

The Five Islands School

Carn Gwaval, St Mary's, Isles of Scilly TR21 0NA

Inspection dates

28–29 September 2016

Overall effectiveness	Inadequate
Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Inadequate
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Inadequate
Early years provision	Good
Overall experiences and progress of children and young people in the boarding provision	Requires improvement
Quality of care and support in the boarding provision	Requires Improvement
How well children and young people are protected in the boarding provision	Requires improvement
Impact and effectiveness of leaders and managers in the boarding provision	Inadequate
Overall effectiveness at previous boarding provision inspection	Adequate

Summary of key findings for parents and pupils

This is an inadequate school

- Leaders and managers have not tackled the areas for improvement identified in the previous inspection.
- Pupils in key stages 2 and 3 have underachieved over time. Their progress is slowing and leaders' actions to make improvements are ineffective.
- Teachers' expectations at key stages 2 and 3 are not high enough. Information about what pupils know, understand and can do is not used to plan their next steps in learning.
- Assessments of pupils' progress from Years 2 to 11 are insecure. Leaders and teachers do not know whether pupils are making the progress needed to achieve to their potential.
- Some low-level misbehaviour in lessons and pupils' immature attitudes disrupt learning.
- Systems for checking teachers' performance are not robust and the findings are not used to bring about improvement.
- Weaknesses in the range of subjects offered leads to underachievement in subjects other than English and mathematics.
- The capacity of leaders and governors to improve the school is inadequate. Vacant leadership positions hinder the school's progress.
- The school does not meet the national minimum standards for boarding schools.

The school has the following strengths

- Effective leadership of the early years enables children to get a good start to their education.
- Pupils achieve well in phonics as a consequence of good teaching.

Full report

In accordance with section 44(1) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

What does the school need to do to improve further?

- Improve pupils' progress so that it is at least good, particularly at key stage 2 in writing and mathematics and key stage 3 in humanities and languages, by:
 - checking that teachers give pupils regular opportunities to develop their spelling, punctuation, grammar and presentation skills and that writing is given a high priority in all classes
 - raising teachers' expectations of what pupils are capable of achieving
 - ensuring that all of the most able pupils are given tasks that challenge them to work in greater depth
 - making sure that pupils experience a well-planned programme of study that fully meets the requirements for the national curriculum in mathematics and French
 - ensuring that teachers develop the appropriate subject knowledge required to deliver the mathematics curriculum
 - making effective use of assessment information to address gaps and plan challenging learning activities.
- Improve behaviour so that pupils make better progress and are able to thrive at school, by:
 - promoting positive attitudes to learning and study in all age groups and across all subjects
 - dealing effectively and consistently with any behaviour issues, and regain the confidence of the school community
 - developing pupils' resilience and perseverance further when tackling new tasks and challenges.
- Improve the quality and impact of leadership, by:
 - focusing classroom monitoring activities on how well pupils are learning, particularly the most able and disadvantaged pupils
 - using the findings from monitoring and evaluation to plan improvements to the quality of teaching, the curriculum and pupils' progress, and regularly check whether these plans are working
 - reorganising the curriculum at key stage 2 so that pupils in each of the island bases have the same opportunity to succeed as others; and, at key stage 4 so that pupils can achieve the range of qualifications of which they are capable
 - clarifying the roles of middle and subject leaders and holding them to account for

their areas of responsibility

- actively recruiting and appointing staff with sufficient skills to remedy the current shortfalls in leadership
 - strengthening governance so that governors hold accurate information on the quality of teaching and pupils' achievement and can provide the right degree of challenge to hold the headteacher to account
 - ensuring that effective safeguarding practice is consistently applied in all the school settings and on all island bases.
- Ensure that leaders and managers identify the strengths and weaknesses of the boarding provision and have clear development plans in place to quickly tackle shortcomings.
 - Ensure that professional, working relationships between the school and carers are developed to provide the best possible all-round support to boarders.
 - Ensure that the boarding provision is subject to robust external scrutiny from governors which includes regular monitoring and review of policies, practice and records.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

