

School inspection report

1 to 3 October 2024

The Elms School

Colwall
Malvern
Worcestershire
WR13 6EF

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. Governors and leaders have not ensured that the Standards are met consistently.
2. Leaders have not always been rigorous in checking the implementation of policies. Staff have been appointed without the necessary recruitment checks in place. Staff are not following the school's policy on the use of personal mobile telephones in the early years setting.
3. Leaders have an informed knowledge of risk in the curriculum and the school site, although documentation lacks detail.
4. The school provides all necessary information to parents and external bodies.
5. The school's values of compassion, endeavour and perseverance are shown by pupils throughout the school. Respect for others is evident in lessons, activities and in boarding houses.
6. Leaders ensure a range of subjects is taught that meets the needs of all pupils. In the early years the curriculum promotes the good progress of children.
7. Rural studies lessons and extra-curricular activities on the school's working farm support pupils' growth in confidence and independence. Pupils have ample opportunities for physical exercise and to play sport.
8. Teachers have secure subject knowledge. The planning of almost all lessons reflects teachers' awareness of pupils' prior attainment, and as a result pupils develop their knowledge, understanding and skills.
9. Schemes of work and lesson planning are detailed. Pupils make good progress in almost all lessons and as they move through the school. However, in some lessons, work is insufficiently challenging, and pupils do not make the progress of which they are capable.
10. Leaders responsible for the support of pupils who have special educational needs and/or disabilities (SEND) have successful strategies for identifying needs and monitoring the impact of the support given. As a result, pupils who have additional needs make good progress.
11. The school has recently introduced a new scheme of work for personal, social, health and economic (PSHE) education. Parents have been consulted about the content of relationships and sex education (RSE) and receive communications from the school about weekly lessons.
12. Pupils are made aware of future careers at an appropriate age. Visiting speakers and farm activities raise their awareness of financial issues.
13. The school's approach to limiting bullying and promoting good behaviour is effective. Boarders enjoy positive relationships with each other and respect any differences in age and national background. Boarding accommodation is suitable.

The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance are not 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 not met.

Areas for action

The proprietor must ensure that:

- the leadership and management demonstrate good skills and knowledge
- fulfil their responsibilities effectively, so that the other standards are consistently met and
- they actively promote the wellbeing of the pupils

so that:

- adults follow the school's policy for the use of mobile telephones in the early years setting
- staff appointed are suitably checked before they come into contact with children

Recommended next steps

Leaders should:

- ensure that teaching challenges pupils appropriately in lessons so that pupils make good progress across all year groups and subject areas
- ensure that documentation accurately and fully reflects the procedures that are already implemented to mitigate risk to pupils
- ensure that written risk assessments fully record the rigour of the process to identify and manage risks.

Section 1: Leadership and management, and governance

14. Leaders do not demonstrate the required level of knowledge in their procedures for the safe recruitment of staff, nor in their oversight of the implementation of policies in the early years setting.
15. The school has followed its own safer recruitment policy for staff appointed before the end of the previous academic year. All necessary checks made on the suitability of staff were completed before staff took up their roles. Several staff appointed since then, however, have started work without necessary checks in place. The oversight of these appointments lacks rigour. As a result, leaders are not protecting pupils from harm as required in the Standard.
16. Leaders make the school's aims and values clear to parents and pupils on the website and in handbooks. The values of compassion, endeavour and perseverance are evident in pupils' approach to school life.
17. Governors and school leaders demonstrate appropriate skills and knowledge in many areas. They have initiated a system for the annual review of all policies, and for checking their effective implementation. In these areas their decisions actively promote pupils' education, training and recreation, and their social and economic wellbeing.
18. Leaders have an accurate and informed awareness of the risks to pupils of, for example, the woodland site and the rural studies curriculum. Such risk is identified, although not uniformly reflected, in the documentation.
19. The school has a clear written policy on the use of personal mobile telephones in the early years setting, as required by the early years foundation stage (EYFS) framework. The policy is not followed by staff in the setting.
20. Other aspects of staff practice in the early years are implemented appropriately but not documented in policy. For example, there is no written procedure that staff should communicate with leaders about their own medication, or that they should store it securely.
21. Governors have an informed awareness of the quality of the education and training provided. They liaise closely with school leaders in monitoring the effectiveness of the curriculum and teaching.
22. The quality of relationships, and the availability of a range of adults to whom pupils can talk, ensure that pupils' concerns are quickly spotted and resolved. Pupils' and boarders' councils provide pupils with opportunities to share their views.
23. Leaders publish many of the school's policies on its website, and list those that can be requested by parents. Leaders readily exchange information with external agencies. Evidence for the annual review of the education, health and care (EHC) plans, and a statement of income and expenditure plan, is provided to the responsible local authority as required.
24. The school has an up-to-date and suitable accessibility plan that is well implemented. The school meets its duties under the Equality Act 2010.

