



ISI Independent
Schools
Inspectorate

EDUCATIONAL QUALITY INSPECTION

FULNECK SCHOOL

MARCH 2017



SCHOOL'S DETAILS

School	Fulneck School			
DfE number	383/6117			
Registered charity number	5086581			
Address	Fulneck Pudsey Leeds LS28 8DS			
Telephone number	0113 257 0235			
Email address	general@fulneckschool.co.uk			
Headteacher	Mrs Deborah Newman			
Chair of governors	Mrs Lesley Jordan			
Age range	3 to 18			
Number of pupils on roll	366			
	Boys	217	Girls	149
	Day pupils	306	Boarders	60
	EYFS	80	Juniors	57
	Seniors	154	Sixth Form	75
Inspection dates	15 to 16 March 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 un-met 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 an assembly. 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 Michael Phipps	Reporting inspector
Mr Ian Raybould	Team inspector (Headmaster, IAPS school)
Mr Clive Thorpe	Team inspector (Assistant head, HMC school)
Mrs Susan Wade	Team inspector (Deputy head, IAPS school)
Mr Simon Wilson	Team inspector (Headmaster, HMC school)

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1. BACKGROUND INFORMATION

About the school

- 1.1 Fulneck School is an independent day and boarding school for boys and girls aged between three and eighteen. Founded by the Moravian Church in 1753 as separate boys' and girls' schools, it became one co-educational establishment in 1994. Boarders between the ages of 9 and 18 years are accommodated in two boarding houses: one for boys, and one for girls.
- 1.2 The school is located in the Moravian settlement in Pudsey, West Yorkshire. Members of the Provincial Elders Council of the Moravian Church, based in London, are the trustees of the school. The school is governed by a local governing body.

What the school seeks to do

- 1.3 The school aims to develop young people with enquiring minds, full of compassion for others and the courage to act on their beliefs. It seeks to recognise each pupil's uniqueness and support each individual in realising their full potential, celebrating their achievements. The school strives for excellence and aims to promote traditional Christian values of care, compassion, humility, honesty and integrity, and to ensure these values remain at the heart of the school community.

About the pupils

- 1.4 Pupils come from a range of cultural and economic backgrounds. Most are of British ethnicity, but the majority of boarders come from overseas. Nationally standardised data provided by the school indicate that the ability of pupils is broadly average. The school has identified 67 pupils as having special educational needs or disabilities (SEND), which include dyslexia, 49 of whom receive specialist learning support. Two pupils have an Education, Health and Care (EHC) plan. The school has identified 42 children as being academically more able, and over 70 who are gifted and talented in sports, drama or music. There are 60 pupils who have English as an additional language (EAL), 35 of whom receive additional support.
- 1.5 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

Recommendations from previous inspections

- 1.6 The previous full inspection of the school by ISI was a standard inspection in March 2010. The recommendations from that inspection were:
 - Organise the senior school educational development plan so that it clearly identifies priorities, how they will be achieved and evaluated, and the costs likely to be involved.
 - Continue extending the resourcing of ICT, and encourage the pupils' use and application across the curriculum.
 - Strengthen further the work already being done to improve the quality of teaching and achievement in the junior school.
 - Ensure that the newly developed outside area in the EYFS is fully used.

- 1.7 The recommendation of the intermediate boarding inspection in May 2013 was:
 - Provide more opportunities for boarders to be involved with the wider community.
- 1.8 The school has successfully met all the recommendations of the previous inspections.

2. KEY FINDINGS

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

- Pupils' progress and attainment across the school are good, especially in Early Years, the junior school and in the most recent set of A-level results.
- Pupils' communication skills are strong. They are articulate learners who speak confidently in a range of contexts, and write accurately and fluently.
- Pupils have very positive attitudes to learning. They work hard and are keen to participate in lessons.
- Sometimes pupils, especially the more able, have too few opportunities to develop their higher-order thinking skills, or to work with a high level of initiative and independence.

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

- Pupils are able to reflect on serious issues, and demonstrate an outstanding sense of morality.
- Pupils demonstrate high levels of confidence and self-esteem. They exhibit excellent leadership skills.
- Pupils develop notably strong skills in working together. They are socially aware and take their responsibilities towards each other seriously.
- Pupils show substantial respect for diversity.

