



## **Fairview Beaconhurst**

Independent School

Post-registration inspection

7 June 2022

## Key contextual information

Fairview Beaconhurst School is a co-educational independent school in Bridge of Allan, currently offering learning for pupils aged 4-15. The current school roll is 40 and is projected to increase to 70 in August 2022. Boarding facilities will be provided from August 2023. The school offers the International Baccalaureate Primary Years Programme (PYP) and Middle Years Programme (MYP), and has plans to offer the Diploma Programme from August 2023 as young people complete the Middle Years Programme. There are also plans to introduce the Careers Programme to meet the needs of learners. The school has 11 teachers (9.9 FTE) as well as a recently appointed learning support assistant. A further team of non-teaching staff supports the daily operations of the school.

### 1.4 Leadership and management of staff

very good

This indicator highlights the importance of sound governance and fair and proper recruitment and selection of staff. It focuses on accountability, responsibility and shared values as important features of building and sustaining a highly-professional staff team. Effective empowerment of staff and partners with due regard to wellbeing and positive relationships is a key feature of a successful professional team. The themes are:

- Governance framework
- Building and sustaining a professional staff team
- Staff wellbeing and pastoral support

- The Fairview group is a group of international schools based in Malaysia which has been in operation for 40 years. Fairview Beaconhurst is the first UK school opened by the group. There are plans to open four other schools in the UK. The governance structure operates in two layers. There is a Board of Governors in Malaysia who provide strategic guidance, resources and expertise to Fairview Beaconhurst. The Board of Governors members include experienced academic and commercial representation who have clearly defined roles and responsibilities. A Board of Directors (UK) provide operational and strategic support to Fairview Beaconhurst. The members consist of a Director supported by the Chair of the Board of Governors. This ensures strong links with the Board of Governors in Malaysia. This governance framework ensure that Fairview Beaconhurst benefits from direction and expertise of a wide range of personnel who have experience of governing successful and long established schools.
- The Board of Directors work closely and effectively with the headteacher to ensure a high standard of education for children and young people. They should continue to work together, as agreed, to widen the representation of the local governance model with members having clear remits and lines of accountability. The school should continue to develop the recently established Parental Advisory Group to support the vision and direction of the school.
- The headteacher is an experienced and inspirational leader. He is highly effective in leading and managing staff. Staff have enthusiastically engaged with his clear and ambitious vision for the school, which is underlined by key values of happiness, choice and wellbeing. Staff commented on his effective leadership and mentoring skills which encourage them to strive to be ambitious for themselves and the children and young people in the school. The headteacher has built a highly professional cohesive academic and administrative team. He has fostered a close relationship between academic and administrative staff by involving the administrative personnel in delivering core provision. The headteacher is committed to the development of school staff and distributed leadership. Staff are empowered to engage in effective professional

learning, especially through close collaboration with colleagues in Malaysia. This enables staff to take on increasing responsibility and to plan future career progression. The vision of the Fairview group is that the staff at Fairview Beaconhurst will move on to lead the other UK schools in the future. This has further encouraged staff to take on leadership roles. The staff, children and the parents are clearly extremely proud of their school.

