ISI Independent Schools Inspectorate

School inspection report

24 to 26 February 2026

The Luccombe Hub

Unit 12

East Luccombe Farm

Milton Abbas

Blandford Forum

DT11 0BD

The Independent Schools Inspectorate is appointed by the Department for Education to inspect association independent schools in England. Our inspections report on the extent to which the statutory Independent School Standards and other applicable regulatory requirements are met, collectively referred to in this report as 'the Standards'.

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Summary of inspection findings

1. The proprietor and leaders have successfully created a centre of learning where the focus is on the wellbeing of pupils and continually meeting their personal, social, emotional and academic needs. The consistent implementation of relational, trauma-informed practice incorporates creative and play-based activities, a therapeutic farm, outdoor education and equine studies. Working with a wide range of animals including horses, pigs, hens, goats, sheep and alpacas supports all pupils extremely well in building the trust, confidence, self-esteem and emotional resilience needed to engage positively in learning. The school's individually tailored and highly effective approach to personal development and learning is a significant strength of the school.

2. Through the demonstration and promotion of consistent, unconditional respect, staff support pupils to understand and manage their behaviour and emotions, improve their attendance, access a broad curriculum and make good progress from their starting points. As a result, the vast majority of pupils follow a learning pathway that prepares them well for attaining qualifications, progressing to further education and the world of work.

3. The curriculum is broad, creative, practical and closely aligned to pupils' stages of development, needs and interests. All of the required areas of learning are covered through carefully planned, integrated projects. The needs of pupils are evaluated comprehensively on entry to the school. The procedures for managing education and health care plans (EHC plans) are thorough and suitable. Pupils and parents contribute to targets that are set in the EHC plans so that they are meaningful to the individual pupils and incorporated into a comprehensive provision plan. Individual pupils' progress is monitored effectively, enabling teaching to be adapted to meet pupils' needs, ensuring that they make progress at an ambitious yet appropriate pace. A flexible range of accreditation pathways enables all pupils to experience success, including in GCSEs for some. Teaching enables pupils to demonstrate highly positive attitudes to learning, taking pride in their achievements and engaging with increasing confidence, perseverance and ownership. Co-curricular activities such as animal care, eco-initiatives and high-quality craft work further enrich their experience.

4. Pupils' spiritual awareness is nurtured through the caring ethos of the school and the deep bonds that pupils form with the animals. Personal, social, health and economic education (PSHE) and relationships and sex education (RSE) are well planned and adapted to pupils' individual needs. Pupils are well supported in understanding the changes they will experience as they grow and develop and how to keep themselves healthy and safe. Through engaging in a wide range of practical skills and caring for the animals, pupils develop the physical balance, strength and co-ordination needed for effective learning. Staff employ a consistently positive approach to behaviour management that encourages pupils to reflect on behaviour and find resolutions when there are any disagreements. This enables pupils to develop effective self-regulation, respect for themselves and for others. This fosters a calm, friendly, caring and purposeful ethos across the school.

5. Attendance and admission registers meet statutory requirements. However, during the inspection, the timings for morning and afternoon registration were clarified and an error in the use of absence codes needed to be corrected. Prompt and caring support from staff means that many pupils previously unable to attend school now attend regularly and enjoy their learning. The premises are maintained to a high standard, with vigilant attention to health and safety, fire procedures, first aid and the secure administration of medicines.

6. Staff consistently apply a trauma-informed approach, which means that interactions are sensitive to pupils' past experiences, promoting trust and emotional wellbeing. A culture of unconditional respect, inclusion and understanding of diversity underpins daily life. Pupils develop a practical understanding of British values. They contribute positively to the school and wider community through events and enterprise activities. A rich programme of creative workshops broadens pupils' experiences. High-quality careers education provides personalised guidance and meaningful work experience prepares pupils well for their next steps and life in modern British society.

7. A secure safeguarding culture permeates all aspects of the school, including the alternative provision. Pupils benefit from comprehensive pastoral and mental health support and can readily identify trusted adults they feel safe approaching. Staff receive suitable training that enables them to act confidently and appropriately when concerns arise. They know pupils and their families extremely well and work effectively with external agencies, responding quickly to emerging issues. Safeguarding records are detailed, securely maintained and used well to monitor patterns and evaluate the impact of actions. When appropriate, the safeguarding team makes referrals to the local authority without delay. However, when the inspection commenced, the role of designated safeguarding lead (DSL) in the main school, rested with the proprietor. The school amended this during the inspection. In line with statutory guidance, a deputy safeguarding lead from the main school has now assumed the role of DSL so that responsibility for this role no longer rests with the proprietor.

