



ISI Independent
Schools
Inspectorate

**Focused Compliance and Educational Quality Inspection Report
For Schools with Residential Provision**

Tockington Manor School

October 2018



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School's Details

School	Tockington Manor School			
DfE number	803/6004			
Registered charity number	311716			
Address	Washingpool Hill Road Tockington Bristol BS32 4NY			
Telephone number	01454 613229			
Email address	admin@tockingtonmanorschool.com			
Headteacher	Mr Stephen Symonds			
Chairman of governors	Mr Gary Sheppard			
Age range	2 to 14			
Number of pupils on roll	212			
	Boys	119	Girls	93
	Day pupils	204	Boarders	8
	EYFS	57	Juniors	155
Inspection dates	9 to 11 October 2018			

1. Background Information

About the school

- 1.1 Tockington Manor is a co-educational day and boarding preparatory school for pupils between the ages of 2 and 14 years. It is set in 28 acres of grounds in the village of Tockington, near Bristol. The main building is part of a manor house built in the eleventh century.
- 1.2 In 1947 the house was bought by Major Gordon Tovey, who founded the school and became its first headmaster. The school has been a charitable trust since 1967, led by a board of governors.
- 1.3 A Nursery is housed in a separate building. The Lower School accommodates pupils in Reception to Year 2 and the Upper School caters for pupils in Years 3 to 8.
- 1.4 Since the previous inspection, the school has opened a dedicated music and performing arts suite, and the Lower School classrooms and the Nursery have been fully refurbished.

What the school seeks to do

- 1.5 The school aims to provide a caring and safe environment, where children can develop their individual abilities and enjoy an effective education, tailored to their needs and interests. It aspires to traditional family values with small class sizes encouraging strong bonds between year groups and teachers, and a sense of community and respect throughout the school. The school strives to make full use of the outdoor spaces around the site to engender a spirit of adventure within the pupils, whilst preparing them with the attitude and aptitude for senior schools and beyond.

About the pupils

- 1.6 Pupils are mostly of White British heritage, live within the local area, and come from business and professional families. National standardised data provided by the school indicate that the ability profile of the pupils in the school is above average. English is an additional language for 4 pupils, whose needs are supported by their classroom teachers. The school has one pupil with an Educational and Health Care plan. It has identified 30 pupils with special educational needs and/or disabilities (SEND), such as dyslexia, dyspraxia and other conditions, all of whom receive additional specialist help. The school prepares its more able and talented pupils for a variety of academic and other scholarships through varied activities

2. Regulatory Compliance Inspection

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. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. Additionally, the inspection reports 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. It comments on the progress made by the school in meeting the compliance action points set out in the school's most recent statutory inspection.

This inspection also contains specific judgements on the National Minimum Standards for Boarding Schools ('boarding NMS'). It also comments on the progress made by the school in meeting the compliance action points set out in the most recent statutory boarding inspection and it judges the extent to which the school currently meets the boarding NMS. It identifies any standards which the school does not meet and requires action to meet them. Findings are distributed across sections relating to the eight Parts of the standards.

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, including the boarding NMS, 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.

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 a FOCUSED COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY, the report of which appears later in this document. The COMPLIANCE inspection 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 in the relevant section of the report and the school is required to take the actions specified. In this focused compliance inspection, key regulations and standards have been inspected in detail. These are the regulations on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety, arrangements to check the suitability of staff; the provision of information to parents; the handling of parents' complaints; and other related aspects of leadership and management, together with the NMS covering the same areas. The remaining standards and requirements are deemed to continue to be met unless evidence to the contrary has been found.

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 full regulations 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 meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, the National Minimum Standards for Boarding Schools 2015, relevant requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements, and no further action is required as a result of this inspection.

PART 1 – Quality of education provided

- 2.2 The school uses its own framework to determine attainment, instead of the national framework.
- 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 **The standards relating to the quality of education [paragraphs 1–4] are met.**

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

- 2.5 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.
- 2.6 **The standards 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

- 2.7 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; 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.
- 2.8 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.
- 2.9 **The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, the ban on corporal punishment under section 548 of the Education Act 1996, and NMS 2–4, 6–12, 15 and 16 are met.**

PART 4 – Suitability of staff, supply staff, and proprietors

- 2.10 The school makes appropriate checks to ensure the suitability of staff, supply staff, and proprietors and a register is kept as required. Visitors to boarding accommodation are appropriately supervised and the school's arrangements for guardianship are suitably managed.
- 2.11 **The standard relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] and NMS 14 are met.**

PART 5 – Premises of and accommodation at schools

2.12 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for their 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.