- Academic and administrative staff have successfully developed a series of policies taking into account the Scottish context. These have built on policies produced by the Fairview group. These policies ensure that there are safe and effective recruitment practices in place.
- The school has a positive ethos focused on the needs of staff and learners. The headteacher and other school leaders are alert to the wellbeing and pastoral needs of staff. The headteacher, in consultation with human resources staff, has shown flexibility in arranging support for staff facing particular challenges. This has included, for example, adjusting timetables to relieve pressures for staff. Teaching staff believe that the headteacher carefully protects their workload and that he is responsive to any concerns they might raise. Communication across the school is clear and supports staff well. All staff are committed to effective communication and this has contributed well to the positive relationships between the school, learners and families. Staff are also very aware of the importance of maintaining each other's wellbeing and provide strong mutual support. The school operates a staff benefits scheme which also helps to support wellbeing and is appreciated by staff.
- The headteacher empowers staff to enhance the International Baccalaureate (IB) curriculum to reflect the Scottish and local context. Staff are motivated to lead improvement in their own curricular areas. A carefully planned induction programme supports staff who join the school at the start of the school year. The school's staff handbook provides clear and supportive information about lines of accountability and contributes to staff feeling well supported. The headteacher should now continue with plans to develop approaches to induction for staff who join the school during the school session. The school's approach to professional review and development provides an effective process for staff to consider their short and medium term career progression. Staff can identify areas of priority for their own learning and skills development which helps to build their confidence in their work. The headteacher should, as planned, continue to develop and formalise approaches to linking professional review and development with wider improvement planning.
- All teachers are registered with the General Teaching Council for Scotland (GTCS). Two staff are seeking further GTCS accreditation to qualify them to work in the Middle Years Programme. GTCS registration ensures all staff have clear guidance about the high professional standards of conduct required.

## 1.5 Management of resources to promote equity

Choose an item.

This indicator highlights the importance of sound risk assessment which puts the needs of learners at the centre of decisions about financial and other resource management. The promotion of equity is a shared responsibility held by all staff, partners and stakeholders. The school's management of resources should result in building a more sustainable and equitable future for all. The themes are:

- Management of resources and environment for learning
- Teaching staff provided effective online learning during the periods of remote learning, and this was appreciated by learners and families. The school had already committed to resourcing digital learning before the pandemic, and this was beneficial when face to face learning was suspended. Staff continue to sustain digital learning, both to enhance the curriculum and also to support children and young people who are unable to attend school.
- Classrooms in the school are spacious, well-appointed and provide a range of appropriate resources to support and challenge learners. Teachers have autonomy to apply for funding to access further resources to enrich the learning experiences of children and young people. This includes seeking funding for new approaches to curriculum delivery. The headteacher is supportive of such applications for resource funding. The staff should now, as planned, consider resourcing needs for further development of approaches to outdoor learning.
- Teachers are very aware of the needs of individual learners and use appropriate resources to support them. A learning support assistant has been employed to help to provide support for children and young people with particular needs. Further plans are in place to recruit additional teaching staff to deliver increased breadth in the curriculum. Additional staffing will support the projected increased school roll and improve provision for children and young people who require additional support with their learning.
- Families can apply for Fairview Scholarships with individual awards given up to 100% of yearly tuition fees. This enables children and young people from a variety of backgrounds to access the IB programme in the school. Scholarships are awarded to children and young people on the basis of three categories: academic passion, excellence in performing arts and sporting performance. This approach promotes equity of access to the learning environment at Fairview Beaconhurst School.
- The headteacher is committed to increasing the use of self-evaluation to inform strategic planning of improvement, which will include consideration of resourcing. This will involve seeking views of parents and families through the new Parent Advisory Group.
- A significant focus for the future work of the school will be on capital projects to expand provision. A new information technology laboratory, a second science laboratory and repurposed classrooms are planned to support improvements in the school infrastructure. A boarding facility is currently being developed in the town, in collaboration with the Care Inspectorate to ensure compliance with statutory duties. The main building on the campus will also be developed in the coming years. These capital projects are a key part of the school's plans to expand, develop and improve.
- The school plans to invest in a new school management system which will improve efficiency and consistency in dealing with data.

- The school campus is split across several buildings, all of which have been fitted with keypad entry systems. Plans are in development to increase the security of access to the campus, for example by installing a main gate security barrier and intercom system.