25. The complaints procedure is published on the school's website. It allows for a three-stage process. Senior leaders investigate any formal complaints raised by parents in detail and respond quickly. They document complaints thoroughly and, where appropriate, consider any wider implications. Governors review these records on a termly basis to check that procedures are being followed and to identify any recurring issues.

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

26. Standards are not met consistently with respect to the quality of leadership and management.
27. Standards are not met consistently with respect to safeguarding.
28. Standards are not met consistently with respect to the safeguarding of boarders.
29. Standards are not met consistently with respect to the safe recruitment of staff.
30. As a result, the Standards for leadership, governance and management are not met.
- 31. Not all the relevant Standards are met. A schedule of unmet Standards is included in the report.**

Section 2: Quality of education, training and recreation

32. Leaders have constructed a curriculum that meets the needs of all ages and prepares them effectively for their move to the next stage. In the early years, children follow a suitable curriculum and through that develop independence in their approach to learning. Leaders enhance the provision with additional numeracy lessons, and a focus on more formally developing children's listening and speaking skills. Children further enhance their vocabulary and speaking skills during weekly lessons in the school's woodland area.
33. The curriculum covers all the required areas of learning. Older pupils are prepared for examinations specific to their choice of senior school. Pupils aiming for scholarships receive extra support in academic work or specific areas such as music, art or sport. All pupils take part in an annual play specific to their age, often a musical. Opportunities in music and drama support a significant number of pupils to achieve at a high level for their age in external music and drama examinations.
34. The curriculum is well structured. Schemes of work in the lower school are clear, with detailed long-term planning that identifies how to support pupils' progress. Lesson planning is effectively designed to develop pupils' knowledge and skills. For the most part, planning reflects teachers' knowledge of the prior attainment of individual pupils. In particular, teachers have an informed knowledge of the variety of approaches that enhance the progress of pupils who have SEND. However, in some lessons for older pupils, particularly mathematics, the work covered is too easy for the age group, and as a result pupils are insufficiently challenged.
35. Pupils from Year 3 to Year 8 have lessons in rural studies on the school's working farm. They develop a love for nature and an understanding of agriculture. They gain practical farming experience, such as caring for animals and growing crops, and develop problem-solving skills and resilience by participating in farm-related tasks.
36. Teachers have secure subject knowledge across the full range of subjects taught. They have a sound understanding of each pupil's aptitudes, and in most subjects adapt questions accordingly. Pupils are engaged and keen to learn. They speak with confidence and develop their vocabulary quickly. They make their own notes and ask for clarification. Teachers of younger pupils encourage them to develop their own thinking. Older pupils, however, are not always challenged sufficiently within lessons in order to improve their attainment in all subjects.
37. Leaders use regular tests to compare pupils' attainment against external benchmarks. Teachers mark books frequently and give useful advice on how pupils might improve their work. Teachers assess termly progress and use this data to adjust the targets they set for individual pupils. Teachers gradually extend pupils' knowledge and understanding, and pupils make good progress.
38. Teachers are effective in identifying pupils' needs. Leaders with responsibility for the provision for pupils who have SEND observe pupils and use formal tests to discern the type of need, and to decide the support or adaptations to teachers' approaches that might be required. The effectiveness of the support is regularly evaluated, and adjustments made if necessary. Pupils who have SEND are supported to access all areas of the curriculum and make good progress.
39. The small number of boarders who arrive speaking English as an additional language are effectively supported both in lessons and in boarding time. They quickly achieve an understanding that allows them to take a full part in discussions and activities.

