



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Report

Pattison

March 2023

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School's Details

School	Pattison			
DfE number	331/6011			
Address	Pattison 86–90 Binley Road Coventry West Midlands CV3 1FQ			
Telephone number	02476 455031			
Email address	office@pattisons.co.uk			
Head	Mr Graeme Delaney			
Chair of governors	Mrs Viviane Thompson			
Proprietor	Chatsworth Schools			
Age range	3 to 16			
Number of pupils on roll	148			
	EYFS	38	Prep	39
	Seniors	71		
Inspection dates	21 to 23 March 2023			

1. Background Information

About the school

- 1.1 Pattison is an independent, co-educational day school. The school was acquired in May 2019 by Chatsworth Schools, a company which provides the four members of the governing body. It is organised as follows: an Early Years Foundation Stage (EYFS); a prep department for Years 1 to 6; and a senior school for Years 7 to 11. It was established as a Christian foundation in 1949 for pupils wishing to make a career in the theatre. Since then, it has broadened into a school which aims to provide an academic curriculum, alongside opportunities to develop creative and performing talents through music, art, dance and drama.

What the school seeks to do

- 1.2 The school seeks to challenge pupils creatively, physically and emotionally. It also seeks to ensure that pupils reach their academic and social potential by providing exciting and valuable learning experiences in a happy, safe and secure environment. The aim is to encourage them to develop into confident, caring and successful young people. Respect, good manners, discipline and concern for others underpin the school's ethos, so that all members of the community are valued equally whatever their skills, talents, interests, abilities and backgrounds.

About the pupils

- 1.3 Pupils come from a range of professional and business backgrounds in the Coventry area, and reflect the area's cultural, ethnic and economic diversity. Data from standardised tests indicate that their ability profile is in line with the average for those taking similar tests nationally. The school has identified 24 pupils as having special educational needs and/or disabilities (SEND), which include attention deficits and processing difficulties. Two pupils have an education, health and care (EHC) plan, and receive additional specialist support. English is an additional language (EAL) for 39 pupils, of whom 11 receive additional support.

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. 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, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. 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](#), [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, and 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 In the prep school, 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 senior 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' achievements are good in academic subjects, and excellent in performing arts.
- Pupils have good communication skills in reading and writing, and excellent skills in speaking and listening.
- Pupils' skills in digital technology are effective overall, although limited in certain areas.
- Pupils have excellent attitudes to work and behave in a way that supports learning.
- Pupils display excellent levels of initiative and independence in performance and creative arts, but this is less true in academic work.

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

- Pupils have high levels of self-confidence, self-discipline and organisational skills, and they know how to improve their work.
- Pupils have a highly developed moral sense and recognise the difference between acceptable and unacceptable behaviour.
- Pupils have a strong commitment to serving others in school and in the wider community.
- Pupils are normally accepting of differences in others although in rare cases they do not behave consistently in line with the school's expectations.
- Pupils have an excellent understanding of how to be mentally and physically healthy, and they know how to stay safe online.

Recommendations

3.3 The school is advised to make the following improvements.

- Enable pupils to develop greater initiative and independence as learners.
- Ensure that pupils have access to a wide range of digital resources to enhance their learning.
- Ensure that pupils treat one another consistently in line with the school's aim to value all members of the community equally.

