

School inspection report

3 to 5 March 2026

Pattison

86 – 90 Binley Road

Coventry

West Midlands

CV3 1FQ

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. Leaders are skilled and knowledgeable. They consistently prioritise the wellbeing of pupils in all aspects of their planning and decision-making. Leaders value highly the views of pupils, who appreciate the importance placed on their opinions and ideas. The consideration of pupils' views plays an important part in the ongoing process of reviewing all aspects of school life.
2. Leaders effectively promote the wellbeing of pupils through a well-planned system of pastoral care which supports pupils on an individual basis. Vocational and academic teachers, as well as form tutors, have a detailed understanding of the needs of their pupils, enabling appropriate support to be put into place when required. This has a positive effect on the growth of pupils' self-confidence.
3. Pupils grow in self-esteem in a community characterised by mutual respect and inclusivity. Leaders create many opportunities for pupils to support others, both within the school and through collaborative work with people from the wider community.
4. Governors maintain effective oversight in ensuring that leaders have the relevant knowledge and skills to fulfil their responsibilities. They rigorously monitor the implementation of the school's development plans and policies, through detailed termly audits of all aspects of the school's provision.
5. Leaders have put in place a suitably broad and age-appropriate curriculum which effectively blends academic learning with specialist vocational teaching which enables pupils to achieve well and particularly highly in the performing arts.
6. At its most effective, teaching is well planned to both support and challenge pupils appropriately. However, this is not consistently evident in all lessons when teaching does not identify when pupils are able to apply their learning with greater complexity or independence. This results in some pupils achieving less than they should.
7. The early years setting is a happy child-centred environment. The curriculum effectively supports the needs and interests of the children. Over time, the children learn well and develop appropriate social skills and self-awareness. They are enlivened by well-planned and varied learning activities provided by skilled and caring staff.
8. The school has appropriate policies and procedures for managing behaviour and addressing bullying. Records are monitored effectively by leaders, who have a detailed knowledge of individual pupil behaviour and take appropriate action when required. However, the school's behaviour policy is not always implemented consistently in lessons to stop low level disruption caused by a minority of pupils.
9. The school prepares pupils well for their lives in British society. Pupils develop a clear understanding of their social responsibilities towards others through their different roles, such as becoming members of the student council. The school's careers programme prepares pupils effectively for making decisions about their post-16 pathways.
10. Safeguarding procedures are implemented effectively. A comprehensive training programme is in place for staff who fully understand that safeguarding is everyone's responsibility. Leaders take

timely and appropriate action in response to safeguarding concerns. Safer recruitment procedures are followed rigorously to ensure the suitability of all adults working at the school.

The extent to which the school meets the Standards

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

Recommended next steps

Leaders should:

- ensure that all teachers implement the school's behaviour policy effectively in lessons to ensure that all pupils are fully engaged in their learning to enhance their progress
- ensure that teachers identify and support pupils, when they are ready, to apply their learning in more complex ways and with greater independence so that they make the progress of which they are capable.

Section 1: Leadership and management, and governance

11. Leaders have a thorough understanding of their responsibility to ensure that the school enhances the wellbeing of pupils. They know the pupils well and have an overriding ambition for them to flourish and achieve to the best of their abilities. Leaders are highly visible and fully embrace the need to listen to the views and concerns of pupils, parents and staff. They consistently demonstrate the skills and knowledge to fulfil their responsibilities effectively.
12. Governors maintain effective oversight of the work of leaders through a programme of extensive termly audits of all aspects of the school's provision. In addition, governors regularly visit the school, receive termly reports on all aspects of school life and meet with school leaders on a weekly basis. Consequently, they scrutinise all areas of the school and provide appropriate challenge for leaders. The thoroughness of governors' oversight enables them to ensure that leaders effectively implement policies so that the Standards are met consistently.
13. Leaders have established a culture of continuous improvement which is informed by a diligent approach to self-evaluating the school's provision. They place high importance on actively seeking and listening to the views of pupils. This enables them to fully understand the possible impacts on the lives of pupils that may arise from their decisions. Leaders conduct regular surveys and discussions with staff and parents to ascertain their views. This process informs the school's annual improvement plans which are reviewed on a termly basis. Through this approach, leaders bring sustained and impactful improvements to pupils' experiences, such as through their monitoring of pupils' academic progress over the last year.
14. Equality of opportunity is the cornerstone of the school's values. Leaders are highly effective in embedding this value across the school community. Staff and pupils consistently demonstrate inclusivity in their actions. Pupils are taught the importance of treating others equally. Leaders have put in place a suitable accessibility plan which is updated annually. The school fulfils its responsibilities under the Equality Act 2010.
15. Leaders in the early years have effectively established a child-centred learning environment that supports children's early learning and development in a safe environment. Leaders are well trained and have the appropriate levels of skill and knowledge for their roles. They ensure that staff are supported through regular dialogue about their professional practice and training needs. The school's safeguarding, health and safety, supervision, first aid and risk assessment policies are implemented effectively in the early years setting to ensure the wellbeing of children.
16. Leaders take a meticulous approach to the mitigation of risk and ensure that the school's risk assessment policy is implemented effectively. Leaders ensure that staff are well trained and produce suitable risk assessments that identify and manage potential risks to pupils, including for school trips, the school site and activities, as well as individual pupils' welfare. Leaders and governors scrutinise potential risks and how to mitigate them through their regular audits of school provision. They identify and mitigate such risks to minimise any possible adverse effects on the safety and welfare of pupils, such as restructuring the school's lunchtime activities to minimise the risk of accidents.
17. Leaders communicate effectively with a range of external agencies, such as local children's services. Leaders consult and work appropriately with several local authorities, including about the financial