Compliance with national minimum standards for boarding schools

- The school must take action to meet the following national minimum standards for boarding schools:
 - Boarding houses and other accommodation provided for boarders is appropriately lit, heated and ventilated, cleaned and maintained, and reasonable adjustments are made to provide adequate accessible accommodation for any boarders with restricted mobility (NMS 5.4).
 - The school ensures that the welfare of pupils at the school is safeguarded and promoted by drawing up and effective implementation of a written risk assessment policy and appropriate action is taken to reduce risks that are identified (NMS 6.3).
 - The school complies with the Regulatory Reform (Fire Safety) Order 2005 (NMS 7.1).
 - The school's governing body and/or proprietor monitors the effectiveness of the leadership, management and delivery of the boarding and welfare provision in the school, and takes appropriate action where necessary (NMS 13.1).
 - There is clear leadership and management of the practice and development of the boarding in the school, and effective links are made between academic and residential staff (NMS 13.2).
 - The school's leadership and management demonstrate good skills and knowledge appropriate to their role (NMS 13.3).
 - The school's leadership and management consistently fulfil their responsibilities

so that the standards are met (NMS 13.4).

- The records specified in Appendix 2 are maintained and monitored by the school and action is taken as appropriate (NMS 13.8).
- The issues specified in Appendix 3 are monitored and action is taken to improve outcomes for children as appropriate (NMS 13.9).
- Any person employed or volunteering in a position working with boarders has a job description reflecting their duties, receives induction training in boarding when newly appointed, and receives regular reviews of their boarding practice, with opportunities for training and continual professional development in boarding (NMS 15.1).

Inspection judgements

Effectiveness of leadership and management	Inadequate
Impact and effectiveness of leaders and managers in the boarding provision	Inadequate
How well children and young people are protected in the boarding provision	Requires improvement

- Many aspects of the school's performance have declined sharply since the previous inspection in 2014. A lack of skilled leadership, the long-term absence of key staff, difficulties in recruitment and an over-reliance on external support have contributed to this decline. Nearly 60% of parents who responded to Ofsted's online questionnaire, Parent View, have concerns about the quality of leadership at the school. Recent challenge and support from the local authority and governors have come too late to improve the school's shortcomings.
- Leaders do not have the knowledge, skills and experience to tackle the weaknesses at the school. The lack of designated leaders for teaching, the curriculum or the management and use of school data hinders the school's ability to address shortcomings. The headteacher is unable to undertake all these roles alone. Morale among some staff groups is low due to the challenges the school faces and the changes required.
- Leaders' monitoring and evaluation of teaching is not leading to improvements to the quality of teaching, the curriculum or pupils' outcomes. Activities to check on the quality of teaching do not focus sharply enough on pupils' progress. Historically, the process of managing the performance of teachers has not been robust enough. The findings from monitoring are not used systematically to follow up on identified weaknesses or to devise credible plans for improving teachers' practice.
- Training to support teachers' better understanding of the new GCSE and national curriculum requirements is not resulting in improved outcomes for pupils. Teachers' subject knowledge remains fragile. The strong practice in English and mathematics found in key stage 4 is not being shared to bring about improvements more widely across the school.
- Leaders' understanding of how well pupils are achieving compared to others nationally is insecure. A variety of different methods for measuring the attainment and progress of pupils across the school are used. These include the old national curriculum levels, 'average point scores', RAG (red, amber, green) ratings and 'emerging, expected and exceeding' judgements. This creates confusion and leaders are unable to say with confidence if pupils are on track to achieve well.
- The curriculum is not designed to meet pupils' needs and ensure that they can attain well in a wide range of subjects as required by the new national curriculum. Planned activities do not build on pupils' prior knowledge, understanding or skill in order for them to progress rapidly. In 2016, at key stage 4, too few pupils reached the expected standard in subjects other than English and mathematics.
- Middle leaders, including heads of subject, are unclear about their roles and

responsibilities. This was a concern at the previous inspection and remains so.