The quality of the pupils' academic and other achievements

- 3.4 The quality of the pupils' academic and other achievements is good.
- 3.5 Pupils achieve results in examinations which indicate good progress and attainment overall. Data indicate that pupils during their time in the prep school make good progress, and excellent progress in the Early Years Foundation Stage (EYFS). In the senior school pupils in 2022 achieved GCSE results which indicate good progress from their starting points. The numbers of candidates are too small for meaningful comparison to be made with national averages. These outcomes are similar to the teacher- and centre-assessed grades awarded in 2020 and 2021. Observation of lessons, scrutiny of pupils' work, and discussion with pupils and staff confirm that pupils at all ages make good progress and achieve well. The creative and performance development of the pupils, to which the school attaches importance, is excellent. In LAMDA and the International Dance Teachers' Association (IDTA) examinations pupils achieve distinction in the large majority of cases, and the remainder almost invariably merit. Almost all parents who responded to the pre-inspection questionnaire agreed that teaching at the school enables their child to make progress. Similarly, almost all pupils indicated by their responses that teachers are supportive, know their subjects well, and know how to help their pupils learn effectively. Small class sizes and individual attention create a productive academic environment. The governors of the school have made it a policy not to select pupils for admission on the basis of academic potential, but rather on whether the school can make a difference in the pupils' life, whatever their skills, talents, interests, abilities and backgrounds.
- 3.6 Children in the EYFS have an excellent grounding across the curriculum and key areas of learning. They make strong progress in response to effectively planned teaching and a well-resourced learning space. Older pupils in the prep school show imagination and enterprise because their ideas and initiatives are encouraged. Feedback in a Year 5 English lesson, for example, has inspired the design and production of a range of stationery packs. In the senior school, pupils develop good knowledge, skills and understanding in linguistic, mathematical, scientific, human and physical subjects. In the creative and expressive arts, they exhibit high skill levels, as observed in a Year 7 art lesson, where pupils produced high-quality pencil and watercolour sketches. Pupils preparing for dance and choral performances showed exceptional levels of skill and knowledge. Their questions over syncopation and timings indicate a sophisticated sense of what was required, and a taste for identifying the details that would elevate their performance.
- 3.7 Pupils in the prep school are highly effective communicators. In the EYFS setting, children talk, sing and read about a wide range of topics. Reception pupils, for example, described their feelings on a Spring walk, commenting on the weather and the sounds around them. A common feature of lessons is a spirit of openness and encouragement to speak, move, act and recite. Pupils sang with sensitivity and energy in an assembly looking ahead to the Easter Parade. Likewise, pupils in the senior school were self-possessed and fluent while preparing for an evening performance and in a rehearsal of LAMDA examination material. Pupils habitually listen attentively to others in lessons and informal settings, responding sensitively to their contributions and building on their suggestions.
- 3.8 Pupils throughout the school have good numerical skills, which they apply suitably to other subjects across the curriculum. In Years 1 and 2, for instance, children used bead counting cords to generate random two-digit numbers and were then able to read three-digit numbers by applying the same principles. They learn securely and rapidly through practical manipulation and mastery techniques.
- 3.9 Prep school pupils have appropriate skills and knowledge in information and communication technology (ICT) and use them effectively across the curriculum. They used applications successfully to enhance their understanding of mental health in a personal, social, health and economic education (PSHEE) lesson. They handle block-coding confidently, and they enhance the visual aspect of their work successfully using presentation tools. In the senior school, pupils are competent in accessing information from the internet. They use presentation software to construct and deliver presentations, as seen in a GCSE English lesson on the role of the supernatural in the time of Shakespeare. Pupils'

skills in other affiliated areas, such as web design and coding are less well developed, primarily because of limited opportunity.