8. Safer recruitment checks are implemented rigorously. However, the oversight by those responsible for governance and leadership is not always as effective as possible. It has not ensured that the single central record of appointments (SCR) has always been maintained consistently accurately. Leaders identified recent inaccuracies in the SCR and gaps in supporting documentation during a recent review before the inspection commenced. Leaders have now revised the SCR so that it is maintained accurately with well-organised supporting documentation.

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The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance are met.
- Standards relating to the quality of education, training and recreation are met.
- Standards relating to pupils' physical and mental health and emotional wellbeing are met.
- Standards relating to pupils' social and economic education and contribution to society are met.
- Standards relating to safeguarding are met.

Recommended next steps

The proprietor should:

- strengthen oversight by those responsible for governance and leadership so that all of the Standards are met consistently effectively
- ensure that the designated safeguarding lead is consistently independent of the proprietor in the main school and in the alternative provision
- ensure that recruitment checks are consistently recorded accurately on the single central record of appointments and supported by the appropriate documentation
- ensure that the time periods for morning and afternoon registration are clear and that the correct codes are used consistently.

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Section 1: Leadership and management, and governance

9. The proprietor has an ambitious vision for the school, providing clear direction and extensive support for leaders and all staff so that they can uphold the school's aim of creating a nurturing and safe learning community, in which every pupil can thrive.

10. Many pupils arrive at the school with disrupted educational histories, gaps in their learning and low self-esteem. Leaders consistently ensure that staff implement a trauma-informed approach that uses calm, respectful, predictable and well-pitched interactions that take account of pupils' past experiences and potential triggers. As a result, pupils' emotional development, communication and social skills are actively and effectively nurtured, and an environment pervades that is consistently calm, caring, predictable and highly supportive of learning.

11. Leaders ensure that the curriculum is broad, enriched and ambitious and that it is continually adapted to meet the needs and interests of the pupils. A rich programme of creative workshops and activities reflects leaders' commitment to widening pupils' horizons and raising aspirations. Leaders maintain extensive partnerships with the community and external providers to support pupils in exploring future pathways and preparing confidently for their next steps.

12. The proprietor is supported in evaluating how well the school meets the Standards by dedicated advisory governors who provide additional scrutiny, challenge and guidance. Appropriate training is in place to help enable the proprietor and advisory governors to ensure that leaders apply good skills and knowledge and fulfil their responsibilities. However, the oversight provided by the proprietor is not always as effective as possible. Suitable action was taken during the inspection to address issues relating to the timings of pupils' registration, the accuracy and completeness of the SCR, the storage of supporting evidence of recruitment checks and the proprietor's designation as the DSL in the main school.

13. Leaders liaise effectively with other agencies, including safeguarding partners, to ensure that pupils' needs are well supported. They communicate appropriately with the local authority regarding reviews and the use of funds for pupils who have an EHC plan. Leaders also inform the local authority appropriately of any pupils who leave or join the school at non-standard transition times.

14. Leaders ensure that appropriate risk assessments are in place, including for safeguarding. Potential hazards are identified, evaluated and mitigated promptly. Risk assessments are regularly and systematically reviewed. They are clearly documented and adapted to reflect changing circumstances, including those of individual pupils.

15. The school implements a suitable accessibility plan that identifies physical, curricular and communication barriers that may limit pupils' access to learning. Adjustments to teaching and improvements to the learning environment are reviewed regularly and implemented effectively in day-to-day practice. The school fulfils its duties under the Equality Act 2010.

16. Parents have access to a wide range of information through the school's comprehensive website, online portal and extensive newsletters. All of the required policies and information are published on the school's website. Parents are well informed regarding their child's progress and attainment. They receive termly reports and can access their child's assessments at any time on the parent portal.

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17. The school has a suitable complaints policy that is implemented consistently. Leaders respond promptly to any concerns raised by parents and pupils. The number of formal complaints received for the previous year is made available as required. Records are kept appropriately, including of any action taken and the outcomes of the complaint.

The extent to which the school meets Standards relating to leadership and management, and governance

18. All the relevant Standards are met.

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Section 2: Quality of education, training and recreation

19. The curriculum is based on the national curriculum and examination requirements, where appropriate. It is practical, creative and aligned to the development, needs and interests of individual pupils. Detailed cross-curricular projects enable pupils to link different subjects and access all required areas of learning, including English, mathematics, science, technology, humanities, and the performing and creative arts. For example, when studying the medieval period, pupils make herbal remedies and study poetry through Dante's *Inferno*. In science, when pupils dissect owl pellets, they discover they can work out what the owl had been eating by identifying the bones inside.