- The impact of additional funding to support disadvantaged pupils is more effective at key stage 4 than key stages 2 and 3. The school lacks an overarching strategy for improving outcomes for this group of pupils. Targeted support in key stage 4, at individual and small-group level, is helping pupils make up on previous lost ground. In key stages 2 and 3, too little attention is paid to the progress of disadvantaged pupils and this contributes to their inadequate achievement.
- The sport premium is used to provide specialist coaching and equipment throughout the year and to introduce pupils to new sports during after-school clubs. A greater proportion of pupils attend an after-school sports club than previously and participate in lunchtime sports activities. However, oversight of this funding has not been strong enough to evaluate the impact of spending on increasing pupils' participation in competitive sports.
- Leaders plan opportunities to prepare pupils for life in modern Britain, including assemblies and tutorial programmes. These contribute well towards pupils' spiritual, moral and social development and understanding of British values by teaching about topics such as religious and ethnic diversity, democracy and identity. However, more work is needed to enable pupils to develop a deeper understanding of different cultures. Well-taught local heritage topics are not explored more widely to broaden pupils' cultural awareness sufficiently.
- The school's ethos and culture support pupils' understanding of equal opportunities in the way they treat and act towards each other. Pupils are tolerant and welcoming. The recent focus on improving pupils' learning behaviour is beginning to develop their skills of reflection. Pupils are beginning to use the opportunities they have to reflect on matters of faith and personal responsibility, as well as their work and progress.
- The range and quality of the curriculum that pupils receive in the primary phase varies between the island bases. Leaders have not checked that any pupil can achieve equally as well academically, regardless of their location.
- The school is working with a range of external consultants and partners. Many partnerships are recent and have yet to have an impact on bringing about improvements at the school. Joint training, collaboration and the moderation of work are challenging across the different islands. Nevertheless, more work needs to be undertaken to build internal capacity and reduce the reliance on external support.
- The school should not appoint newly qualified teachers following this inspection.

Governance of the school

- Governors' actions are not tackling the core weaknesses at the school, including the quality of teaching. For example, governors do not have a detailed and accurate understanding of pupils' rates of progress across the school. Although they have access to large amounts of data, leaders acknowledge the insecurity of the underpinning assessment judgements and thus the questionable value of the data. The governing body was disappointed that pupils' progress at key stages 2 and 3 did not improve in the way they had hoped. Governors admit they did not anticipate the extent of the decline and that it represents a significant setback in their plans to improve the school. Governors are aware of the curriculum deficiencies for key stage 4 pupils; they have

been too slow to address the significant national changes to GCSE requirements and the new Department for Education performance measures.

- Governors have failed to oversee the arrangements for effective leadership at Mundesley Boarding House. Weaknesses identified at the previous inspection have not been fully addressed, including those relating to fire safety. Staff have not received the training or supervision required in order to fulfil their roles.
- Recently, governors have provided more effective challenge in some aspects of the school's work; this followed a formal pre-warning notice from the local authority stating concerns over pupils' outcomes at key stage 2. Minutes of recent meetings illustrate better understanding of the school's performance and greater rigour in the school's arrangement for managing staff performance. Some precise aspects are now being followed up more routinely, for example improving the range of qualifications available for key stage 4 pupils. However, these have yet to have an impact on improving outcomes for pupils.

Safeguarding

- The arrangements for safeguarding are effective.
- Senior leaders and governors have ensured that the school meets the statutory requirements for safeguarding. Improvements to site security, procedures for signing in and out and identification checks were implemented on St. Mary's following a recent external audit of the school's safeguarding arrangements, as well as the required staff training. The findings from the audit are being used by leaders to pursue even greater vigilance towards safeguarding on the principle that 'it could happen here'. As a result, important information is being shared much more quickly and acted upon. Written records show clear identification of potential risk and harm, with actions taken to mitigate these. Safer recruitment checks are thorough and detailed, ensuring that only appropriate staff are appointed.
- Links with the small number of external agencies are excellent and are used well to ensure that vulnerable pupils' mental and emotional well-being are supported effectively. The arrangements for early help for children in the Nursery and Reception Year are exemplary and a model of excellent practice. All information is shared between the different agencies to ensure children get the support they need to start their education smoothly.
- Staff working in the school are suitably qualified and know what to do if any safeguarding concerns arise. However, some gaps in training and procedures still remain at the boarding house. Documents recording staff training, supervision and records of medication are incomplete. Arrangements for vetting visitors at the 'off-island' bases are not always robust enough.

Quality of teaching, learning and assessment

Inadequate

- Pupils' rates of progress fluctuate widely as a direct consequence of variations in teaching quality. Strengths in key stage 4 English and mathematics are not replicated across other key stages other than Reception and key stage 1. Pupils' achievement over time is too variable.