- 3.10 Pupils' study skills develop well in the EYFS, as they learn, for instance, to associate sounds and letters with songs and rhymes. Pupils in Years 5 and 6 displayed advanced research techniques and used collaborative tools to share a document and critique each other's work. They make effective use of the learning and organisational tools they need to progress. In discussion, they indicated that they were encouraged to take initiative over their learning and think about how to improve their work. This has not yet led to deeper level analysis and thinking skills. In the senior school, pupils' ability to synthesise information within a subject is good. In a Year 7 science lesson, pupils made excellent links between the impact of drugs on the body and the role of certain organs. In a Year 11 English lesson, pupils drew together evidence from different sources. They then used it successfully to explain the development of the character of Macbeth.
- 3.11 Pupils' achievements beyond the classroom are chiefly in performing arts, notably music, drama, dance and public speaking. They have won individual and collective awards for dance and choreography at local, national and international level in the recent past, and LAMDA and IDTA results are outstanding. Distinctions are also commonplace in ABRSM music examinations. Membership of the Chatsworth group of schools is enabling the creation of some inter-school sports fixtures. Most pupils take advantage of the extended school day to fulfil the school's requirement that all participate in a minimum of three co-curricular activities each week. This enriches their experience of school and broadens their range of achievements.
- 3.12 Prep school pupils work purposefully and positively. They work successfully in pairs and in groups, where the spirit of cooperation is strong. They share their ideas and initiative generously. Dance pupils, rehearsing for a school production, rapidly assimilated steps and sequences, offered insightful adjustments to partners and developed their own ideas for their rendition of *Rockin' Robin*. In the EYFS, children respond extremely well to self-directed collaborative tasks. Attitudes to learning are also excellent in the senior school. Pupils are keen to do their best, and they work hard to organise and balance their academic and vocational studies in a busy week full of extended school days. Behaviour is, with very few exceptions, supportive of learning and thrives on supportive teaching in small classes. In lessons, pupils have limited opportunities to show the same kind of initiative and independence that they show in other spheres of their school life.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils in the prep school discover their own identities, encouraged by the close attention they receive from their teachers and the nurturing environment. They show notable perseverance and capacity for thinking about how well they are doing and how they can improve their work. Pupils speak of lessons as an opportunity to learn. By the time they reach the senior school, they display high levels of self-confidence and self-direction. They understand that their progress is something over which they have control. They take account of advice in written reports on both academic and vocational activities, where guidance is clear and constructive about areas for development. Much of this confidence, which most pupils have in abundance, derives from the habit of performing in public.
- 3.15 Throughout the school, pupils take opportunities to make decisions, accept responsibility for them, and receive feedback on how wise they are. In a Year 5 and 6 PSHEE lesson, pupils demonstrated an extremely well-developed understanding of how their mental health might affect their decisions, and what the consequences might be. Pupils commonly made well-judged independent choices in lessons over starting activities, and how to record outcomes. They commented on how helpful it was to choose their own approach to learning where possible. Pupils in the senior school have acquired excellent habits in choosing how to balance their commitments to different elements of school life. They understand that organising their time effectively underpins their success. They also make shrewd

and well-informed choices about the options available to them when they leave the school. A small minority of pupils who responded to the survey did not agree that the school listens to them on school matters. Inspectors found, however, that the school council is effective and that the school listens and responds appropriately. As a result of consultation, for example, trousers and skirts are now equally acceptable as part of the school uniform.

