This works well in most respects, although the trustee allocated the vital role of safeguarding is not included in the CA team. The team meets once a week and reports to the Trust once a month. Meetings are conducted in a business-like manner, with records of discussions and agreed action points. These are effectively followed up the following month.

The Trustees work well together and oversee and support the work of the school's leadership effectively. The trust has been very effective in its financial management and strategic planning of the school. For example, the premises and accommodation are of good quality and have been repeatedly improved and upgraded over the years, most recently with the opening of a new, well-equipped primary building and the land for recreation and sport. This was seen to be used very effectively for pupils' physical and personal development. The support provided for occasional external training for staff contributes vitally to the leadership's very effective performance management scheme. Arrangements for health and safety and for maintenance and decoration are very thorough. The CA team keep policies up-to-date and requires that the head teacher and staff implement policies laid down by the FLT. All school policies are provided by the FLT, and adapted as necessary to reflect the priorities and circumstances of the campus; a trustee signs each policy document upon adoption by the trust. . However, the trustees have at times not been proactive enough in mastering and implementing new regulation and guidance as soon as they become current, particularly about safeguarding, which is the direct responsibility of the Beechwood Education Trust, as proprietor. In addition, information for staff, included the staff handbook, is not complete and fully up-to-date.

The head teacher is enthusiastic, forward looking and works collaboratively and effectively with all the staff. She is ably helped by two administration assistants one of whom is in the reception office and the other with direct access to the head teacher's office, who is also the examinations officer. Staff are further assisted by a number of volunteers from the community. The school has a clear sense of direction and duties are carried out effectively. Pupils' behaviour in the school is generally good with a merit scheme for reward and sanctions when appropriate. Three houses provide a focus for healthy competition. Pupils in Years 12 and 13 are all prefects, including a head boy and head girl. All are given specific duties. A Pupils' Council with an elected boy and girl representative for each class meets to discuss various

ideas for school improvement. These are discussed and, when agreed, go to the head teacher or the trust for approval as appropriate.

The catchment area for the school includes Cambridge and extends to Stamford to the west and Thaxted to the south. School minibuses provide transport from the outlying areas driven by trained volunteers and parents cover the travel from nearby using their cars.

Could the organisation and maintenance of the ethos of the school be improved?

The trustees might like to take into consideration the following suggestions as to where specific improvements could be made:

- by improving the obtaining and implementing of new regulation and guidance as soon as it becomes current, without waiting for the issue of policy by the Focus Learning Trust; and
- by ensuring that all information for staff and parents, including the staff handbook, is complete and up-to-date.

This report has been prepared by the School Inspection Service, which provides independent professional inspection of all schools affiliated to the Focus Learning Trust. Further copies of the report are available from the Operations Manager of the Focus Learning Trust, Exchange Place, Poseidon Way, Warwick, CV34 6BY, or from the School Inspection Service website: www.schoolinspectionsservice.co.uk.