Recommendations

2.3 The school is advised to make the following improvements:

- Plan more opportunities for all pupils, especially the more able, to develop higher-order thinking skills; and to demonstrate a greater degree of initiative and independence in their learning.

3. THE QUALITY OF PUPILS' ACADEMIC AND OTHER ACHIEVEMENTS

- 3.1 The quality of pupils' academic and other achievements is good.
- 3.2 Pupils achieve well, in line with the school's aims of striving for excellence, celebrating achievement and supporting each individual to realise their full potential. This is because of the commitment of governors and school leaders to making sure that each child is known as an individual by his or her teachers, so that an appropriate balance of challenge and support for each child can be achieved.
- 3.3 Pupils make good progress from their starting points because staff understand pupils' learning needs very well. GCSE and A-level results have been similar to the national average for maintained schools. Leaders have made effective use of assessment data to identify pupils who are in danger of not meeting their full potential, so that help can be given. This has resulted in improved progress and GCSE results. Pupils with special educational needs (SEND) or who speak English as an additional language (EAL) also make good progress because teaching is targeted to meet their individual needs, and they receive individual effective help and support when it is needed. Pupils with SEND, especially those with dyslexia, progress well because they are effectively supported by the school's Learning Support Unit (LSU) and skilled teaching assistants. SEND pupils achieve well at GCSE and beyond because they receive effective support aimed at helping them deal with the requirements of public examinations. This includes making sure they understand key subject vocabulary needed for success in GCSE exams. The recent addition of a number of vocational courses in the sixth form curriculum, and detailed tracking of pupils' progress, have led to improvements in pupils' progress in the sixth form between 2014 and 2016. A very large majority of parents who responded to the pre-inspection questionnaire agreed that teaching enables their child to make good progress, and that their child's educational needs are met effectively by the school.
- 3.4 Pupils of all ages demonstrate good knowledge, skills and understanding across the curriculum because they receive consistently good teaching. Older pupils told inspectors that they have improved their numeracy skills, essay writing skills and their ability to present to others as a result of the support they get from their teachers. Children in the Early Years Foundation Stage (EYFS) make good progress in developing their learning across different subjects. This is because there is a good balance of teacher-led and child-initiated learning, with planned and effective opportunities for children to learn through structured play. Children also progress well because their understanding is assessed regularly and interventions are quickly implemented when needed. Older pupils make good progress because of teachers' excellent subject knowledge and effective questioning. This was seen, for example, in a Psychology lesson, in which pupils in Year 11 made rapid progress in their understanding of cognitive development.
- 3.5 Pupils demonstrate strong communication skills. Children in early years develop their early reading and writing skills effectively, and these skills continue to develop well in the junior school because teachers plan a variety of activities to teach and reinforce new concepts. For example, in one phonics (the sounds that letters make) lesson, older children made good progress in literacy because they were systematically taught new letter and sound combinations before practising reading and writing these. Scrutiny of pupils' books showed that their writing is of high quality. The most able pupils write with great fluency, especially in English and religious studies (RS) as a result of the many opportunities they have to write in different styles for different purposes. Pupils improve their public speaking skills because they are given many opportunities to make presentations and receive effective feedback on these, which includes comments on pupils' posture and body language as well as their verbal delivery

and content. Inspectors observed high quality discussions taking place in school, such as those witnessed during religious studies lessons.