20. Staff plan responsively by incorporating pupils' interests into their planning so that learning is highly purposeful and hands-on. For example, pupils explore electrical circuits by renovating real traffic lights. They develop design, engineering and mathematical skills when building an electric car. They also enhance their understanding of biology and environmental science through growing produce in the allotment and caring for farm animals, and they apply food technology knowledge and skills when preparing meals for community dining. These integrated experiences enable pupils to make meaningful connections across subjects, build confidence through real-world application of their knowledge and develop a secure understanding of key concepts.

21. Leaders demonstrate a clear understanding of the school's responsibilities in relation to pupils' EHC plans. Staff, pupils and parents contribute meaningfully to the review process. This ensures that targets are purposeful and relevant to pupils' academic and personal development. Targets are integrated effectively into pupils' personal plans and implemented consistently effectively across the curriculum.

22. Staff focus on pupils building trusting relationships, particularly with their teachers, known as facilitators. Facilitators act as ambitious advocates for their learners, combining high expectations with warm, supportive relationships. Through carefully structured teaching, personalised targets, sensitive and constructive feedback, pupils feel secure, understood and valued from the moment they start at the school. Consequently, they re-engage with learning quickly and begin to participate with increasing independence and motivation.

23. Teaching focuses on increasing pupils' capacity to process and remember information. Facilitators use clear explanations and visual prompts to support pupils in understanding what is expected of them. Learning is broken down into manageable, well-sequenced steps, enabling pupils to access new content with increasing confidence. A wide range of strategies are used appropriately and effectively to support learning. These include, for example, providing physical breaks, engagement with the animals, modelling the thinking process, writing frames that enable pupils to structure their responses, guided practice that allows pupils to rehearse skills with adult support, and structured checklists that clarify the steps needed to complete tasks successfully. These approaches mean that pupils are not overwhelmed by complex concepts and can build their knowledge, skills and understanding cumulatively.

24. Throughout the school, there is a consistent emphasis on developing pupils' speaking, listening, literacy and numeracy skills. Staff model accurate and extensive vocabulary and provide structured opportunities for pupils to practise speaking and listening through discussion, collaborative tasks and project-based learning. Phonics is taught systematically, enabling pupils to secure the key skills

needed for decoding, spelling and reading with increasing accuracy and confidence. Literacy skills are enhanced further through carefully chosen texts, explicit vocabulary instruction and regular opportunities for reading and writing linked to pupils' interests and real-life experiences. Numeracy is developed through practical, meaningful activities such as measuring, weighing, budgeting and problem-solving, helping pupils understand mathematical concepts in contexts that make sense to them. This integrated approach ensures pupils build essential literacy and numeracy skills that support their progress across all areas of the curriculum.

25. Facilitators use assessment information effectively to identify pupils' starting points, anticipate barriers to learning and shape sequences of lessons that build knowledge and skills cumulatively. Progress is monitored closely through ongoing assessment and regular review of individual plans. Consequently, teaching is responsive to pupils' needs, gaps in knowledge are addressed promptly and pupils continue to progress in ways that are both ambitious and appropriate to their needs. Pupils are sensitively guided towards appropriate accreditation pathways that reflect their individual needs, interests and aspirations. These include unit awards across core academic subjects, life skills, employability, outdoor learning, and creative disciplines, functional skills, GCSE and IGCSE qualifications. The breadth and flexibility of these pathways enable all pupils to experience success, make good progress from their starting points and have their achievements recognised, with some attaining high grades at GCSE.

26. Pupils take much pride in their achievements. They engage in tasks with growing confidence, perseverance and ownership. Their work shows that they are increasingly willing to attempt new challenges, sustain effort and refine their outcomes. A varied programme of co-curricular activities is embedded within the school day, including animal care, eco-initiatives and high-quality craft work such as woodworking, knitting, candle making, pottery and stone masonry. These experiences cultivate a culture in which pupils approach learning with enthusiasm, responsibility and a desire to do well.

27. Staff make effective use of every interaction as a learning opportunity, reinforcing pupils' skills, independence and self-belief. Their combined focus on academic achievement and personal development prepares pupils well for progression to further education and their future lives.

