



ISI

Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Report

Edward Jenner School

March 2023

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School's Details

School	Edward Jenner School			
DfE number	916/6005			
Address	Edward Jenner School The Elms 44 London Road Gloucester GL1 3NZ			
Telephone number	01452 380808			
Email address	office@edwardjennerschool.org			
Headteacher	Ms Amanda Brookes			
Proprietor	Ms Amanda Brookes			
Age range	5 to 16			
Number of pupils on roll	40			
	Juniors	3	Seniors	37
Inspection dates	28 to 30 March 2023			

1. Background Information

About the school

- 1.1 Edward Jenner School is a co-educational independent day school. It was founded in September 2012 by the sole proprietor and her husband. The school teaches pupils in mixed age classes.
- 1.2 The school moved to its present location in central Gloucester in January 2019.

What the school seeks to do

- 1.3 The school seeks to build self-reliance skills in order to enable pupils to embrace the opportunities they will face in the future. It endeavours to know and understand each child as a unique learner and to support children to achieve their full academic potential. The school values kindness and promotes empathy, seeking to encourage children to act with honour, be optimistic and have high expectations of themselves in all areas of their lives. The school aims to focus provision on each pupil's individual learning needs.

About the pupils

- 1.4 Pupils come from a range of backgrounds and most live within a 15-mile radius of the school. Data provided by the school indicate that the ability of the pupils is broadly average compared with those taking the same tests nationally. The school has identified 29 pupils as having special educational needs and/or disabilities (SEND), including specific learning difficulties associated with anxiety, social, emotional and mental health (SEMH) and autism. All of these pupils receive additional help from their class teachers and individually. Sixteen pupils have an education, health and care (EHC) plan. There are no pupils for whom English is an additional language (EAL). The school does not seek to identify pupils as being the most able in the school's population.

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. 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 FOCUSED COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY. The FOCUSED COMPLIANCE inspection reports only on the school's compliance with the standards. 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 standards have been inspected in detail. These are the standards on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety; arrangements to check the suitability of staff; the provision of information; the handling of parents' complaints; and other related aspects of leadership and management. 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 standards and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#).

Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014 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'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 Pupils take GCSE examinations in their final year at the school. The small numbers involved prevent reliable comparison with national averages, but inspection evidence confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.4 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.
- 2.5 Pupils receive relationships education in the junior school and relationships and sex education in the senior school, 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.
- 2.6 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

- 2.7 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens.
- 2.8 The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.**

PART 3 – Welfare, health and safety of pupils

- 2.9 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.
- 2.10 The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, and the ban on corporal punishment under section 548 of the Education Act 1996 are met.**

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

- 2.11 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required.
- 2.12 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.**

PART 5 – Premises of and accommodation at schools

2.13 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.

2.14 The standards relating to the premises and accommodation [paragraphs 22–31] are met.

PART 6 – Provision of information

2.15 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.

2.16 The standard relating to the provision of information [paragraph 32] is met.

PART 7 – Manner in which complaints are handled

2.17 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.

2.18 The standard relating to the handling of complaints [paragraph 33] is met.

PART 8 – Quality of leadership in and management of schools

2.19 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 wellbeing of the pupils.

2.20 The standard relating to leadership and management of the school [paragraph 34] is 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.

The headline judgements apply 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.

- Pupils are resilient in overcoming their individual barriers to learning.
- Pupils develop excellent information and communication technology (ICT) skills, including coding and word processing.
- Pupils develop positive attitudes to their learning.
- Pupils make good progress in their academic and vocational subjects taking into account their ages, starting points and needs.
- Pupils' progress in lessons is sometimes limited by teaching which does not challenge them sufficiently or enable them to collaborate with their peers to solve problems.

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

- Pupils develop positive relationships with their peers and with staff.
- Pupils appreciate the importance and value of diversity, recognising that each pupil is unique and valuing their differences.
- Pupils become increasingly determined and aspirational regarding the next steps in their lives.
- Pupils develop an excellent understanding about consent, boundaries and how to keep safe.
- Pupils do not always develop their leadership skills to the full.

Recommendations

3.3 The school is advised to make the following improvements.

- Strengthen pupils' academic achievement by ensuring teaching activities include collaborative activities with sufficient challenge to meet their needs.
- Strengthen pupils' development of leadership skills.