40. The comprehensive programme of extra-curricular activities is embedded into everyday life in the school. Pupils take part in a range of clubs that expand their interests beyond the taught curriculum, for example, in art, history and philosophy. There is a wide range of team and individual sports available to pupils. Pupils are taught to swim. Pupils can take part in riding activities on site. Older pupils learn pistol shooting, and many take part in the annual tetrathlon.
41. Pupils learn to cook, learn practical first aid, and help care for the farm animals. The rural studies course includes elements on the financial management of the school's farm. The range of recreational activity supports pupils' preparation for their future lives.
42. The school has a taught and recreational curriculum that is accessible to all pupils regardless of gender, ability or special educational need and/or disability.

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

- 43. All the relevant Standards are met.**

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

44. The breadth of the taught curriculum and activities allow pupils to explore their interests, and hence to build their self-knowledge and confidence. Teachers are supportive and respectful in their conversations with pupils. In this way, and in the calm but purposeful environment of lessons, activities and assemblies, pupils deepen their understanding of each other.
45. Twice-weekly services in chapel encourage pupils to contemplate a spiritual dimension to their existence, founded on a clear understanding of what is right and wrong. Pupils have a robust approach to fairness. Children in the early years understand the importance of waiting for their turn.
46. Leaders have introduced a scheme of work that covers all the necessary areas of pupils' personal development. Leaders and tutors educate pupils about the benefits and importance of daily exercise, good nutrition and sufficient sleep.
47. The relationships and sex education (RSE) curriculum meets statutory requirements and is shared with parents. In addition, leaders inform parents about the content of forthcoming lessons. Parents understand their right to withdraw pupils from certain aspects.
48. The school's physical education (PE) programme offers opportunities for pupils to develop their skills and abilities. Leaders encourage pupils to try out a wide range of indoor and outdoor sports throughout their time at the school. Children in the early years extend their experiences on the play equipment available and in their woodland lessons. Well-qualified swimming coaches teach pupils swimming each week.
49. Pupils are well behaved in lessons, around the school and in boarding houses. Pupils have contributed to the creation of the sanctions policy, and it is applied fairly. In the younger years, teachers successfully encourage children to look at the implications of their own actions.
50. Pastoral leaders devise individual plans for pupils who have additional behavioural needs. Teachers successfully implement approaches to manage any behavioural issues particular to individual pupils.
51. The curriculum effectively educates pupils, including boarders, to identify potential bullying behaviours in themselves or others. When bullying is reported, it is managed quickly and discreetly, with support given to both victim and perpetrator.
52. The premises and accommodation in which pupils live and work are appropriate for their needs. Those responsible are attentive in ensuring that the grounds, teaching and boarding accommodation are well maintained. The school meets the requirements of fire and health and safety legislation. Fire evacuation practices are carried out during the school day and boarding time.
53. Pupils are well supervised throughout the school day and boarding time. Leaders encourage boarders to develop their independence. Boarders are encouraged to use the school grounds, visit the farm area or to help muck out the stables. All staff have walkie-talkies, which are used effectively to ensure that the whereabouts of pupils is known at any time during the day or evening.
54. Leaders' and pupils' awareness of risk is well informed. Risk assessments are formally and analytically reviewed each year. However, in some activities, for example the farm or equestrian

activity, the extent and depth of knowledge is not reflected in the detail of the documentation. Leaders actively promote an understanding of how to assess and mitigate risk amongst pupils.