2.13 The standard relating to the premises and accommodation [paragraphs 22–31] and NMS 5 are met.

PART 6 – Provision of information

2.14 A range of information is variously published, provided or made available to parents, inspectors and the Department for Education. These include 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. They also include 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.

2.15 The standard relating to the provision of information [paragraph 32] and statement of boarding principles [NMS 1] are met.

PART 7 – Manner in which complaints are handled.

2.16 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.

2.17 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

2.18 The proprietor ensures 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. Appropriate leadership and management of boarding ensure that the required policies and records are maintained and effectively monitored.

2.19 The standard relating to leadership and management of the school [paragraph 34] and NMS 13 are met.

3. Educational Quality Inspection

Preface

The EDUCATIONAL QUALITY inspection reports 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.

All independent schools are required to meet the requirements of the Independent School Standards. 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'.

Where necessary, National Curriculum nomenclature is used to refer to year groups in the school.

Key findings

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

- The pupils' speaking skills are highly developed enabling them to converse confidently with their peers and teachers.
- The pupils exhibit positive attitudes in their approach to learning.
- The pupils make good progress in their learning, but some are impeded by a rigid approach to providing support and challenge.
- The pupils enjoy, and gain much from working collaboratively across the age ranges.

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

- Older pupils enthusiastically accept the leadership responsibilities given to them and enjoy the opportunities to help younger pupils in a range of curricular and co-curricular activities.
- The pupils display a genuine concern and respect for each other, helping to develop an inclusive and caring community.
- The pupils are happy, confident, and resilient, and are willing to embrace challenge.
- The pupils enjoy a healthy lifestyle and make full use of the outdoor opportunities afforded to them by their environment.

Recommendations

3.3 The school is advised to make the following improvements:

- Further enhance the processes by which pupils of differing capabilities are provided with support and challenge.
- Strengthen the pupils' information and communications technology (ICT) skills by providing increased opportunities for pupils to develop these in lessons across the curriculum.

The quality of pupils' academic and other achievements

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

3.5 The pupils' attitudes to learning are very positive. They enjoy learning, not just from their teachers but also collaboratively, from each other. Mutual support between pupils is a strong feature of the school. For example, in a paired reading lesson, Year 7 pupils listened to Year 3 pupils reading and offered suggestions and encouragement. At the end of the session both the reader and the listener agreed targets for a subsequent lesson. In a nursery class, children happily shared paper glue when sticking leaves onto paper to make a montage of autumn. Many pupils are curious and willing to learn new skills, and not afraid to take risks; they recognise that making mistakes is part of the learning process. They are resilient and confident in the classroom, approaching every task willingly and with high degrees of motivation. Pupils demonstrate leadership in their learning, for example undertaking independent project work and investigation to further their understanding. In a mathematics class, older pupils enthusiastically planned the refurbishment of the classroom, calculating areas of floors and walls and determining the maximum number of posters which could be displayed.