The quality of the pupils' academic and other achievements

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

3.5 Across the school pupils of all abilities make good progress in a range of subjects in relation to their individual starting points. They achieve well in their academic studies and in their enrichment activities because leaders, teachers and support staff provide a friendly environment where all pupils receive

the help they need to support their learning. In Year 11, pupils complete GCSE and vocational courses in a range of academic and practical subjects, with good levels of success attained in English, mathematics and science in 2022. The number of pupils in the school is too small for comparison of its GCSE results with national averages to be meaningful. However, examination results show a trend of increasing personal success in the last two years. They are generally well matched to pupils' individual needs and abilities. The proprietor and leaders promote the school's aims and values effectively because they ensure that all pupils develop their skills and talents and achieve well. In their responses to the pre-inspection questionnaire, most parents agreed that teaching enables their children to make progress. Inspection evidence from lessons and review of pupils' work supports this view. Individual pupils' levels of success vary but, overall, their outcomes indicate that pupils are resilient in overcoming their difficulties and individual barriers to learning. This is because of the effective learning approaches that the teaching, support and therapy staff teams help them to develop. For example, pupils are given individual support strategies to help them to organise their work. This helps them to improve their concentration and the speed at which they process information. Occasionally, the pace of pupils' learning slows when activities are not always suitably challenging and do not always provide enough opportunities for pupils to work collaboratively.

- 3.6 Pupils enjoy and achieve success in a range of activities both within and beyond the school. They are keen to push themselves and achieve well in adventurous pursuits, creative design and sports. Pupils who participate in the Arts Award scheme, regularly achieve success at bronze levels. In recent years, several pupils have competed successfully at county levels for example, in basketball. In their comments in the questionnaire, a small minority of parents did not think that the school provided a suitable range of extra-curricular activities. Inspectors found that pupils develop good skills in response to many opportunities to develop new interests. They take part successfully in a suitable variety of enrichment activities ranging from arts to animal encounters and construction kits to rocket cars. Educational visits to places of historical interest in and around Gloucester further enhance pupils' cultural experience and learning. They achieve well in these areas because teachers and support staff provide a positive environment in which all pupils receive the help that they need to promote their learning. This demonstrates success by the proprietor and leaders in realising the school's ethos to enable pupils to lead worthwhile and independent lives. In 2022, all pupils who left the school went into further education or training.
- 3.7 Pupils develop good strategies to improve their communication skills as a result of effective help from staff. In English, Year 11 pupils confidently listened to and read aloud the balcony scene from Shakespeare's *Romeo and Juliet*. They then reflected on how this particular scene solidifies the bond of love between both characters. They also noted that there is tension because of the danger that they may be discovered, but said that this adds to the excitement of the scene. Similarly, pupils in Year 10 studying *An Inspector Calls* thoroughly enjoyed debating the usefulness of combining the tri-colon and imperative verb in driving home a point. They showed their understanding that, by repeating three parallel words in succession, such as 'stop', 'remember' and 'never forget', authors improve the impact of their writing. Pupils develop proficiency in writing in response to effective teaching. Pupils' work demonstrates that they are able to make successful use of a variety of writing genres for different purposes. For instance, pupils produced clear and succinct writing in summarising their findings following a science experiment.
- 3.8 Pupils acquire and develop effective study skills as they move through the school. For example, younger pupils confidently observed and analysed baby chicks growing. Here they learned that the chickens have three eyelids for each eye, the upper lid, the lower lid, and the nictitating membrane. They hypothesised that when the chicks blink, they appear to only have one eyelid. They noted that this is quite normal, and all is well. In computing, pupils confidently made notes about what they had researched to be the 'pros and cons' of a particular storage device. Pupils' ability to analyse, hypothesise and synthesise continues to develop well during their time in the school. In English, when reviewing their performance in a mock paper based on *Of Mice and Men*, pupils noted that greater care needed to be exercised with spelling and to include more relevant quotations. Similarly, pupils

prepared a group essay plan which reviewed the fight scene between Gregory and Samson in *Romeo and Juliet*. They carefully considered how to structure persuasive writing to best effect, and how to gain maximum marks. They then filleted out the most pertinent quotations representing the power dynamics between the characters. For example, pupils highlighted *Your lives shall pay the forfeit of peace* as a more powerful way to describe the death penalty.