arrangements relating to pupils who have an education, health and care plan (EHC plan). Leaders inform the local authority of any pupils who arrive or leave the school at non-standard transition points, or when there are concerns about pupils' absence.

18. Leaders and staff work closely with parents to follow up and resolve any concerns they may have. The complaints policy is available on the school's website and outlines the stages and timescales of actions implemented by leaders in the case of any complaint. The school maintains a record of complaints and any actions taken as a result.
19. The school regularly provides parents with reports on the progress of their child throughout the academic year. All other required information, such as policies and school contact details, is provided on the school's website or otherwise made available to parents and other agencies.

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

20. **All the relevant Standards are met.**

Section 2: Quality of education, training and recreation

21. Leaders regularly review the curriculum to ensure that it meets the needs of pupils. Using the national curriculum, leaders ensure that the age-appropriate curriculum effectively blends both academic and vocational learning. The curriculum offers a suitable range of GCSE courses which are constantly reviewed; this has resulted in additional subjects, such as BTEC qualifications in performing arts and business, being added to the options for pupils. The curriculum is effectively mapped out to ensure that it provides a co-ordinated approach in the development of, for example, literacy, numeracy and scientific skills. This enables pupils to make a smooth transition from the prep to the senior school. It also allows them to rapidly develop transferable skills, such as collaboration and communication, which pupils apply effectively to their academic and vocational learning.
22. Leaders invest significant effort in providing pupils with a very high-quality performing arts curriculum and experience. It supports the development of specific skills in areas such as tap, ballet and contemporary dance. Teachers support pupils' technical singing and dance development. They ensure that pupils have a detailed understanding of their progress in their performances and areas for development. Pupils achieve consistently high levels of performance in a range of dance competitions and in national examinations such as those set by the International Dance Teachers' Association (IDTA).
23. A suitable framework for academic assessment is in place. Leaders use assessment information to evaluate pupils' progress from their starting points. They quickly identify pupils who need additional support and put in place carefully considered action plans. All pupils regularly meet with teachers or tutors to review their progress and how it can be improved. This has a positive effect on their motivation and self-confidence. Pupils make good progress over time and typically achieve well in public examinations.
24. Leaders maintain oversight of teaching throughout the school. They regularly conduct tours of lessons, review pupils' work and listen to pupils' feedback about their learning. This informs plans for weekly professional development, with the focus increasingly on how to further support pupils' independent learning to enable them to extend their knowledge and understanding.
25. Leaders ensure that the needs of pupils who have special educational needs and/or disabilities (SEND) are identified, and their progress is monitored effectively. Teachers are trained to ensure that their lesson planning incorporates suitable strategies, such as using structured questioning, to support the learning of pupils who have SEND. When needed, learning support specialists provide individual pupils with targeted support outside lessons. As a result, pupils who have SEND access the curriculum effectively alongside their peers and learn well.
26. The small number of pupils who speak English as an additional language (EAL) are identified by leaders and, when needed, are supported effectively to develop their understanding and use of English. This support is provided in lessons and in additional sessions if required. Pupils who speak EAL develop linguistic skills and a command of reading, writing and speaking in English, that allow them to learn and achieve.
27. Most teachers are knowledgeable about the subjects that they teach. They plan lessons that build on pupils' prior understanding. They check how pupils are faring and adapt lessons so that any

misconceptions are identified and addressed quickly. As a result, most pupils develop a thorough understanding of the concepts and knowledge. However, some teaching does not identify when pupils are ready to achieve more. Some teachers do not provide opportunities for pupils to apply their learning with greater complexity or independence. As a result, some pupils are not challenged to achieve as well as they should.