- Since the previous inspection, teaching has not been strong enough to halt a slowing in pupils' rates of progress in key stages 2 and 3, and in subjects other than English and mathematics at key stage 4. Consequently, too few current pupils are making the progress of which they are capable.
- Many teachers do not know how to meet the needs of particular groups of pupils, including disadvantaged pupils and the most able, so that they make more rapid progress. Although they hold information about these groups of pupils in their classes, they are not yet using it effectively enough. As a consequence, the most able pupils are not provided with sufficient challenge and they sometimes become restless, reporting that they 'don't take lessons too seriously because the work is pitched so low'.
- The teaching of writing at key stage 2 is not effective. Pupils' books contain few examples of the precise activities needed to build skills in grammar and punctuation. Although the curriculum provides many opportunities to stimulate pupils' interests when writing, their actual experience varies between the island bases. Pupils do not progress well enough in these aspects and their presentation remains poor, especially on St Mary's.
- The teaching of mathematics in key stage 2 does not develop pupils' understanding of the four operations of number, or the reasoning skills they need for deeper mathematical thinking. Pupils' mathematical skills are promoted through topic activities such as measuring ingredients for making 'rocky road' cake but these are not taught systematically.
- The teaching of French has been weak over time, with the result that some older pupils in key stage 3, identified as most-able, were unable to count beyond 10 in French or say their age. Disadvantaged pupils expressed doubts about the value of learning French. Few pupils continue with a language in key stage 4.
- In some subjects, the school's marking policy is not followed and work goes unmarked for prolonged periods of time. Some of the written feedback is unhelpful. Targets are not used in line with the school's policy and pupils are unclear about what they need to do to make improvements and accelerate their progress.
- Teachers provide support for pupils who have special educational needs and/or disabilities to help them cope with the demands of school and island life and to be 'ready to learn'. However, not enough focus is placed on their academic progress to ensure they achieve as well as they can. Teaching assistants in key stage 3 are not provided with sufficient guidance to support learning because teachers' specialist knowledge is weak.
- The teaching of phonics is good. Adults use precise terminology and accurate pronunciation to model the sounds they want pupils to learn. As a result, pupils' outcomes are above average. However, this good start for early reading is not built on as they move through the school.
- Some examples of good teaching over time are evident in the school, particularly in the early years and secondary mathematics and English. In these instances, pupils are engaged and enthused about their learning and make faster progress.

Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement.
- Careers information, advice and guidance are developed in liaison with a range of outside providers. Pupils' decisions about post-16 destinations are considered carefully. However, the design of the key stage 4 curriculum is currently hampering pupils' options and choices. Some pupils only receive advice late in Year 9 and are expected to make decisions on their future too quickly.
- Pupils understand the different forms that bullying can take and report that bullying is tackled by teachers if it occurs. However, this confidence is not shared by a significant minority of parents.
- Pupils are developing their understanding of how to learn more successfully. The school development plan prioritises the improvement of pupils' resilience, confidence and ability to tackle challenges. This work is in the early stages of implementation.
- Pupils gain an understanding of how to develop good mental and physical health through the curriculum, assemblies and tutorials. These include age-appropriate learning about healthy lifestyles, understanding and managing risk, and leading active lives. Pupils welcome the systems, such as the 'worry monster' which enable them to share their concerns.
- Most parents who responded to Parent View reported that they feel their child is safe at school. Pupils also report that they feel safe. Aspects of safety feature in the school's curriculum. However, some primary pupils remain unclear about the steps required in order to keep themselves safe online at all times.
- Care for the small number of pupils who need additional support is thoughtful and well documented. Strong working relationships with outside agencies, such as social care and children and adolescent mental health services (CAMHS), help to ensure these pupils' well-being.
- Teachers in the early years have a good understanding of the requirements for early help for those pupils who may need it. Potential barriers to learning are quickly overcome so that children can start school smoothly.

Behaviour

- The behaviour of pupils requires improvement.
- Mostly, pupils behave well in lessons and around the school. However, a few lessons are disturbed by misbehaviour, especially in key stages 2 and 3, and transition times in and between lessons are not always prompt.
- The positive attitudes to learning that students have towards some subjects are not seen in others. In particular, pupils' learning drifts when teachers do not expect enough of them. Negative attitudes are also seen in poor presentation of work or non-completion of the tasks set by their teachers.
- Relationships between staff, pupils and parents are generally positive. Pupils are

courteous and polite to each other, adults and visitors. Over time, adults' focus on managing behaviour, rather than managing learning, has not proved effective in addressing pupils' poor academic progress.