This indicator highlights the importance of placing the needs of learners at the centre of curriculum design and development. The structure and delivery of the curriculum should take good account of local and national circumstances. The curriculum is the totality of learning experiences across the four contexts as delivered by the school and its partners. An effective curriculum results in strong outcomes for all learners. The themes are:

- Rationale and design
- Development of the curriculum
- Learning pathways
- Skills for learning, life and work

### Rationale and design

- Senior leaders and staff at Fairview are planning to develop fully the school as a 'three-programme IB school'. The school should continue to develop clear rationale for its curriculum, that reflects its own unique Scottish context. This should be in line with its aspirational aims and objectives for expansion. The drivers for the IB underpin the curriculum in both PYP and MYP. However, in the PYP the curriculum is also strongly influenced by aspects of Curriculum for Excellence (CfE) as well as the English educational system. This, importantly, allows staff to tailor aspects of the IB philosophy for learners in a Scottish context. Senior leaders and teachers are working well across the MYP to develop ways of embedding improved contextualisation of the IB curriculum, to suit learning contexts at Fairview. The school now has IB approval for the MYP years. Candidacy status remains in the interim for the PYP years. Senior leaders and staff are working towards approval for the IB Diploma Programme, as well as the IB careers programme for young people up to the age of 19 years.
- Children and young people lead key aspects of their learning at Fairview. Increasingly, teachers are creating further opportunities across the MYP for children to lead aspects of their learning that fit well with the programme of learning at these stages. Choosing their focus for learning exhibitions and other themed learning is an example of this. This aligns with the Approaches to Learning (AtL) skills development philosophy. Staff are creating helpful ways for children to think for themselves around the skills they are developing in their curricular and interdisciplinary learning experiences.

### Development of the curriculum

- Teachers, across the PYP, are developing thoughtfully curriculum areas for learning and inquiry. They are taking a broad view of IB philosophy, planning and skills development and bridging this with aspects of the Scottish and English curricula. Planning for aspects of summative and formative assessments, for example, are broadly underpinned by the CfE National Benchmarks.
- Teachers' planning in the MYP is broadly directed by the Fairview international team of colleagues in Malaysia. Teachers have international subject partners with whom they are encouraged to share and develop ideas for the curriculum areas. Teachers at Fairview Beaconhurst are finding manageable and effective ways to develop curriculum planning that align with the IB philosophy. They take account of individual learners' needs in a Scottish context. Teachers should continue to consider relevance as one of the principles of curriculum design when developing their course and programme. They will require to review continuously learning and teaching resources, the curriculum and their approaches to planning learning, teaching and assessment as the school expands over the next few years. This will help them to

meet best the needs of all of their learners. This includes the growing number of international children the school intends to attract in the coming years.

- Teachers and pupils have recently developed a school 'Eco club.' This initiative is intended to promote outdoor learning and co-curricular activities. This area of the school's curriculum has not progressed as quickly as staff had intended, as a result of periods of remote learning due to the COVID-19 pandemic.
- The headteacher has identified expansion and variation in languages provision as an area for curriculum improvement. The school currently offers Mandarin to all learners. Next session, learners will also benefit from the addition of a Spanish teacher. The headteacher, commendably, also intends to provide ongoing learning opportunities for international learners to develop key skills in their mother tongue. Further resourcing, curriculum planning and development will be required to be able to meet the needs of international students.

### **Learning pathways**

- Staff have in place plans for progression for post-16 young people to learn through the IB continuum. This includes alternative learning pathways such as the IB Careers Programme. This will help staff to plan for the increasingly varied learning needs and aspirations of learners as the school expands. Staff are keeping future IB pathway options open to review, depending on the needs and backgrounds of individual learners as the school grows. Senior leaders and teachers have also discussed the possibility of offering options from Scottish National Qualifications and English qualifications. This additional option for individual learners, alongside their IB programme, will offer further flexibility. This will especially be the case for young people whose destinations from Fairview Beaconhurst are UK further and higher education institutions. Senior leaders and staff should keep this option under review. This will help to build more personalised pathways for young people as they progress through the School.