- 3.6 Pupils communicate extremely well, and are given ample opportunities to deliver an opinion or suggestion in both curricular and co-curricular settings. In a French lesson, older pupils who were picked at random to read a passage in French did so fluently and accurately. Pupils listen attentively in class and follow instructions well. They are keen to communicate with their peers, to interpret and solve the problems given to them by their teachers. In a religious studies class, younger children worked in small groups to discuss the meaning of miracles, annotated a picture together, and then presented it to the class. Many pupils also benefit from being asked to present a report in assemblies, where the audience is unfailingly supportive.
- 3.7 Pupils have strong numeracy skills, and use them across the curriculum. In a Nursery class, children were learning the basics of counting using a song with finger actions to illustrate the correct number to demonstrate their knowledge. In a mathematics class, older pupils showed expertise in calculating the area of a footprint using graph paper. Younger pupils confidently used small-denomination coins to create increasingly larger values in an exercise which mirrored shopping.
- 3.8 Many pupils demonstrate competence in ICT. Younger pupils can handle word-processing and onscreen presentations well, and older pupils are adept at, and enjoy, making presentations and producing spreadsheets. Some year groups do not apply their ICT skills as well as possible to other subjects, because their teachers are not confident in integrating technical computing skills into their lessons. The leadership and management of the school recognise this and are supporting a drive for increased expertise in order that all might be confident in using a new, well-resourced ICT suite.
- 3.9 The pupils develop good study skills as they move through the school. Supportive teaching and guidance allows them to gain the confidence they need to attempt ambitious targets, and by the time they reach the top end of the school, they understand the importance of pushing themselves to achieve more. Good strategies in some areas encourage pupils to have high expectations of themselves; as a result, some pupils are beginning to reflect on their learning and apply positive changes. In many areas, pupils develop good analytical skills. For example, older pupils, in completing a speaking peer-assessment task, had to analyse what had been said and match it to a mark scheme, ticking the achievements as they were met by the speaker. In a music class, younger pupils worked out which part of the drum skin would provide the deepest noise.
- 3.10 Pupils develop good levels of knowledge, skills and understanding in a wide range of subjects. In the pre-inspection questionnaire, all pupils said that teachers help them learn and make progress and all parents thought that the range of subjects offered to their children was suitable. Throughout the school, pupils display a good understanding of their previous learning and are often encouraged to apply this knowledge to new situations and problems. In some lessons, pupils' progress is limited, because learning is at the same pace for all pupils and tasks are not designed to be progressive. In the best lessons, pupils demonstrated their problem-solving skills by teachers' clever use of open-ended questions. Older pupils enjoy the personal, social, health, and economic education and ethics lessons, where they develop their knowledge and understanding of moral and economic issues pertaining to the modern world, and then have the comprehension to debate the connected issues. Children in the EYFS develop a strong understanding of the natural world because of the emphasis on outdoor learning enhanced by the informed, daily access to the school's extensive grounds
- 3.11 The school does not take part in national curriculum tests. Its own data analysis and use of standardised tests, supported by inspection evidence from lesson observations, pupils' work, and subject interviews, indicate that attainment is above average in relation to national age-related expectations. Pupils with SEND, in particular, make rapid progress in relation to their attainment levels when they start at the school due to their thorough implementation of skills and strategies given to them by the learning support department. In the Early Years Foundation Stage (EYFS), all children achieve, and a good number, exceed national expectations by the end of their time in the setting. This is due to the EYFS staff carefully and regularly monitoring pupils' progress and attainment levels. Next steps in learning are clearly identified and shared with pupils and parents to ensure a cohesive approach.

- 3.12 Senior pupils are successful in gaining places at their first choice of senior school, many of which have challenging entry requirements. In addition, many gain scholarships and other awards which reflect the teachers' time and expertise in preparing the pupils. These awards are gained in a wide variety of areas including academia, sport, music and drama. Pupils also enjoy success as members of teams, choirs, and theatre groups. Cross-country running is a particular strength at the school, where the pupils undoubtedly benefit from the school's location and access to the countryside. In recent years, there have been a number of fine performances in a wide range of sports, in both regional and national competitions.
- 3.13 Most pupils are involved in performing arts at the school. Many learn to play a musical instrument, attaining good grades in external music examinations. A good number of pupils have the opportunity to participate in drama performances and have access to external competitions and examinations where there has been a range of successes in recent years. During discussions and in questionnaire responses, the vast majority of pupils and parents commented that they are very pleased with the range of activities provided. A broad range of activities for boarders in the evenings and at weekends contributes positively to their overall experience.