- Pupils do not display the increasingly mature approach that might be expected of them in taking responsibility, reflecting on their actions, team working and cooperation with others. Their reliance on the presence of adults limits both their personal development and academic achievement.
- A significant minority of parents who responded to Parent View do not believe that pupils are well behaved. This is at odds with the school view but is supported by evidence gathered during the inspection.
- Attendance rates are consistently in line with the national average. The unique setting of the school presents additional challenges, such as medical appointments on the mainland, but leaders take every opportunity to promote high attendance.
- There have been no exclusions for the past three years.

Outcomes for pupils

Inadequate

- Pupils' progress from their starting points at key stage 2 has been too slow over time and their attainment has declined since the previous inspection. The progress of the most able pupils in particular is far too slow and shows little sign of improvement. Not enough is expected of them.
- Pupils who had previously underachieved at key stage 2 continue to make sluggish progress during key stage 3, especially in languages and humanities. For example, the most able Year 8 pupils were not expected to evaluate the sources they were using to establish their reliability when researching the Peterloo Massacre. In geography, teachers' expectations of the most able pupils studying coastal erosion in Year 8 and ecosystems in Year 9 were the same as for other pupils, missing the opportunity to develop higher-level skills. The school's internal data tracking system does not identify the most able as a specific group and so teachers do not take in to account their particular needs. As a result, they do not make the progress they should.
- The legacy of previous underachievement is also found in many key stage 4 subjects. Although pupils' attainment in GCSE English and mathematics in 2016 reflected good progress, the performance of some key groups in other subjects was much weaker. In particular, pupils with low prior attainment and disadvantaged pupils made inadequate progress from their starting points.
- The differences that existed between the attainment of disadvantaged pupils and others in writing and mathematics at the end of key stage 2 in 2014 and 2015 are not diminishing during key stage 3.
- Weaknesses in handwriting and spelling slow pupils' progress both in English, particularly in key stage 2, and in their use of literacy across other subject areas in key stages 3 and 4.
- Pupils' mathematics skills in key stages 2 and 3 are underdeveloped. There is too great a gap in their grasp of mathematical concepts over time. There is no evidence of them catching up. Pupils' books show gaps in their understanding and a lack of confidence

and fluency in applying reasoning to different mathematical problems. New teachers in key stage 3 are tackling some of this historical underperformance but this is too late to guarantee and secure improvements overall.

- The reading skills of younger pupils are developing well, particularly in the early years and Year 1. The effective focus on the use of phonics ensures that most pupils develop the skills they need to read confidently. However, this good start does not continue. Pupils' progress slows throughout key stage 2. Additional funding to support weaker readers in year 7 has not been effective in helping pupils to catch up quickly enough. The most able pupils read confidently and display good levels of understanding.
- School leaders are unclear about the rates of progress of pupils who have special educational needs and/or disabilities. Different tracking systems, using different measures, cause confusion for teachers and leaders. Inspectors' evaluations of their progress from key stage 2 indicate that few are on track to make the expected rates of progress from their starting points.
- Some work illustrates good achievement over time, reflecting effective practice. For example, in English Year 10 pupils showed the understanding necessary to make effective links between Stalin and Trotsky and themes in 'Animal farm'. In physics in Year 11, pupils drew out their understanding of electrolysis using mathematical concepts with confidence. A strong track record of high attainment is evident in vocational routes of engineering, travel and tourism. However, such examples are not the norm.

Early years provision

Good

- Leaders ensure that children get off to a good start through highly effective liaison with the on-site Nursery. Close working and sharing of information means that the transition process for children when they move into the Reception class is seamless.
- The proportion of children reaching a good level of development by the end of the Reception Year is above the national average. The skills and attitudes developed during the early years ensure that children transfer smoothly and are ready for Year 1.
- Staff work carefully with parents to make sure that children's personal and emotional needs are developed just as effectively as their academic learning. Children feel safe and their attitudes, behaviour and resilience when tackling new activities and learning are developing well.
- Staff develop supportive relationships with and between children. As a result, children enjoy the chances they get to learn with and from each other. This underpins their successful progress during the early years, especially in developing their communication, language and literacy skills.
- Children also develop their self-confidence and readiness to learn well. They enjoy their learning and behave well as a result of the stimulating range of indoor and outdoor learning experiences they receive.
- Leaders ensure that learning is well resourced with bright and attractive activities in all areas. Children move safely between areas of learning and are safe from harm. Adults are well trained in procedures to ensure that children are safe.