### **Skills for learning, life and work**

- There is a well embedded and relentless focus on developing skills in a progressive way across the curriculum. Teachers across the MYP are working closely with their Malaysian counterparts to ensure that curriculum content can be adapted to the needs and cultural contexts of all learners. This adaptability with the curriculum allows contexts for learning to be more relevant to learners at Fairview Beaconhurst. Approaches to Learning (AtL) skills development underpins all learning through the IB programme. Teachers work with learners to teach transferrable skills explicitly as a key part of IB philosophy. Teachers have developed, for example, helpful 'spinner skills wheels' which are visible and used well in all classrooms. These serve as an aide-memoire to learners for the focussed skills they are learning in each lesson. AtL skills development forms a key part of each learner's individual learner profile. Learners talk confidently about the skills they are developing in lessons and in project work. They see the development of key skills and attributes as an integral part of their learning at Fairview.
- Senior leaders allocate time for professional learning and collaborative working to enhance the development of the curriculum. The headteacher provides clear direction for teachers to manage and continuously review the longer term plans for the development of all aspects of the curriculum. He is clearly focussed on supporting staff to design learning experiences for children that reflect, as best as possible, learning in a Scottish and UK context.

## 2.3 Learning, teaching and assessment

very good

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

- learning and engagement
- quality of teaching
- effective use of assessment
- planning, tracking and monitoring

- Children and young people are polite, articulate and well behaved. They interact very well with each other and staff. There is a strong climate of positive, warm, caring relationships with adults around the school. This nurturing environment is supporting children and young people well with their learning. In line with the IB philosophy, all children and young people construct an 'essential agreement' to outline acceptable behaviours during learning experiences and around the school. This is supporting learners to interact with each other in a positive way.
- Almost all learners across the PYP and MYP are highly motivated and engage very well with their learning. Children and young people are very clear about the purpose of their learning. Well-established, embedded classroom routines support this very effectively. Children and young people talk confidently about their learning experiences and how they value being able to plan and shape aspects of their experiences.
- Staff have a strong focus on gathering the views of children and young people. Learner voice is used very well to support personalisation and choice. Regular surveys and the use of sticky notes in-class provide effective means for teachers to explore children and young people's thinking.
- Children and young people are well versed in the use of digital technology to support their learning. They use laptops or tablet devices along with online learning platforms to plan, research and record their learning. Staff's strong use of digital technology supports this well through almost all aspects of children and young people's learning.
- Learners and parents were very positive about the learning experiences offered during periods of remote learning during the COVID-19 pandemic. Staff used digital technology well to ensure children and young people could continue to learn. Staff's focus on wellbeing since the return to school in August has supported children and young people well as they have successfully reengaged with learning.
- Almost all lessons are high quality with teachers' instructions and explanations clear. Staff effectively share the purpose of learning and how children and young people will be successful. Almost all teachers use questioning well to support and challenge children and young people's learning. Teachers encourage learners to engage higher order thinking skills when explaining their answers or challenging peers.
- Lessons are well structured. The IB philosophy of enquiry-based learning is evident clearly in both the PYP and MYP years. Teachers build on learners' prior knowledge well through questioning such as 'What do you know? What do you wonder? What did you learn?'. Teachers use 'Approaches to learning' well to allow young people to focus on the skills they



are developing. In a few, very positive examples teachers referred to these skills regularly throughout children and young people's learning experiences.