The extent to which the school meets Standards relating to the quality of education, training and recreation

28. All the relevant Standards are met.

Section 3: Pupils' physical and mental health and emotional wellbeing

29. Leaders take much care to provide an environment where the colours, fabrics and textures promote calmness, curiosity and a sense of emotional wellbeing. For example, instead of going into a classroom through a door, pupils go through a 'wardrobe' to study English in Narnia. This sparks curiosity, captures their imagination and enhances their engagement in learning.

30. The school provides a detailed and well-structured programme for pupils' personal development. PSHE and RSE are embedded as core elements of the curriculum and are meticulously planned so that knowledge and skills build in a clear and coherent sequence. Parents are suitably informed about the content of the RSE programme and are made aware of their right to withdraw their child from specific elements where this applies. The curriculum is highly effective in supporting pupils' understanding of the emotional and physical changes associated with puberty and actively promotes the development of respect and responsible decision-making. Staff adapt content, language and activities with sensitivity, so that pupils value their learning and can engage meaningfully with topics such as developing healthy relationships, personal boundaries and consent.

31. Pupils develop an awareness of different spiritual perspectives and practices through the study of world religions. They are encouraged to reflect on who they are, how they feel and how they relate to the wider world. Regular interaction with horses and other animals provides meaningful opportunities for pupils to practise patience, calmness and emotional regulation. Pupils show a deep appreciation of the non-material aspects of life through the bonds they form with the animals and their engagement with nature and outdoor learning.

32. Pupils learn how to keep themselves healthy and safe, including online. They develop their independence, confidence and self-esteem through learning practical skills such as cooking, managing their personal hygiene and looking after their belongings, including using the washing machine independently. Their physical development is enhanced through an inclusive programme of animal care, farm-based tasks and outdoor learning. All pupils engage in a wide range of activities that develop the balance, co-ordination, fine and gross motor skills needed for physical fitness and effective learning.

33. Behaviour is guided by a clear and consistently implemented behaviour and anti-bullying policy. Pupils are supported to understand, regulate and manage their emotions and behaviour effectively. Detailed monitoring of pupils throughout the day by their facilitators enables the identification of any emerging patterns of behaviour and the planning of timely support. Effective teamwork and continuous communication ensure that strategies for behaviour management, regulation and personal development are applied consistently.

34. Purposeful and engaged supervision by all staff contribute substantially to pupils' sense of safety and belonging. Staff are consistently present and actively involved with pupils throughout the day. They model respectful and courteous behaviour that pupils reflect in their interactions with others.

35. Admission and attendance registers are maintained in line with statutory requirements. However, during the inspection, the timings for morning and afternoon registration needed to be clarified and an error in the coding of an absence was corrected. A senior leader monitors attendance closely and diligently follows up any absences each day. Immediate action is taken to support pupils and their

families if a pupil is unable to attend school. Through this proactive and caring approach, pupils who have experienced long periods of absence are now attending school regularly and, overall, pupils' attendance is in line with national averages.

36. The proprietor and leaders ensure that the required health and safety checks are carried out appropriately and that action is taken without delay, when required. The school's premises are maintained to a high standard, providing a suitable and well-organised environment for pupils and the wide range of animals that are cared for as part of the school's provision. Staff receive regular health and safety training and are highly alert to any circumstances that may pose a risk to pupils, animals or the wider community. Maintenance requirements are logged meticulously and prioritised so that immediate action is taken where required.

37. Each site includes suitable first aid facilities. Medicines are stored securely and administered in line with the school's policy. Records relating to accidents and the administration of medicine are maintained accurately.

38. Fire procedures are displayed clearly across all areas. Trained fire marshals and regular fire drills ensure that staff and pupils implement the required evacuation procedures confidently. Pupils learn to follow specific safety routines when working with horses and other animals, such as wearing appropriate protective equipment, maintaining clean and hazard-free environments and carrying out daily welfare checks under supervision. These experiences enhance pupils' understanding of risk awareness and the responsibilities involved in caring for living creatures.

The extent to which the school meets Standards relating to pupils' physical and mental health and emotional wellbeing

39. All the relevant Standards are met.

Section 4: Pupils' social and economic education and contribution to society

40. In line with the school's aims, leaders have integrated the 'Thrive' approach throughout the curriculum and the school day. 'Thrive' is a developmental, trauma-sensitive method developed to support pupils' social, emotional and mental health. Staff are highly trained to understand how stress, trauma and unmet needs may impact behaviour and learning.