- Children learn well when choosing their own work because adults watch and listen carefully to each child; the moment any child shows any sign of becoming disengaged, staff act swiftly to provide support. If necessary, staff usually adapt an activity, prompt a further challenge or move on to a different activity to restore or maintain children's interest.
- Leaders and teaching assistants use assessment information carefully to plan the next steps in each child's learning. For example, they noticed that boys' writing skills required improvement, so planned activities to promote this aspect of development. As a result, boys now achieve equally as well as girls in writing. High levels of concentration, thinking and perseverance were evident.
- No children have been eligible for the early years pupil premium for the past two years.

Overall experiences and progress of children and young people in the boarding provision

Requires improvement

- National minimum standards for boarding schools are not fully met.
- Monitoring of the boarding provision by senior leaders and governors at the school is not effective enough. A lack of clarity about responsibilities for assessment of risk and implementation of safeguards, in particular concerning activities such as rowing, results in some lack of trust between leaders.
- Some areas of weakness identified at the previous inspection have not been addressed to secure continual improvement of the boarding provision. This includes ongoing maintenance concerns affecting fire doors and records of fire safety checks. Risk management is not fully supported by appropriate policies.
- The boarding provision provides a valuable and essential service for pupils who live on the 'off-islands'. Pupils' social isolation is reduced; involvement in a range of extra-curricular activities and social events that would not otherwise be available to them develops their social skills well.
- Boarders enjoy positive relationships with the staff who take care of them. They are relaxed and feel 'at home'. Boarders influence the service provided through regular formal meetings and ongoing discussion with carers. They feel valued and listened to. The atmosphere is friendly and welcoming, with carers taking a genuine interest in the experiences and welfare of boarders. Parents are positive about their children's boarding experience. They have opportunities to be involved in decisions which affect the boarding provision and are kept informed if any issues arise.
- Boarders say they 'feel safe' and have a strong sense of belonging and inclusion, both in the boarding house and out in the wider community. Boarders speak enthusiastically about their involvement in charity work to support others. A world view is encouraged by carers who provide a frequently updated news board for discussion.
- The lives of boarders are enhanced by participation in the broad range of activities on offer and opportunities to develop and maintain friendships. Boarders also feel the boarding experience prepares them emotionally for life in further education on the mainland.

Quality of care and support in the boarding provision **Requires improvement**

- The relationships between the headteacher and staff managing the boarding house are not as positive as they need to be. Contradictory messages and a lack of trust do not support cooperative working to ensure boarders receive the care they are entitled to, which is then effectively monitored.
- The care provided is not informed by clear policies and processes. Confusion about which policies exist, which apply to the boarding provision, and who is responsible for their production, ratification and review results in policies not being fully implemented.
- The individual needs of the most able boarders are not communicated to boarding house staff. Guidance for carers to encourage and push these boarders to achieve their full potential does not exist.
- Some maintenance concerns persist, including those related to fire doors. Windows throughout the house need cleaning and the garden is unkempt. A newly fitted heating system has yet to be fully commissioned and there are reports of boarders being cold, especially on return from wet activities. The wi-fi connection is intermittent and concerns were expressed by parents about their child's access to the internet to do homework. A technician is trying to resolve these problems.
- Investment in the boarding house is evident and all boarders benefit from having new bedroom furniture. Boarders have somewhere safe and secure to store their belongings. The house is much less cluttered than at the time of the previous inspection and there is no evidence of use by other groups. The employment of part-time domestic staff has improved some aspects of cleanliness at the house.
- Arrangements for documenting medication are not robust. There is a large stock of non-prescribed medication without any corresponding records. Procedures for parental permission for the administration of medication lack clarity, with insufficient detail for parents to give informed consent about administration of non-prescribed remedies. Boarders are able to manage their own medication, where appropriate and subject to an adequate risk assessment.
- Boarders' health needs are adequately met. Boarders can access health care services through the local general practitioner and there is also a small community hospital providing treatment for minor injuries and health checks. Specialist support is available, including CAMHS. All boarders go home at weekends and parents retain responsibility for boarders' routine health checks.
- The arrangements for the induction of new boarders is thorough. Opportunities are provided to visit and stay in the house. In addition, home visits by the house parents provide opportunities to share information with children and their families about the facilities and to allay any fears or concerns.
- Carers work in partnership with parents to help deal with any issues. Parents, friends and family are assured of a warm welcome at the boarding house. Boarders are positive about their experiences and their feelings are echoed by other pupils from the school and previous residents. Contact with family and friends is encouraged.
- Boarders report that they feel safe. They are able to speak to either of the main carers