55. The school's medical centre provides effectively for the health needs of pupils. A high proportion of staff are appropriately trained in first aid, including for the early years. Medication for pupils in the early years is locked away.
56. Leaders have an appropriate attendance policy in line with the most recent guidance, which is being implemented. Admissions records are accurately maintained. The school informs the local authority when pupils leave or join the school at non-standard transition points. In addition, in the case of boarders from overseas, it informs other relevant authorities.
57. Boarders have good access to food and drink throughout the day, in addition to their formal meals.

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

- 58. All the relevant Standards are met.**

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

59. Leaders plan the taught and co-curricular curriculum so that it is accessible to all groups of pupils. The school's provision provides opportunities for pupils to participate in sport and rural studies lessons.
60. Pupils show high levels of mutual respect in the school. The curriculum encourages pupils to deepen their understanding of and empathy for those with backgrounds and beliefs that are different from their own. The PSHE programme discusses issues at an age-appropriate level, including attitudes to refugees, immigration and racism.
61. In the early years setting, children listen to and act on the ideas of others. In many subject areas, for example in sport, drama and music, they collaborate and share opinions, and hence gradually develop a working knowledge of a democratic approach. The school has recently introduced a Model United Nations club, and this has begun to promote a knowledge of public institutions and a further understanding of democratic and other forms of government.
62. Pupils are taught the value of living in a diverse and inclusive society. Pupils' understanding of disability was enhanced by a visit from a local Paralympian. Pupils are tolerant of and help other pupils who need academic or physical support in lessons or the woodland area. Pupils show appreciation for the content of chapel services but value the opportunities to explore other faiths.
63. Leaders have mapped how the school promotes fundamental British values to pupils, including democracy, the rule of law and individual liberty. The contribution that pupils make to decision making is wide and varied, for example in the creation of the school's behaviour policy, to the working of the farm, or activities for boarders. Boarders have a balance of free time and organised activity that supports their liberty to make choices.
64. The considerate approach that pupils show to each other exemplifies the school's core value of compassion. Boarding staff are effective in promoting attitudes of tolerance and respect. Boarders respect and value each other's company.
65. Through the taught and extra-curricular rural studies programme, pupils learn the value of endeavour and perseverance in line with two of the school's core values. Leaders give responsibility to pupils in many areas. For example, pupils help organise an annual agricultural farm show on the school grounds. Older pupils regularly win prizes for cattle, sheep, goats and pigs at regional agricultural shows.
66. Pupils are taught about financial issues through their charity endeavours and the rural studies curriculum. They learn about the cost of keeping ponies, cattle and sheep, and of animal feed. Most farm animals are sold to market, and older pupils develop a well-informed understanding of the national and internal factors that affect price.
67. Pupils across the school understand how important it is to contribute to their own community, as well as the surrounding communities of Herefordshire and Worcestershire. Pupils of all ages raise money for local charities. The school choir sings and performs in local care homes. Leavers help in local orchards and talk about their experiences in local primary schools.

68. Leaders support pupils to consider their next steps from an early stage. They discuss aspirations and expectations with pupils and parents, encouraging pupils to become increasingly self-aware with regard to their choices. To support the transition to senior school, leaders arrange for individual practice interviews with adults from outside school. A range of external speakers talk to pupils about their careers and more widely about life in British society. School staff ensure that speakers maintain political neutrality.