- 3.6 Pupils demonstrate secure mathematical skills. Inspectors observed children applying their mathematical skills well as they weighed out their ingredients in the after-school baking club. Other children made rapid progress in understanding how to tell the time as a result of well-planned and imaginative teaching, using visual and practical resources to reinforce children's learning. In the junior school pupils make good progress in their mathematical understanding because activities are closely matched to their different abilities. Pupils in the junior school who need extra support in mathematics are provided with additional sessions that close gaps in their learning. Pupils in the senior school were observed by inspectors using and applying their mathematics skills well in subjects such as technology, geography, business studies and science.
- 3.7 Throughout the school pupils make confident use of information and communications technology (ICT). This is because it is integral to learning in many subjects. This demonstrates that the school has acted well on one of the recommendations from the previous inspection. Pupils are able to use the internet to carry out research. Junior pupils make good use of different software packages for music composition, creating animations in art, and editing news reports in English. Inspectors observed a business studies lesson in which older pupils recorded and edited a podcast that they had written themselves to high quality. Pupils' ICT skills benefit from the use made of the school's online learning platform which contains many resources for pupils to help them revise for examinations.
- 3.8 Pupils' study skills are good. These develop as a result of clear guidance offered by teachers, such as in PSHE sessions on revision skills and techniques. Boarders remarked in an interview that they were given a lot of help to improve their study skills. Pupils use the internet to research topics and present information. However, in some lessons teachers rely heavily on pupils completing worksheets in lessons. This limits the ability of pupils, especially the more able, to develop higher order thinking skills such as analysis, creating hypotheses and thinking creatively.
- 3.9 Pupils achieve well in areas beyond the purely academic. This is, in part, because they take full advantage of the good range of extra-curricular opportunities they are given. They achieve well in a wide range of sports, with pupils representing their county at both cricket and netball. Many pupils are given the opportunity to represent the school in interschool fixtures from Year 7 upwards. Pupils are encouraged by the school to learn a musical instrument, and many achieve well in grade examinations. Pupils participate and achieve highly in local and regional music festivals and theatre events. An active student-led charity committee raises funds for a range of charities: local, national and international. The Duke of Edinburgh's Award scheme is particularly strong in the school, with a high number of pupils taking part and achieving well, including a number who achieve the highest level, the gold award, whilst still at school.
- 3.10 The overall good achievement of pupils is strongly supported by their very positive attitudes towards learning. Pupils are very willing to work hard, behave well and play an active part in lessons when they have the opportunity. This is because leaders have successfully embedded an ethos of collaborative working across the school. Relationships between teachers and pupils are excellent. Pupils show a genuine interest in developing the school for the benefit of all by, for example, older pupils leading revision sessions for younger pupils. Pupils' enthusiasm and diligence means that they complete work effectively and quickly, which contributes well towards their good progress.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

- 4.1 The quality of the pupils' personal development is excellent.
- 4.2 The school fulfils its aims of developing young people who have a sense of care, compassion and understanding for others, and of promoting the values of humility, honesty and integrity exceedingly well. This is because each pupil is known very well by each member of staff. School staff ensure that pupils feel valued as a member of the school community, in which a clear values-based ethos is consistently promoted.
- 4.3 Pupil's spiritual development is outstanding. This is because the school's Christian values permeate the school, and enable pupils to reflect on the non-material aspects of life. Some pupils told inspectors they value the chance they have to attend weekly assemblies in the neighbouring Moravian church. They said that in these assemblies they are often left with a question to ponder and reflect on, rather than being told what to think. Pupils demonstrate a substantial understanding of, and respect for, those of different faiths and traditions. These are promoted well in religious studies lessons, in which pupils explore different people's values, and examine difficult moral dilemmas. Pupils' work in these lessons show they take the subject very seriously, and think deeply about the challenging questions that they are asked to consider. Pupils' respect for different religions and cultures is nurtured, in part, because they visit places of worship from a variety of faiths and express their ideas about these. For instance, older junior school pupils have built their own model mosques and given a presentation about these to their peers and parents. Pupils told inspectors they find the school very tolerant and inclusive. Pupils learn from the cultural diversity evident in school, for example some older pupils from different backgrounds have taught younger pupils in religious studies lessons about their culture and beliefs. Almost all parents and most pupils who responded to the questionnaire said that the school encouraged pupils to be tolerant of those with different faiths and beliefs.
- 4.4 Pupils demonstrate an outstanding sense of morality, as a result of leaders' and governors' strong promotion of the ethical values of the school. Pupils of all ages understand that they are responsible for their own actions, a message that is emphasised by their teachers. Younger pupils value the rewards they get for behaving well and working hard. Older pupils are able to make good behavioural and moral decisions, supported by the school's restorative approach to resolving any conflicts between pupils. Pupils say that many aspects of the school help them to understand what is morally right and wrong. Pupils display respect for other people. Pupils overwhelmingly choose to behave well in lessons because they are encouraged to reflect on the consequences of their actions. They value truth highly, and pupils told inspectors they are encouraged to own up to any misdemeanours immediately, rather than be found out later. Almost all parents and most pupils who responded to the questionnaire agreed that the school encouraged pupils to behave well.
- 4.5 Pupils, including boarders and those in the EYFS, display high levels of confidence, self-esteem and self-knowledge, because of the helpful individual support they receive. Pupils are not afraid to try and get something wrong. This is because their teachers encourage and help them to develop further their strengths, and to work on their weaknesses. Pupils develop leadership skills, confidence and resilience through their many opportunities to take on responsibilities in school, such as becoming a prefect or a pupil ambassador, or helping younger pupils to revise for examinations. Pupils have an excellent understanding of how to develop their learning and improve their performance because teachers encourage them to review their own work and that of their peers. Teachers in the junior school make effective use of 'Purple Pen Time' to enable pupils to respond to and understand their advice.