- 3.16 Pupils throughout the school have a strong appreciation of the non-material aspects of life. They see themselves as much more than their academic successes. A typical comment was 'I like sitting in the sunshine with my cat'. They say in discussion that they can discuss their personal interests and think about the things that matter to them because they have open and friendly relationships with their teachers. They care deeply about the environment and how they can improve the school. As a result, they have independently created a gardening activity, and so made a difference to their surroundings in a short time. Similarly, they showed high levels of interest and excitement at the release of tadpoles into the school pond. Through musical, artistic, dramatic and dance performances, they celebrate the creative and cultural dimension of their lives daily. Through this, they develop a sense of belonging to something bigger than themselves, such as a band, choir or cast of a play.
- 3.17 Pupils have a highly developed sense of morality, and they are quick to express disappointment if their life in school does not match up to their expectations. They accept that this sometimes happens, and they feel that problems are discussed and managed effectively by the school when they raise them. They argue cogently for the need for a system of rules to promote a harmonious community and see rewards and sanctions as an indispensable part of that. They agree with the school's approach which rewards positive contributions to the lives of others, such as holding open a door, or making someone smile when they have been sad. In the survey, almost all the pupils who responded said that the school has high expectations of their behaviour. However, a minority of pupils did not agree that the school addresses poor behaviour, including bullying, fairly and effectively. A minority said that the school does not make things better when they go wrong. In discussion, pupils said that they recognise that the school uses sanctions rarely, and with the best interests of the pupil in mind. They accept that this may appear inconsistent or unfair. Records show that the school ensures that pupils are well educated about the school's values. These state that all are valued equally, regardless of their backgrounds or abilities.
- 3.18 Pupils have excellent social skills, in accordance with the school's aim to develop them into confident, caring people. Respect, good manners, discipline and concern for others underpin the school's values. In this regard, the school is highly successful. In a rehearsal of a dance routine, the high-quality outcomes were enhanced by the outstanding teamwork and constructive criticism the pupils shared freely. They are aware of the benefits of collaboration in creative activities, and they work productively together in academic contexts too. A quiz in a senior lesson was a good learning experience, for example, because of animated discussion of the possible answers. Almost all parents who responded to the questionnaire agreed that the school develops strong social skills and teamwork in their children. A small minority of the pupils who responded did not agree that pupils treat one another with kindness and respect. Inspectors found that although kindness and respect are the norm, there are some rare exceptions to this, with which the school deals appropriately. A very small minority suggested that the school does not promote positive relationships and friendships. In discussion, pupils indicated that they did not think that this is the school's role, and that no criticism of the school was intended.
- 3.19 Pupils are fully committed to serving the school community. In this respect, they do excellent work through formal posts of responsibility and in small ways in their day-to-day lives. Senior school pupils eat lunch with prep school pupils, organise gardening activities, or sit on the school council. Year 10 pupils showed striking initiative in organising a drawing competition for younger pupils in aid of a charity for disabled children. Older pupils in the prep school are planning an assembly on littering. This is a small part of the pupils' commitment to sustainability and the environment, which is finding further expression through interacting with other schools in the Chatsworth group. Pupils also have a

commitment to the wider community. They sell vegan sweets or organise a non-uniform day to raise funds for earthquake victims, for instance. As well as fundraising, they give of their time and expertise when packing bags at a food store or taking part in a tap-dance marathon for a children's charity.

- 3.20 In the prep school, pupils have an outstanding level of cultural awareness. They know that the pupil body is highly diverse, and the classroom walls have culturally sensitive displays about world religions. The PSHEE programme is instrumental in informing pupils' understanding, and it is supplemented effectively by assemblies, and less formal moments. For example, a pupil had prepared a short presentation for his peers on the significance of Ramadan as it begins. In the senior school, pupils value their differences, making presentations recently on women's experiences in Islamic societies, or the impact of black culture on British society. Pupils have instigated a Culture Day based around national dress, as a further opportunity to explore the variety of their cultural roots. Almost all parents who responded to the questionnaire agreed that the school actively promotes fundamental values such as tolerance.
- 3.21 From the earliest days in the EYFS, where children explore movement and yoga, pupils begin to understand their own mental health. Pupils of all ages have a highly developed awareness of how important this is for their overall wellbeing. Pupils responded sensitively to an assembly inviting them to reflect on where they felt happiest, and they are comfortable expressing and discussing their feelings. Inspectors found that the school fulfils its stated aim to create a happy, safe and secure environment. It has appointed and trained staff to oversee this, and created a wellbeing room for all to use, with associated lunch time activities, which pupils value highly. Almost all pupils in the questionnaire said that the school is a safe place, and that they have learned how to stay safe, including online. A very small minority of those who responded to the questionnaire said there was no adult to whom they could go if they felt unhappy or unsafe. In discussion, pupils without exception could think of numerous sources of support in school and said they had responded in this way because they would talk to their parents or carers first. Pupils have an excellent awareness of how to look after their physical health, and they are well-informed about nutrition and exercise.

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 and with a group of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings and assemblies. Inspectors visited 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

Mr Bill Burn	Reporting inspector
Mrs Nicola Miller	Compliance team inspector (Chief Operations Officer, HMC school)
Dr Richard Brookes	Team inspector (Head, HMC school)
Mr Thomas Mylne	Team inspector (Former head, IAPS school)