- Staff use a range of assessment approaches across the PYP and MYP. The use of standardised assessment is providing useful baseline data for staff on learners' prior knowledge and progress. Staff engage in regular discussions with the headteacher to review learners' progress. This is helping to ensure children and young people are on track with their learning or to identify where additional support is required. Children and young people engage in regular summative assessment at the end of a block of learning. Children are able to share their learning through the PYP exhibitions. Staff provide helpful feedback after these to support learners with their next steps in learning. Staff moderate assessment both internally and with the support of colleagues from their partner schools in Malaysia. This contributes positively to consistency of approaches to assessment.
- In the PYP, teachers plan learning using both the IB philosophy and CfE. Teachers plan learning over different time scales well. Learning in the MYP is more closely planned using the IB philosophy in preparation for e-assessment at the end of year 11. The use of portfolios and examination style assessment allows young people to demonstrate their learning in different ways. The use of the transdisciplinary approaches to linking curricular areas is allowing learners to make connections across different areas of interest. Staff are at the early stages of developing a tracking system to monitor children and young people's progress. Early progress has been made to monitor where children and young people are learning. Staff should continue to consider how the transition between PYP and MYP is best managed and how planning tracking and monitoring systems can be aligned effectively.

## 2.1 Safeguarding and child protection

Choose an item.

This indicator focuses on the wide range of duties required of all staff and partners to ensure that all children and young people are safe, well cared for and enabled to flourish. This indicator looks to how the school takes account of statutory requirements in relation to child protection to ensure the needs of all learners are met. Safeguarding all children and young people requires strong partnerships to be established between the school and its local community. This includes well-planned progressive learning opportunities so that children and young people can become more resilient and develop a sound understanding of how they can keep themselves safe. The themes are:

- Arrangements for safeguarding, including child protection
- Arrangements to ensure wellbeing
- National guidance and legislation

**The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and learners. In addition, inspectors examined a sample of safeguarding documentation. At the time of the inspection, there were no areas for development.**

- The school has made arrangements for safeguarding high priority. The school, led by the headteacher and head of pastoral care, is proactive and attentive to children and young people's safety and wellbeing. There is a culture of 'responsibility of all' amongst the staff team. The management team reviews safeguarding systematically. They invite all staff to share their views and observations about the effectiveness of approach and policymaking. The school has taken considerable care to ensure professional learning and the approaches taken with children and young people align with guidance and legislation in Scotland. Staff deliver aspects of safeguarding in ways which build on the findings of the school's self-evaluation. The school has placed additional emphasis on online safety as a result of COVID-19, for example. Staff have a number to call or message for help if required.
- Those responsible for safeguarding across the school demonstrate knowledge and understanding of legislation and guidance. They know children and young people very well and have clear, regular systems in place to communicate about learner wellbeing with parents. Managers have undertaken a breadth of appropriate training and ensure all staff complete regular updates. They have developed, because the school is so new, bespoke approaches to safeguarding which fit with their school community and philosophy.
- Wellbeing across the school continues to evolve. There are strengths in the ways in which the school monitors children and young people's wellbeing rigorously and uses the information to communicate to families and adjust learning and teaching approaches. Learning and teaching approaches, through the IB philosophy, help to embed the wellbeing indicators for younger children.
- The school makes provision for all staff to undertake safeguarding and child protection training. This extends to administrative staff and visiting specialists. The Educare platform is central to the training provided. The school makes child protection and safeguarding forms readily available to staff. Regular staff updates include examples of what might constitute an area of concern. Managers and playground supervisors identify any safeguarding risks outdoors. Weekly learner review sessions between the head of pastoral care and form teachers support a collaborative approach to information sharing. All staff have the information they need to support and guide children and young people as a result of these approaches.

- An anti-bullying contract and Online Safety Charter enhance the approaches to safeguarding by ensuring staff, learners and their families understand the standards of behaviour expected to safeguard the wellbeing of all. The school ensures it seeks information from previous schools that children and young people have attended to ensure transition arrangements are bespoke. Helpful dialogue with learners encourages them to be open with their teachers about their worries and concerns. Staff act upon and share these as appropriate.

