



ISI Independent
Schools
Inspectorate

**Regulatory Compliance Inspection Report
For Schools with Residential Provision**

Forres Sandle Manor School

May 2022

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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			
Interim Head	Mr Robert Tasker			
Proprietor	Mr Bo Sun			
Age range	3 to 13			
Number of pupils on roll	145			
	Day pupils	104	Boarders	41
	EYFS	44	Pre prep	20
	Prep	81		
Inspection dates	18 to 20 May 2022			

1. Background Information

About the school

- 1.1 Forres Sandle Manor School is an independent co-educational day and boarding school. In 1993, Forres School and Sandle Manor School merged to form the current school. The school is now a limited company, based in China, owned by the proprietor and overseen by a board of governance, made up of five directors and two advisors, on his behalf.
- 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 seven and thirteen years may board, either on a flexi, weekly or full-time basis and all are accommodated in boarding areas segregated by gender in the main school building. Since the previous inspection, the new proprietor has taken over the school and an interim head has been appointed, together with a new head of boarding from January 2022, with a new head appointed for September 2022.
- 1.3 The inspection took into account the circumstances faced by schools during the COVID-19 pandemic and the restrictions imposed by government guidance at various points of the pandemic.

What the school seeks to do

- 1.4 The school seeks to fulfil its over-arching ethos of 'Happy Children Succeed'. To do so, 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 individual, thereby developing confidence and encouraging pupils to achieve success. The school seeks to imbue pupils with a sense of responsibility through its strong Christian values.

About the pupils

- 1.5 Pupils come from a range of business, military and professional backgrounds. Most are from families living within a 15-mile radius of the school, with boarders coming from further afield in the UK and from overseas. Nationally standardised test data indicate that the ability of pupils on entry is broadly average for those taking similar tests. The school has identified 22 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia and dyspraxia, 21 of whom receive specialist support. No pupil has an educational health care (EHC) plan. English is an additional language (EAL) for 8 pupils, whose needs are supported by classroom teachers. The school has identified 10 pupils as being the more able and the curriculum is adjusted to support them and those with particular talents in sport, music, drama, design technology and art.

2. Regulatory Compliance Inspection

Preface

The Independent Schools Inspectorate (ISI) is approved by the Secretary of State to inspect schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and report on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014, including the National Minimum Standards for Boarding ('boarding NMS'), where applicable. Inspections of schools with early years settings not requiring registration also report whether the school complies with key provisions of the Early Years Foundation Stage (EYFS) statutory framework. Additionally, inspections report on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. Inspections also comment on the progress made to meet any compliance action points set out in the school's most recent statutory inspection.

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

This is a COMPLIANCE ONLY inspection and as such reports only on the school's compliance with the standards, 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 and the school is required to take the actions specified.

Inspections do not include matters that are outside of the regulatory framework described above, such as: an exhaustive health and safety audit; compliance with data protection requirements; an in-depth examination of the structural condition of the school, its services or other physical features; contractual arrangements with parents; an investigation of the financial viability of the school or its accounting procedures.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to specifically in published reports in this document but will have been considered by the team in reaching its judgements.

Links to the standards and requirements can be found here: [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 does not meet all of the required standards in the schedule to the Education (Independent School Standards) Regulations 2014, the National Minimum Standards for Boarding Schools and relevant requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements, and should take immediate action to remedy deficiencies as detailed below.**

PART 1 – Quality of education provided

- 2.2 The school's own framework for assessment confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.4 Pupils receive relationships education up to Year 6 and relationships and sex education in Years 7 and 8 except in so far as they are lawfully excused. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.5 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

- 2.6 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens. 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.
- 2.7 The standard 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

- 2.8 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.
- 2.9 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.
- 2.10 Arrangements are made to safeguard and promote the welfare of pupils in most areas by means that pay due regard to current statutory guidance. However, arrangements to check adults who come into contact with children do not meet all the requirements of *Keeping Children Safe in Education*. In particular, prohibition from teaching checks had not been carried out on all relevant staff, including peripatetic music staff, sports coaches, and unsupervised teaching assistants in EYFS prior to the inspection being announced. These checks were satisfactorily completed during the inspection. The school has not checked that all relevant staff, including boarding staff and managers of boarding where there are boarders are under the age of eight, are not disqualified from childcare under the *Disqualification under the Childcare Act 2006*. An annual review of safeguarding is carried out on

behalf of the proprietor, but this is not comprehensively effective as failures in implementing required recruitment checks have not been remedied.