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

69. All the relevant Standards are met.

Safeguarding

70. Leaders have not undertaken some mandatory recruitment checks on teachers before appointment. Staff in the early years setting do not follow the school's published policy for the use of mobile telephones. As a result, the school does not meet the safeguarding Standards.
71. Leaders update their policies and procedures in line with statutory guidance. Staff receive training to identify pupils at risk of harm at an early stage and to ensure that they receive support.
72. Safeguarding leaders are trained to an appropriate level and have a secure knowledge of local thresholds. Governors receive training both at a basic level and in the oversight of safeguarding procedures. This is effective in most areas but not all. Appropriate checks are not always carried out on staff during recruitment procedures. Leaders have not identified that staff are not following school policy in the early years setting.
73. All staff and those who come into contact with children have received up-to-date training. They are aware of the signs of potential radicalisation and understand the necessary response. Staff recognise the particular vulnerability of boarders and ensure that they have access to a range of adults. Two independent persons have been appointed and they, as well as the contact details of external organisations, are known to boarders so that they can raise any concerns. Boarding staff and school and boarding matrons are easily accessible. Boarders know how to contact an adult during the night. Pupils can contact staff by email if they do not feel confident to start a conversation in person.
74. Safeguarding records are held securely. Teachers share detailed information, and safeguarding leaders respond quickly. Records identify and describe the support that pupils are given and explain the rationale for any decisions made. Governors review the records and the implementation of this aspect of safeguarding regularly.
75. Filtering and monitoring software is in place to help protect pupils online and identifies any inappropriate use by pupil or adult. Leaders test the effectiveness of the software each week. Records are analysed by the safeguarding leaders. The PSHE and information technology (IT) curriculums ensure pupils are knowledgeable about keeping safe online. Boarders have few opportunities to access social media, which further mitigates any risks. Boarders store their mobile telephones with staff but have regular access if they wish to contact home.
76. The school's written policy states that adults in the early years must not use personal mobile telephones in the presence of children. This policy is not being implemented in the early years setting.
77. Leaders work closely with local safeguarding partners, including children's services and the local safeguarding designated officer. They maintain detailed records and act on the advice given. This includes when there are concerns about or allegations made against adults.
78. The record of pre-employment checks includes checks on staff, supply staff, contractors and governors. Several members of staff were in post or had been allowed to start work before references were received, or before they had signed a declaration of their medical fitness or their suitability to work with children. The checks and declarations were made before the end of the inspection. However, the failure to do the necessary checks prior to the inspection indicates a lack of understanding of what is required.

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

79. The Standards relating to the safeguarding of pupils, boarders and children in the early years are not met.

80. Not all the relevant Standards are met. A schedule of unmet Standards is included in the report.

Schedule of unmet Standards

Section 1: Leadership and management, and governance

The following Standards in this section of the Framework are not met.

Paragraph number	Standard
ISSR Part 8, paragraph 34(1)	The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school –
34(1)(a)	demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently
34(1)(b)	fulfil their responsibilities effectively so that the independent school standards are met consistently; and
34(1)(c)	actively promote the wellbeing of pupils.
NMS 2.1	The school's governing body 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 2.2	The school's leadership and management, including its governing body where appropriate, demonstrate good skills and knowledge, appropriate to their role and undertake appropriate training as required
NMS 2.4	The school's leadership and management fulfil their responsibilities consistently and effectively so that the standards are met
NMS 2.5	The school's leadership and management and governance actively promote the wellbeing of pupils.

Safeguarding

The following Standards in this section of the Framework are not met.

Paragraph number	Standard
ISSR Part 3, paragraph 7	The standard in this paragraph is met if the proprietor ensures that –
7(a)	arrangements are made to safeguard and promote the welfare of pupils at the school; and
7(b)	such arrangements have regard to any guidance issued by the Secretary of State.
ISSR Part 3, paragraph 8	Where section 87(1) of the Children Act 1989 applies in relation to a school, the standard in this paragraph is met if the proprietor ensures that -
8 (a)	arrangements are made to safeguard and promote the welfare of boarders while they are accommodated at the school; and
8 (b)	such arrangements have regard to the National Minimum Standards for Boarding Schools or, where applicable, the National Minimum Standards for Residential Special Schools or the National Minimum Standards for Accommodation of Children under Eighteen by Further Education Colleges.
NMS 8.1	The school should ensure that: arrangements are made to safeguard and promote the welfare of pupils at the