The quality of the pupils' personal development

- 3.14 The quality of the pupils' personal development is excellent.
- 3.15 Pupils demonstrate self-confidence and self-awareness of the highest quality. This is recognised by parents who all agree that the school helps the children to be confident and independent. The reward systems in the boarding house and during the school day are used well by the teachers both to promote good behaviour and to praise pupils when they have achieved a measure of success. Praise in assemblies is given to many and it is clear that the pupils' self-esteem is boosted when they receive the congratulations of both the teachers and their peers. School newsletters and other publications contain many examples of confident and enthusiastic reports from individual pupils about their successes in a wide range of activities, both in school and beyond. Pupils develop resilience as they are guided through increasingly challenging curricular and co-curricular activities. They learn not to stop trying even when their first attempt might not be successful. For instance, a younger pupil demonstrated determination at lunch in using cutlery correctly when it would have been much easier and quicker to have used a less well-mannered method. In a French class for older pupils, they displayed substantial self-discipline in not completing sentences in French for others who were finding the task more difficult. A spirit of supportive and enthusiastic encouragement for each other allowed progress to be rapid.
- 3.16 Pupils of all ages become increasingly aware that the decisions they take have a significant effect on their own success and well-being. At lunch, older pupils knew that it was important that they completed their meal with some fruit as it would have a beneficial effect on their health. In interviews, boarders spoke enthusiastically of the benefits of boarding to their personal development. They reported that they learn how to make informed choices about their boarding time activities, what decorations to use in their dormitories and, importantly, what snacks are to be made available. Older pupils are keen to be involved in the final decision on their choice of senior school. They display a mature approach to which factors might be important in an individual's decision on a future school.
- 3.17 Pupils develop a strong spiritual awareness. Assemblies provide an opportunity to discover more about the non-material aspects of life, and pupils enjoy the visits of the local vicar who turns traditional bible stories into modern day playlets. They are acutely aware of the privileges of a good education and champion happiness over wealth. Working and playing whilst surrounded by natural beauty, pupils have a strong awareness of the difference they can make to their world in the future and reflect critically on environmental decisions made by political leaders.
- 3.18 All pupils share an excellent moral understanding and take great responsibility for their behaviour. In the pre-inspection questionnaire, all parents who responded believe that the school actively promotes good behaviour. Pupils are spirited, yet polite and well-mannered, and are happy to accept the boundaries of acceptable behaviour which have been drawn up with the help of the school council. Children in the EYFS enjoy working collaboratively and, with careful guidance from the practitioners, learn that saying sorry can be a good experience. Pupils' strong moral and social attitudes are rooted in the strong family atmosphere that suffuses throughout all age ranges and supports a major aim of the school.
- 3.19 Pupils enjoy taking on roles and responsibilities within the school community. Older pupils take on a wide range of practical roles within the school and, when asked to organise younger pupils, do so efficiently and cheerily. Pupils understand that working together will bring better results than working individually. They take every opportunity to help each other, and the age groups mix convivially. For example, in a games lesson, Year 7 pupils had been asked to coach certain skills of rugby to Year 4 children. They designed passing drills, and then altered and improved them after receiving verbal feedback from the participants. There is a respectful friendship in the approach that pupils take to helping each other and adults in both teaching and non-teaching roles.
- 3.20 Pupils know the importance of working within the wider community. They are involved in the local village at various events such as assisting with collections for the harvest festival and helping out in

the local church by providing choral support. They raise money for national charities and many of these charitable initiatives are led by pupils. Pupils enjoy organising events at the school such as arranging a picnic lunch for the whole school to raise money for a national cancer charity.

- 3.21 Pupils understand the importance of diversity within society and the value in treating everyone equally. They show respect for, and appreciation of, their own and other cultures and demonstrate sensitivity and tolerance to those from different backgrounds. From time to time there are celebrations of different faiths and cultures and the pupils are supported in learning about world foods by an excellent catering team. Pupils show an excellent knowledge of the key values that characterise modern Britain, which is developed through assemblies and visits into the community. Pupils' appreciation and knowledge of other countries and cultures is deepened by mixing with boarders from other countries, such as Spain.
- 3.22 All pupils benefit from a healthy lifestyle at the school, including children in the EYFS, who spend a good proportion of their time outside making use of the surrounding countryside and the school grounds. Older pupils enjoy climbing suitably marked trees in accordance with the school's aims to engender a spirit of adventure and challenge within the pupils. Pupils understand the need to keep themselves safe too. Children in the EYFS know to keep to the centre of a bridge in the school grounds and are confident to warn visitors to do the same. Pupils understand the importance of healthy eating and they benefit from nutritious hot meals in addition to a variety of salad options. All pupils, in responding to the questionnaire, said that they know how to stay safe online.

4. INSPECTION EVIDENCE

- 4.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with a governor, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form periods and assemblies. Inspectors visited the boarding house, the facilities for the youngest pupils, together with the learning support and educational resource areas. The responses of parents, staff and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mr Gregg Davies	Reporting inspector
Mrs Annette Nightingale	Compliance team inspector (senior teacher, IAPS school)
Mr Richard Cross	Team inspector (headmaster, IAPS school)
Mr Henry Marshall	Team inspector for boarding (deputy head, IAPS school)