



Tuesday, 22nd March 2022

Dear Parents,

At last, we have received our long-awaited Independent Standards Inspection (ISI) report.

Many, many thanks to our dedicated team of staff who warmly welcomed the inspection team and engaged in inspiring and self-reflective conversations and activities with them; and to our pupils and families who contributed so supportively to the questionnaires and interactions with them.

This summary letter has purposely been kept as brief, yet informative, as possible. Please get in touch if you have any comments or questions that you feel are not addressed.

While reading the report, it is important to bear in mind the prescriptiveness of the language used, which the inspector advised us to make clear to parents. The word 'good', for example, is a prescribed word, and inspectors cannot make a judgement of 'very good'. Similarly, the phrase 'almost all' may be used in places where perhaps only one person (pupil, staff member or parent) indicated a particular view. Inspectors are not permitted to say, 'all but one' and must instead use the most appropriate permitted phrase, 'almost all'.

Part 1 and Part 2 of the report refer to quality of provision and pupil development, as well as compliance standards. These parts, therefore, have two judgements. Parts 3-8 refer only to compliance standards. Compliance is judged simply as 'met' or 'not met'.

Part 1: Quality of Education

Quality of Education outcomes are covered by four judgment bands: unsatisfactory, sound, good or excellent.

Our judgement for Quality of Education: The quality of the pupils' academic and other achievements was **'Good'**.

The inspection 'findings' include:

- Pupils display good knowledge and understanding across all areas of their learning
- Pupils are articulate verbal communicators, especially when expressing their opinions
- Pupils have good attitudes to learning, are enthusiastic participants in lessons and have good study skills

The report recommends that the school increase pupils' opportunities for independence and initiative in lessons. Staff have already discussed ways to achieve this and are implementing their ideas. One activity we have already introduced is an agenda box for educational studies, which will be used in just the same way as our agenda box for community meetings. Children will write things they want to study or know more about, as well as new skills they would like to try, and put their idea in their class box. This will be shared weekly by the class teacher, who will then consult the class on what can be covered, what skills could be employed and what learning outcomes could be achieved. Keeping class scrap books will evidence more of the wonderful things we do. From September, we are also introducing two afternoons per week dedicated to the development of life skills. Children will be able to attend a number of workshops on offer during these sessions, including, but not limited to: country dancing, food technology, still life art sessions, journalism, design and technology, forest school (including allotment duties), showtime, drama and music. Children will be able to contribute their own ideas and help with the planning of the workshops with the support of their teachers. More details about this will follow.

The compliance standards were **'met'**.

Part 2: Spiritual, Moral, Social and Cultural (SMSC) Development of Pupils

As with the quality of education, SMSC outcomes are covered by four judgment bands: unsatisfactory, sound, good or excellent.

Our judgement for spiritual, moral, social and cultural development of pupils was **'Excellent'**.

There are no recommendations.

The inspector was extremely impressed with our policy and practice, which was supported by feedback from parents and pupils. Thank you all! Excellence was entirely and consistently visible within all classes, lessons, meetings and social interactions. Our Community Meetings particularly impressed them; along with the quality and quantity of work in children's Personal, Social, Health and Economic books; our focus on diversity and inclusion; and the great extent to which children have a 'voice.'

The compliance standards were **'met'**.

Part 3 Welfare, Health and Safety of Pupils

The compliance standards are **not met**. All standards were met except as explained below.

- a) The inspection report stated that 'The fire risk assessment (FRA) is not kept up to date and so is not regularly reviewed.'

The Proprietor, Steve Byron, comments: *A full FRA was completed by external experts Peninsula, on Monday 21/2/2022. That assessment confirmed that Meadowbrook and the Proprietor, at the time of the inspection (24-28/1/2022) were fully compliant with fire safety regulations regarding FRA. The regulations require that the FRA that is in place is reviewed annually. The previous Meadowbrook FRA was reviewed during a face to face on-site visit by Roy Ehlert of Peninsula on 22/11/2021 and followed up with a written report from Mr. Ehlert and had been reviewed annually by the Proprietor.*

- b) The inspection report stated that 'The Proprietor does not maintain an appropriate oversight of the safeguarding policy and procedures.'

The Proprietor, Steve Byron, comments: *This requirement is met by completing an NSPCC checklist annually. It contains a list of questions about the school policy, which are checked across to the policy. This was previously filed but could not be located on the day of the inspection, which caused this requirement to be not met. No other adverse comments or judgements regarding safeguarding were made by the inspection. In practical terms, I maintain a very close and constant oversight of our safeguarding policies and procedures, and their daily operation.*

In all regards, 'not met' judgements relate entirely and specifically to proprietorial oversight and NOT to the general practice, knowledge or skills of leaders and managers. Leaders responsible for general management of safeguarding protocols, policy and practice (training, record keeping, working with parents and/or external agencies, following up/actioning concerns, supporting staff) ensure standards are met.

Part 4 Suitability of Staff, Supply Staff and Proprietors

Compliance standards were '**met**'.

Part 5 Premises of and Accommodation at Schools

Compliance standards were '**met**'.

Part 6 Provision of Information

Compliance standards were '**met**'.

Part 7 Manner in Which Complaints are Handled

Compliance standards were **'met'**.

Part 8 Leadership and Management

Compliance standard was **'not met'**.

As Proprietorial standards were not met in Part 3, the overall judgement for Leadership and Management cannot be judged as meeting standards. No other standards apart from those described above in Part 3 were judged as not being met. While this is unfortunate for other leaders, we trust that families will understand the distinction between proprietorial oversight and general management, and that families will remain confident that all children are safe and happy in our care.

Soon we will be re-inspected on the specific actions and standards named above, which, if sufficient evidence is in place, will lead to us being judged as meeting all standards. Re-inspections commonly take place a few months after the initial inspection, although it is possible for us to ask for an inspection at the earliest convenience, which we will submit a request for.

Should you wish to share any of your comments, or if you have any questions, please do contact me.

On behalf of the Senior Leadership Team,

Sarah

Head Teacher