- 3.9 Pupils of all abilities achieve good levels of knowledge, skill and understanding as a result of effective teaching. For example, younger pupils in history could confidently identify and compare different buildings dating from Medieval times to the present day. In physical education (PE), pupils demonstrated proficient levels of hand-eye co-ordination skill when completing handball passing drills. These drills enabled pupils to hone their technique which included as a target, increasing the number of volleys. In computing, older pupils demonstrated a good understanding of the principles of building an effective website. In the most effective teaching, pupils develop high levels of independence in their learning. Pupils actively use their earlier learning and guidance to refine their work. In such lessons, teaching skilfully engages pupils emotionally as well as intellectually so that they are often found eagerly discussing the lesson as they leave the classroom.
- 3.10 Pupils' progress in numeracy is good. In science, younger pupils successfully recalled their previous learning in mathematics using predictions. Here they confidently deployed graphs and tables to accurately calculate how much weight three eggs could support. In music, pupils performed in pairs a piece for percussion instruments. Here they carefully counted the different types of beats such as minim (2 beat), crotchet (1 beat) and quaver (half beat) notes, in order to maintain a regular beat during performance. In science, pupils calculated different breathing rates according to which type of stress factors the body was being subjected to.
- 3.11 Pupils develop excellent ICT skills. They successfully use ICT to enrich their learning across the curriculum. For example, in art younger pupils were able to confidently record, design and compile a slide show on their chosen artist incorporating research and note-taking gleaned from their electronic notebooks. In history, pupils chose different historical periods to study. These ranged from Vikings, Medieval, Tudors, Civil War to World War 2. A number of selections had a tangible connection with the city of Gloucester and its surrounding environs. For example, a Viking ship was found submerged in the River Severn. By sifting and synthesising a wealth of online source material, they were able to use sub-headings to organise their thoughts and record information in a logical order. They wrote up their conclusions, using their own words, which were enhanced using key vocabulary gleaned from the online resources.
- 3.12 Pupils' excellent attitudes to learning overall can be seen in classrooms and beyond. They are particularly evident in pupils' perseverance and readiness to collaborate productively with their peers. These attitudes are encouraged by consistent staff attention to pupils' needs. In English, pupils collaborated well by sharing their views about their favourite book. In addition, they spoke animatedly about the different characters, genres and 'best bits'. Pupils understand and appreciate that lesson planning keeps their needs in mind, and they respond positively when challenging tasks are presented. For example, in a mathematics lesson on factorisation, pupils relished and benefited from the opportunity to take responsibility for their own learning by leading the discussion. Pupils enjoy and are successful in their academic work because staff provide them with suitable strategies to regulate their emotions so that they maintain their concentration for learning. This results in pupils becoming confident and resilient in believing, rightly, that they can overcome barriers to their learning. These learning traits are further boosted by their knowledge that the proprietor, senior team and staff are always very interested in their success.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils show respect for non-material and spiritual aspects of life. They appreciate how the personal challenges that they and their friends have faced have had a profound effect on what they consider important in life. This leads them to be very respectful of the feelings and perceptions of others. In art, younger pupils were thoughtfully studying the works by different twentieth century artists, including Chris Burden's sculpture: *Medusa's Head* and Andy Warhol's famous pop art canvass: *Campbell's Soup Cans*. They reflected perceptively on the various techniques deployed and considered what was in the artist's mind when creating their works of art. During the inspection, pupils handling the school's two guinea pigs and therapy dog, commented that the relaxed and friendly nature of the animals made them feel calm and happy. Throughout the day, pupils reflect usefully on their feelings and emotions. In discussion about spiritual issues, pupils stated that they value highly the natural world. For example, they commented that when the sun shines everyone is happier, has more energy and it acts as an anti-depressant. Pupils recognise that learning can be tiring and demanding. They regularly use what they term 'mindfulness' techniques to help them to restore and refocus their concentration so that they can return to their learning invigorated.
- 3.15 Pupils develop a mature appreciation of diversity and cultures other than their own. For example, during Global Studies Week, pupils thoroughly enjoyed and gained much insight while studying a Gamelan (an Indonesian percussion ensemble). Pupils learned that gamelan music is considered sacred and believed to have supernatural powers, with certain people believing that the instruments are guided by spirits. Pupils learn to appreciate British culture by reading, seeing and hearing literature, art and music. During group discussions with inspectors about what pupils termed the nine characteristics that make us special, pupils demonstrated that they are extremely tolerant of each other's differences. They are respectful of diversity within the community and prepared to have open discussions about disability, ethnicity, gender, sexuality and religion. Most parents who responded to the questionnaire agreed that the school actively promotes values of democracy, respect and tolerance of other people. Inspection evidence supports this view. In a class discussion about *An Inspector Calls*, older pupils examined the long-standing association between women and prostitution. Their analysis showed how a strong appreciation of how women were discriminated against by forcing them into dangerous social situations and restricting their career aspirations and financial independence. They also noted that the author, writing in 1945, did not want the world to look like it did in 1912 (the year in which the novel is set) and that he showed considerable support for the equality of women.
- 3.16 Pupils have a keen understanding of road safety and how to stay safe online. They know not to give out personal details and to tell a trusted adult if they receive communication from people they do not know or unkind or bullying messages. All pupils who responded to the questionnaire stated that they know how to stay safe online. The proprietor and senior leaders ensure that pupils' care and safety are given a high priority. In discussion, pupils demonstrated excellent awareness with regards to adolescence, including, consent, social boundaries and keeping safe in personal relationships. They also commented that they received excellent support for their mental health when they were feeling down or anxious. Pupils demonstrated excellent empathy and understanding that problems in mental health can affect anyone at any time in their lives. They also know that, as part of leading a healthy active lifestyle, it is important to get enough sleep and regular exercise.
- 3.17 Pupils develop excellent levels of self-knowledge and self-assurance because the school helps them to feel valued as individuals. Pupils are enabled to control their reactions to situations and learn to maintain an emotional balance in their daily lives. They benefit from staff who help them to understand, interpret and regulate their feelings. Within and beyond the classroom, pupils approach tasks with perseverance, even when they appear to be difficult. Pupils learn how to act decisively and make sensible decisions when faced with physical or mental challenges, such as when completing tasks for external examinations. Across the school, pupils develop a variety of strategies to help them