### 3.1 Ensuring wellbeing, equality and inclusion

very good

This indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements. The themes are:

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- Children and young people articulate clearly what wellbeing means to them as individuals and as a school community. They benefit from well-planned autonomous approaches to securing wellbeing for themselves and others, through the fusion of Scottish and IB approaches. They are motivated, thoughtful and considerate as a result. The importance of wellbeing is highly visible throughout the PYP in classrooms and corridor spaces. It is embedded within curricular provision. The wellbeing indicators are used meaningfully by children to learn about their rights and responsibilities. Approaches such as circle time and daily check-ins are valued and provide a vehicle for children to talk about their wellbeing at school and at home. Play based learning for the youngest children enhances their social and emotional wellbeing. Planned opportunities in the MYP at registration time and throughout IB build young people's capacity to explore their own wellbeing and that of others in their school community and beyond. Plans are in place to provide an additional timetabled slot for the PSHE programme. The school is making well-paced progress in addressing wellbeing and is rightly proud of this success.
- The school, in a short time, has created a 'family' ethos in which positive relationships are fundamental. Learners and staff know each other very well. Trust, compassion and a duty of care for each other is palpable. Children and young people can be themselves and are good at articulating what this looks like. They benefit from a freedom to express themselves. Staff are sensitive in dealing with relationships at all levels. They appreciate the family ethos but understand that the small number of learners, existing in close contact, presents other challenges.
- The school is taking part in 'Bloom', a mental wellbeing and resilience programme for young people aged 14 to 17. They engage with themed weeks such as health and mental wellbeing. The school, as staffing grows, is proactive in seeking the skills of other professionals to broaden their own learning and better meet the mental wellbeing needs of children and young people. Staff will, post COVID-19, continue to support older young people as they approach school examinations.
- The Student Council represents all year groups well. Children and young people are positive about their contribution and successes in bringing about change. The headteacher meets with them regularly to seek their views and provide constructive feedback on their plans. The IB provides rich and diverse opportunities for learners to have a voice and approach personal study in their own way. The school uses the IB Learner Profile characteristics to enhance resilience, achievement and self-motivation.
- The school fulfils its statutory duties with regard to safeguarding and there are no identified areas for improvement from this inspection. Appropriate policies are in place which reflect the most up-to-date guidance. Clear plans are in place to build on existing good practice and

address adaptations to fences and gates. This will enable children and young people to use the grounds more freely for different purposes.

- Managers and staff are deepening their knowledge and understanding of their responsibilities with regard to children and young people who need additional support for their wellbeing and learning. Rigorous systems are in place, through pastoral meetings, to establish an increasingly informed picture of where learners would benefit from curricular adaptations or enhanced approaches to wellbeing. Individualised plans are in place where learners need them. These are reviewed regularly in collaboration between staff and families. The school demonstrates clearly how it addresses the needs of children and young people who join the school mid-year. Learners and their family or representative benefit from bespoke transition arrangements, which the school monitors closely. The school actively seeks guidance from outside professionals. It will, where required, advise families in pursuing more formalised assessment from health professionals. Managers are acutely aware of the pressure upon staff to maintain their current level of individualised planning whilst learner numbers increase continuously. This will become a greater challenge when children and young people who will be boarders arrive to take up places.
- COVID-19 has had a negative impact on school plans to build stronger links with the local community. Staff have achieved this where possible. Links exist with Stirling University which support the physical education programme. Children and young people's personal study is encouraging them to look beyond the immediate school community into the local town.
- Staff embed inclusion and equality within the values of the school: happiness, choice and wellbeing. They created new policy documentation to inform their work. Children and young people are consistent in their view that they feel included and respected. Staff recognise them as individuals and seek out their individual characteristics. Clear plans are in place to support further mother tongue languages spoken by learners. The school provides additional sessions to support learners whose first language is Mandarin. The school philosophy is for children and young people to retain and build on their home language skills.
- Older young people have been instrumental in progressing learning about protected characteristics. They planned and presented an assembly to highlight the rights of LGBTQ+ individuals. All children and young people learn about racial equality and are curious about world religions. This knowledge and understanding is helping them to respect their peers and challenge discrimination.

## Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.