	school; and such arrangements have regard to any guidance issued by the Secretary of State
ISSR Part 4, paragraph 18(1)	The standard in this paragraph relates to the suitability of persons appointed as members of staff at the school, other than the proprietor and supply staff.
18(2)	The standard in this paragraph is met if—
18(2)(c)	the proprietor carries out appropriate checks to confirm in respect of each such person—
18(2)(c)(ii)	the person's medical fitness.
18(2)(f)	in the case of staff who care for, train, supervise or are in charge of boarders, in addition to the matters specified in paragraphs (a) to (e), the proprietor checks that Standard 19 of the National Minimum Standards for Boarding Schools or, where applicable, Standard 24 of the National Minimum Standards for Residential Special Schools, is complied with, and in the light of the information from the checks referred to in paragraphs (c) to (f) the proprietor considers that the person is suitable for the position to which the person is appointed.
18 (3)	The checks referred to in sub-paragraphs 18(2)(c) and (except where sub-paragraph (4) applies) (2)(e) must be completed before a person's appointment.
NMS 19.1	Schools operate safer recruitment and adopt recruitment procedures in line with the regulatory requirements and having regard to relevant guidance issued by the Secretary of State.
EYFS 3.5	Providers must have and implement policies and procedures to keep children safe and meet EYFS requirements. Schools are not required to have separate policies to cover EYFS requirements provided the requirements are already met through an existing policy. Where providers are required to have policies and procedures as specified below, these policies and procedures should be recorded in writing. Policies and procedures should be in line with the guidance and procedures of the relevant LSP.
EYFS 3.6	Safeguarding policies must include: <ul style="list-style-type: none"> • The action to be taken when there are safeguarding concerns about a child. • The action to be taken in the event of an allegation being made against the member of staff. • How mobile phones, cameras and other electronic devices with imaging and sharing capabilities are used in the setting. Providers may find it helpful to read 'Safeguarding children and protecting professionals in early years settings: online safety considerations'.
EYFS 3.9	Providers must ensure that people looking after children are suitable; they must have the relevant qualifications, training and have passed any required checks to fulfil their roles. Providers must take appropriate steps to verify qualifications, including in cases where physical evidence cannot be produced. Providers must also ensure that any person who may have regular contact with children (for example, someone living or working on the same premises the early years provision is provided), is suitable.
EYFS 3.13	Providers must tell staff that they are expected to disclose any convictions, cautions, court orders, reprimands and warnings that may affect their suitability to work with children (whether received before or during their employment at the setting). Providers must not allow anyone whose suitability has not been checked, including through a criminal records check, to have unsupervised contact with children being cared for.

School details

School	The Elms School
Department for Education number	884/6001
Registered charity number	527252
Address	The Elms School Colwall Malvern Worcestershire WR13 6EF
Phone number	01684 540344
Email address	office@elmsschool.co.uk
Website	https://www.elmsschool.co.uk
Proprietor	The Elms (Colwall) Ltd
Chair	Mr James Rose
Headteacher	Mr Ed Lyddon
Age range	3 to 13
Number of pupils	158
Number of boarding pupils	64
Date of previous inspection	30 June 2022

Information about the school

81. The Elms School is a co-educational day and boarding school situated in rural Worcestershire. The school consists of a Nursery and Reception class for pupils aged 3 to 4, a Pre-Prep for pupils aged 5 to 6, and a Prep for pupils aged 7 to 13. The school has a working farm and equestrian centre. The school is a charitable trust overseen by a board of governors.
82. There is one boarding house sited in the main school building.
83. The early years setting is situated in the main school building.
84. The school has identified 28 pupils as having SEND. Six pupils in the school have an EHC plan.
85. English is an additional language for 14 pupils.
86. The school states its aims are to provide an inspirational environment where children will become the best versions of themselves.

Inspection details

Inspection dates

1 to 3 October 2024

87. A team of four inspectors visited the school for two and a half days.

88. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods and assemblies
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussions with the chair and other governors
- discussions with the head, school leaders, managers and other members of staff
- discussions with pupils
- visits to the learning support area and facilities for PE
- visits to boarding houses accompanied by pupils and staff
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

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

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.
- For more information, please visit **www.isi.net**.

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For more information, please visit isi.net