if they have any concerns. Several referred to the house as a 'second home'. Boarders can also obtain help, support and advice from a nominated adult who is independent of the boarding house and school, or from a newly appointed family support worker.

- The meals provided are home-cooked and nutritious. Special diets are catered for and there is plenty of choice available. Boarders can easily obtain fruit, healthy snacks and drinks. Mealtimes are social occasions. Boarders look after one another and are mindful of and attentive to those who are new to the boarding experience and may be missing home.

School details

Unique reference number	133554
Social care unique reference number	SC042065
Local authority	Isles of Scilly
Inspection number	10019963

This inspection of the school was carried out under section 5 of the Education Act 2005. The inspection of boarding provision was carried out under the Children Act 1989, as amended by the Care Standards Act 2000, having regard to the national minimum standards for boarding schools.

Type of school	All-through
School category	Voluntary-controlled
Age range of pupils	3 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	270
Number of boarders on roll	23
Appropriate authority	The governing body
Chair	Ben Julian
Headteacher	Linda Todd
Telephone number	01720 424850
Website	www.5pfl.com
Email address	enquiries@fiveislands.scilly.sch.uk
Date of previous inspection	8–9 October 2014

Information about this school

- The school does not meet the requirements to publish on its website information about school examination results, the Year 7 catch-up funding or the pupil premium strategy from September 2016.
- This all-through school is similar in size to the average-size primary school in England. It serves the five populated Isles of Scilly. The majority of primary pupils and all secondary pupils are taught on St Mary's. Three other bases for primary-aged pupils are located on the 'off-islands' of St Agnes, Tresco (which also serves pupils living on

Bryher) and St Martin's.

- Children in the Nursery provision on St Mary's attend part time. Children in Reception attend full time. Pupils located on the 'off-islands' are taught in mixed-age classes.
- Mundesley House on St Mary's provides weekday boarding provision for secondary-aged pupils from the 'off-islands'. This provision was inspected by a social care inspector at the same time as the educational provision in the school.
- The school does not use any alternative provision for pupils' education.
- The proportion of disadvantaged pupils eligible for support through the pupil premium is low when compared to other schools nationally. Currently, there are no pupils at the school who are in local authority care.
- Most pupils are of White British heritage and very few speak English as an additional language.
- The proportion of pupils who have special educational needs and/or disabilities is slightly above average.
- A higher than average proportion of pupils arrive at or leave the school other than at the normal times.
- The school meets the government's current floor standards, which set the minimum expectation for pupils' attainment and progress.

Information about this inspection

- Inspectors conducted visits to lessons with senior leaders across all phases of education. One inspector visited the school bases on Tresco and St Martin's.
- The inspection team looked at pupils' work in books and at evidence of their progress over time across a range of subjects.
- Meetings were held with governors, senior and middle leaders. Inspectors spoke with several groups of pupils to gain their views of the school. Some pupils were also heard reading. Inspectors also took account of responses to the online pupil survey and staff survey.
- Several parents spoke to an inspector when dropping their children off at school; their views were taken into account along with 75 responses to Ofsted's online questionnaire, Parent View.
- Inspectors scrutinised a range of documentation including evidence of leaders' evaluations of the school's effectiveness, information on pupils' current attainment and progress, the school's plans for improvement and records relating to safeguarding.
- The social care regulatory inspector held discussions with the house parents, headteacher, chair of the governing body, care staff and pupils. Observations of practice and an examination of the boarding facilities were undertaken. The inspector scrutinised a range of documentation including evidence of training records, action plans and procedures for monitoring the administration of medicine.

Inspection team

Richard Light, lead inspector	Her Majesty's Inspector
Stewart Gale	Her Majesty's Inspector
Paul Williams	Her Majesty's Inspector
Janice Hawtin	Social Care Regulatory Inspector

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Piccadilly Gate
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Manchester
M1 2WD

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