41. Staff throughout the school use an online system effectively to assess pupils' developmental stage and their emotional needs, including those relating to trust, independence, emotional regulation and self-esteem. Patterns of behaviour that may indicate unmet needs, such as withdrawal, hypervigilance, controlling behaviour and emotional outbursts, are identified. Precise support is then implemented across all aspects of school life, including during lessons, breaktimes and when engaging in activities on the farm, in the forest and at the allotment.

42. Specific strategies used to support pupils include rhythmic games to support regulation, storytelling to explore emotions indirectly, turn-taking games to build trust and tolerance and role play to practise problem-solving and social skills. Staff focus on developing effective communication skills including clarity, vocabulary, turn-taking, facial expression, eye contact and body language. Interventions are continually reviewed to monitor progress and adjust strategies. Consequently, pupils become more able to understand and manage their emotions, resolve conflicts constructively, develop relationships and engage socially in a range of contexts.

43. An ethos of respect and inclusion permeates the school community. Pupils learn about people's diversity, including with regard to culture, religion, beliefs, gender and disability. Their understanding of respect, inclusion and equality is enhanced through the curriculum and PSHE, where they explore diverse customs, traditions and real-life experiences from around the world. Pupils feel they have a voice and are listened to by staff and by one another, contributing to a culture of trust and mutual respect.

44. Pupils demonstrate a practical understanding of British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance. Facilitators are diligent in presenting a balanced political perspective, supporting pupils in questioning sources, verifying facts and recognising bias. They use quotations from a range of people to consider universal values such as kindness, courage and co-operation. Pupils consider the difference between rights and responsibilities in relation to the United Nations Convention on the Rights of the Child (UNCRC). These values are reinforced through daily routines, collaborative decision-making, agreed rules for working with animals and respectful engagement with visitors who contribute to their learning.

45. Pupils contribute positively to the school, local and wider communities. For instance, the 'Luccombe Hub Fest' event includes live music, a dog show, stalls, barbeque and alpaca walking. The school's enterprise provision gives pupils authentic experiences of profit-making, stock management and sales, which develop pupils' financial literacy and practical life skills.

46. Leaders ensure that pupils' future pathways are considered carefully through a comprehensive PSHE curriculum and a range of workshops that broaden their aspirations and experiences. These include stone carving, weaving, felting wool from the school's alpacas, metalwork and pottery. Pupils receive individual careers guidance in line with national benchmarks. They are supported in gaining

appropriate qualifications and in visiting a range of colleges and providers to help plan their next steps. Pupils are well supported in finding out information about different pathways, asking questions, preparing applications and making presentations. Pupils also benefit from a wide range of work-related experiences such as placements at local equestrian yards and the Tank Museum.

47. Many pupils start at the school having experienced long periods of absence, gaps in their learning and low self-esteem. The consistent implementation of relational, trauma-informed practice, incorporating creative and play-based activities, a therapeutic farm, outdoor education and equine studies, supports all pupils in building the trust, confidence, self-esteem and emotional resilience needed to engage positively in learning and life. Pupils are well prepared for life in modern British society.

The extent to which the school meets Standards relating to pupils' social and economic education and contribution to society

48. All the relevant Standards are met.

Safeguarding

49. The school's safeguarding policy and procedures align with statutory guidance. Leaders promote and maintain a secure and well-embedded culture of safeguarding throughout the school.

50. Pupils benefit from comprehensive support for their mental wellbeing, closely linked to the school's pastoral provision and the 'Thrive' programme. This supports staff in identifying pupils' underlying emotional needs and in providing consistent interactions attuned to individual pupils' needs, which helps pupils to feel safe and able to share any worries or concerns. Pupils readily identify trusted adults, including their facilitators, whom they can approach for support. As a result of the consistent care and deep understanding shown by adults throughout the school, pupils state that they feel safe.

51. Staff know pupils and their families extremely well. They are alert to any changes in pupils' behaviour, including verbal and non-verbal indicators. Staff use a secure communication system appropriately to immediately share any emerging wellbeing or safeguarding concerns about the pupils they are with. This continual flow of information enables staff to respond to pupils promptly, maintain consistent support and ensure that any safeguarding concerns are identified, recorded and acted upon without delay.

52. The safeguarding team consists of a designated safeguarding lead (DSL) in the alternative provision and a DSL in the main school, with a number of deputy DSLs in both settings. During the inspection, a deputy safeguarding lead from the main school assumed the role of designated safeguarding lead in the main school in order to ensure that the proprietor no longer holds this responsibility, in accordance with statutory requirements. Members of the safeguarding team are suitably trained and have sufficient time to fulfil their responsibilities effectively. They work collaboratively and take full account of the contextual and additional needs of the pupils. Leaders have a secure understanding of local authority thresholds and work effectively with a range of external agencies, including social services, the police, and child and adolescent mental health services (CAMHS).