- 2.11 The standards relating to welfare, health and safety in paragraphs 9 - 16, the requirement of Schedule 10 of the Equality Act 2010 (accessibility plan), and the ban on corporal punishment under section 548 of the Education Act 1996 and NMS 2 – 4, 6 – 10, 12, 15 and 16 are met, but those in paragraphs 7 [safeguarding] and 8 [safeguarding of boarders], and NMS 11 are not met.**

Action point 1

The school must ensure that all prohibition from teaching checks are made prior to staff taking up appointment, and that all staff for whom disqualification from childcare checks apply are appropriately checked, including those working with boarders under the age of eight, before work begins [paragraphs 7(a) and (b), 8(a) and (b); NMS 11; EYFS 3.4, 3.7, 3.9 and 3.14].

Action point 2

The school must ensure that a comprehensive and effective review of safeguarding procedures, their implementation and effectiveness, in particular those relating to required recruitment procedures, including disqualification checks, is carried out at least annually [paragraphs 7(a) and (b), 8(a) and (b); NMS 11; EYFS 3.4 and 3.7].

PART 4 – Suitability of staff and proprietors

- 2.12 The school makes appropriate checks to ensure the suitability of the proprietor. The school does not use supply staff. Visitors to boarding accommodation are appropriately supervised.
- 2.13 Most required checks on staff have been carried out and entered on the single central register of appointments (SCR). However, required checks on staff who have worked overseas have not been carried out where relevant nor recorded on the SCR.
- 2.14 The standards relating to the suitability of those in contact with pupils at the school in paragraph 19 and 20 are met, but those in paragraphs 18 [recruitment checks on staff] and 21 [single central register of appointments], and NMS 14 are not met.**

Action point 3

The school must ensure that all relevant overseas checks are carried out on staff and recorded on the SCR prior to staff taking up appointment [paragraphs 18(2)(e) and (f), (3) and 21(3)(a)(viii); NMS 11 and 14.1; EYFS 3.9, 3.10 and 3.12].

PART 5 – Premises of and accommodation at schools

- 2.15 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play. Boarding accommodation is adequate for the needs of all boarders, and safeguards and promotes their welfare.
- 2.16 The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 5 are met.**

PART 6 – Provision of information

2.17 A range of information is published, provided or made available to parents, inspectors and the Department for Education. This includes details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any with education, health and care plans or English as an additional language. It also includes particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website. A suitable statement of boarding principles and practice is published by the school.

2.18 The standard relating to the provision of information [paragraph 32] and NMS 1 are met.

PART 7 – Manner in which complaints are handled

2.19 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.

2.20 The standard relating to the handling of complaints [paragraph 33] and NMS 18 are met.

PART 8 – Quality of leadership in and management of schools

2.21 The proprietor does not ensure that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met, and they actively promote the well-being of the pupils. Leadership and management of boarding has not ensured that all the required policies and records, including those required with regard to recruitment checks in Appendix 2 of the NMS, are maintained and effectively monitored.

2.22 The standards relating to leadership and management of the school in paragraph 34 and NMS 13 are not met.

Action point 4

The proprietor must ensure that 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, including by ensuring that all policies and records required by Appendix 2 of the NMS are maintained and monitored effectively [paragraph 34(1)(a), (b) and (c); NMS 13.1, 13.3-5 and 13.8].

3. Inspection Evidence

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

Inspectors

Mrs Pamela Johnson	Reporting inspector
Mrs Karen Stroud	Compliance team inspector (Compliance officer, ISA school)
Mr Matt Small	Team inspector for boarding (Assistant head, IAPS school)