to learn and develop self-confidence. In the questionnaire, the vast majority of parents agreed that the school encourages their children to be more self-assured and independent. Inspection evidence supports this view.

- 3.18 Most pupils are able to make positive decisions that have enabled them to attend school regularly, manage their behaviour and enjoy school life. They understand that key choices made in school will affect their future lives. For example, in interviews with inspectors, older pupils stated that they had received helpful advice in preparing their applications to college. Most parents and pupils who responded to the questionnaire agreed that the school offers helpful advice about subject choices and careers. In lessons, pupils make informed decisions as to which option to choose in their project work from those available, including their recent work on dinosaurs.
- 3.19 Pupils' social awareness and ability to work well with others improves steadily as they move through the school. They readily respond to the school's teaching and nurturing approach which fosters effective social communication. This in turn underpins their ability to solve problems and achieve common goals, such as managing money in a local youth cafe. The strong progress that pupils make in gaining confidence in social settings enables them to work with others, both within the school and beyond. Pupils demonstrate good levels of social development which reflect the school's aims and ethos, showing awareness of social responsibilities beyond home and school. For example, in discussion, pupils showed a good understanding of, and appreciation for, the care of animals. They also have conducted litter picks in the local community and raised funds for those people affected by the conflict in Ukraine. Involvement in these community activities helps pupils to develop empathy with others, particularly those less fortunate than themselves. At present, pupils do not have many opportunities to take on posts of responsibility within the school and so develop their own leadership skills further. In discussion with inspectors, pupils stated that they would welcome the opportunity to take on such roles and that they are keen to work more collaboratively with their peers for the common good.
- 3.20 Pupils contribute to and maintain a family-friendly, well-behaved environment. They are highly respectful and courteous towards staff and their peers and develop very effective strategies to manage their own behaviour. For example, pupils know to go for a short break to relax, meditate and then return to the class if they are struggling with their emotions. They learn how to regulate their feelings so that they can maintain emotional balance in their daily lives. Most parents who responded to the questionnaire agreed that the school actively promotes good behaviour. Inspection evidence supports this view and shows that pupils have a strong awareness of right and wrong. Pupils feel safe and unkindness and bullying among pupils is almost unknown. Behaviour logs and discussion with pupils confirm that bullying is extremely rare. This is because pupils demonstrate excellent understanding about the causes and effects of bullying.

4. Inspection Evidence

- 4.1 The inspectors observed lessons, had discussions with pupils and examined samples of pupils' work. They held discussions with members of staff, including the proprietor, and observed tutor times. Inspectors visited 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

Mr David Scott	Reporting inspector
Mr Edward Tolcher	Compliance team inspector (Foundation bursar, HMC school)
Mr Mike Crossley	Team inspector (Former headteacher, IAPS school)
Mrs Diane Durrant	Team inspector (Former deputy head, SofH school)