53. The proprietor, leaders, advisory governors and staff receive appropriate safeguarding training and regular updates. Induction for new staff is thorough and includes clear guidance on the school's safeguarding, behaviour and whistleblowing policies, the staff code of conduct and the procedures for contacting the safeguarding team. Staff are clear about the actions required in response to disclosures and in promoting pupils' wellbeing. They understand the importance of recognising and reporting low-level concerns relating to the behaviour of adults. Any such concerns are recorded and acted upon appropriately.

54. The school's safeguarding system is used to record all concerns about pupils. It has appropriate levels of security. Safeguarding records are detailed and precise, clearly outlining the rationale for decisions and how concerns have been followed up and resolved. Leaders make effective use of these records for monitoring, including identifying patterns of behaviour and evaluating the impact of actions taken.

55. Pupils are not permitted to use mobile phones when in school, which helps to reduce opportunities for inappropriate access or communication. Leaders take suitable action if there is inappropriate communication outside of school. The school implements a suitable internet filtering and monitoring system. Online activity is supervised appropriately so that harmful or unsuitable content is blocked.

These systems are tested regularly to confirm they are functioning effectively. Any instances of attempted or actual inappropriate access are addressed swiftly.

56. Pupils learn how to keep themselves safe, including online, particularly through PSHE. They develop an understanding of risks such as forming online friendships with unknown individuals and the nature and dangers of online bullying. Pupils are also taught where they can go safely within the school if they need time and space to regulate their emotions.

57. The school carries out all safer recruitment checks as required by current statutory guidance. However, a recent review prior to the inspection identified some inaccuracies in the recording of information on the SCR and some missing supporting documentation. Recently appointed staff have taken appropriate action to rectify these issues without delay. All subsequent appointments have had the required checks completed and recorded accurately, with comprehensive supporting documentation stored in well-organised staff files.

The extent to which the school meets Standards relating to safeguarding

58. All the relevant Standards are met.

School details

School	The Luccombe Hub
Department for Education number	838/6012
Address	The Luccombe Hub Unit 12 East Luccombe Farm Milton Abbas Blandford Forum Dorset DT11 0BD
Phone number	01258 440530
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Website	www.luccombehub.com
Proprietor	The Luccombe Hub Limited
Chair	Mrs Henri Monier-Williams
Headteacher	Mrs Henri Monier-Williams
Age range	8 to 18
Number of pupils	28
Date of previous inspection	21 to 23 March 2023

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Information about the school

59. The Luccombe Hub School is an independent co-educational special school specialising in provision for pupils with social, emotional and mental health needs. It incorporates alternative provision located at Milton Mills and Milbourne St Andrew. The school is situated within a rural farm-based setting. It is owned by a proprietor who oversees the governance of the school with the support of a board of advisory governors. The school was previously inspected by Ofsted.

60. The school has identified all pupils as having special educational needs and/or disabilities. All pupils have an education, health and care plan.

61. The school has not identified English as an additional language for any pupils.

62. The school states that it aims to provide a nurturing and safe learning community where every individual, regardless of their personal challenges, can thrive. It seeks to ensure that every pupil is valued, respected and heard within a culture that is built on kindness, empathy and inclusivity. It strives to shape a future where every pupil can express themselves freely, explore their interests, develop essential life skills, flourish academically, socially and emotionally, empowering them to lead fulfilling lives and make meaningful contributions to their communities and the wider world.

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Inspection details

Inspection dates	24 to 26 February 2026

63. A team of three inspectors visited the school for two and a half days.

64. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods
- observation of a sample of co-curricular activities that occurred during the inspection
- discussions with the advisory chair and advisory safeguarding governor
- discussions with the proprietor, school leaders, managers and other members of staff
- discussions with pupils
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

65. The inspection team considered the views of pupils, members of staff and parents who responded to ISI's pre-inspection surveys.

66. The school's previous standard inspection was by Ofsted. This is the first inspection of the school by ISI.

How are association independent schools in England inspected?

- The Department for Education is the regulator for independent schools in England.
- ISI is approved by the Secretary of State for Education to inspect independent schools in England, which are members of associations in membership of the Independent Schools Council.
- ISI inspections report to the Department for Education on the extent to which the statutory Independent School Standards, the EYFS statutory framework requirements, the National Minimum Standards for boarding schools and any other relevant standards are met.
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