- 4.6 Pupils of all ages are confident in making decisions that affect their learning because leaders and teachers encourage this from an early age. Children in the EYFS make decisions about selecting equipment and activities as part of their daily routine. Pupils of all ages choose from a wide range of clubs and extra-curricular activities. Membership of the school council and the sixth form leadership group enables pupils to make decisions that benefit the whole school community. By the time pupils make choices about their GCSE courses, or pupils in the sixth form make decisions about the next stage of their education, they do so with confidence and maturity. In interviews pupils spoke highly of the helpful but impartial support they receive from school staff in making these important decisions.
- 4.7 Pupils demonstrate very strong skills in working together. The school successfully makes sure that pupils are socially aware, and take their responsibilities towards each other seriously. The school caters for a wide range of pupils' abilities, and the pupils are encouraged to help each other, and they see it as the right thing to do. Younger children learn to share and take turns. Pupils in the junior school are rewarded for effective collaborative working. Pupils of all ages have many opportunities to work together in pairs or groups, talking together, sharing ideas, discussing solutions and solving problems. Older pupils co-operate on written tasks by using shared computer documents. Inspectors saw excellent effective teamwork in a Duke of Edinburgh's Award scheme session after school, in which older pupils showed younger ones how to complete route cards. The caring sense of community in the school, and in the boys' and girls' boarding houses, promotes pupils' social development very effectively.
- 4.8 Pupils make significant contributions to the lives of others in school, in the local community, and further afield, because this is encouraged across the school. Younger pupils are pleased to be part of a buddy scheme to help new arrivals at the school settle in quickly. Pupils in the sixth form perform a similar role in helping boarders from overseas feel quickly at home. A number of pupil ambassadors from different year groups are trained to take a leading role in preventing any bullying from taking place. Senior school pupils contribute to others through their work as representatives on the student council, and pupils across the whole school work to enrich their local community. For example, the school choir performs in local homes for older residents, and when the school was closed owing to snow, boarders took milk and bread to local elderly neighbours. Pupils have also supported local residents who were facing Christmas on their own. Pupils develop a very good understanding of the nature of charity work through the opportunities they are given. Several are members of the school charity committee, and some make presentations to the committee to help decide which charities they should support.
- 4.9 Pupils have a strong understanding of how to stay safe and healthy because this is emphasised both in assemblies and in the school's PSHE programme. Pupils appreciate the importance of taking part in the many opportunities they receive to take regular exercise, and participate in extra-curricular sports activities. Pupils have a good understanding of the importance of mental health because the school draws their attention to this well. For example, the school nurse runs sessions on dealing with examination stress, and classes in 'mindfulness' are led by both staff and by pupils. Boarders praised the nurse for always being available if they have a problem, or if they feel homesick. Pupils from an early age develop an excellent understanding of how to stay safe online because leaders ensure that this is a very high priority in PSHE and ICT lessons, and because there are many reminders around the school of the potential dangers of misusing the internet or mobile phones.
- 4.10** Overall, pupils at Fulneck School develop into confident, capable, mature and caring young people. This is reflected in the views of parents, the overwhelming majority of whom feel that the school promotes an environment which successfully supports their child's personal development.