28. The youngest children are well supported in their early learning and development. Leaders provide a curriculum that provides well-planned and play-based activities that enliven children's curiosity. High-quality teaching supports children to develop important foundational knowledge in reading, speaking, writing and early mathematics. Well-trained adults provide lots of opportunities for children to communicate their ideas, explain their thinking and develop independence. Leaders use assessment information precisely to support any children who need extra help to keep up with their peers. This supports children to be ready to transition into Year 1.
29. Weekly enrichment activities, such as gardening club and a range of sports, such as squash, enable pupils to widen their interests and develop new skills. Leaders provide a suitable programme of activities which enhances pupils' skills in the performing arts. Specialist preparation for national and local competitions enables pupils to perform at a high level as well as building their self-confidence and resilience.

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

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

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

31. The school actively promotes pupils' emotional wellbeing through a well-structured system of pastoral support. Senior school tutors, and class teachers in the prep school, know their pupils well and understand their needs. Tutors meet with pupils every day and each week they have one-to-one discussions with their tutees about how things are going in their school lives. Tutors provide weekly feedback to leaders on pupils' wellbeing. Leaders have ensured that, across the curriculum, including the weekly tutorial programme and 'wellbeing Wednesday club', pupils are taught about strategies for supporting their own mental health, such as mindfulness.
32. The school's well-planned assembly programme and tutorial programme support and enhance pupils' understanding of morality and their respect for those with different beliefs, lifestyles and faiths. Whole-school events based, for example, around the festivals of Eid and Diwali enrich how pupils learn about different faiths, as well as gaining an understanding of their own spirituality. In their religious education (RE) studies pupils are taught about the major religions in Coventry, which helps them recognise and value the diversity in their community. Across the curriculum, pupils' understanding of moral issues grows rapidly. For example, in the prep school pupils consider the ethical issues surrounding the culling of one animal species to enable another to thrive. Older pupils debate issues such as the moral justification for armed conflict and the dangers of positive discrimination.
33. Leaders implement an age-appropriate personal, social, health and economic education (PSHE) curriculum. Teachers place particular emphasis on supporting pupils' mental health, with discussions on managing stress, developing a healthy lifestyle and being true to yourself and your own characteristics. Pupils are regularly given time to reflect on their learning in PSHE lessons. This enables teachers to assess pupils' understanding. Leaders make use of feedback from pupils and parents to adapt the PSHE course content to meet pupils' changing needs and to reflect local and worldwide events.
34. The PSHE programme incorporates relationships and sex education (RSE), which is comprehensive and in line with the requirements of current statutory guidance. It is taught in an age-appropriate manner. Pupils learn about themes such as the nature of different types of healthy relationships, boundaries in friendships and the importance of respecting consent.
35. The well-planned physical education (PE) curriculum facilitates the growth of pupils' understanding of the role that physical fitness plays in healthy living. Pupils develop a range of physical skills, including swimming, as they move through the school. At the same time, they make good progress in understanding the importance of working as a team and solving problems collaboratively. Pupils develop their mental resilience through physical activities which has a positive effect on their mental health.
36. Leaders in the early years help the children to understand the importance of learning together. Collaboration and kindness between children are highly visible. As a result, children behave well in the early years setting and grow up respecting their peers. A range of well-planned physical activities enable children to develop their co-ordination, spatial awareness and agility. Children also make rapid progress in developing gross and fine motor skills as shown by their manipulation of plasticine to make models and their construction of a balance beam which they could then walk on.

37. Leaders have put in place appropriate policies for behaviour and anti-bullying. Records of behaviour and, if they occur, incidents of bullying are robustly maintained, appropriately categorised and enable leaders to identify patterns and trends. They are proactive in tackling any examples of poor behaviour using appropriate sanctions. Leaders support pupils to reflect on their actions and learn from their mistakes. However, in some lessons, staff do not fully implement the behaviour policy and this results in low-level misbehaviour, with the result that the progress of some pupils is disrupted.
38. Health and safety procedures are robust and implemented effectively through methodical checks and maintenance. Appropriate precautions are taken to minimise the risk of fire, with frequently updated staff training, systematic checks on fire equipment and regular fire drills. Leaders' and governors' oversight of health and safety matters is informed by termly external audits carried out by specialists. The school site is well maintained, secure and provides an environment in which pupils can learn, play and socialise. First aid provision is appropriate and effective. Suitable numbers of staff are appropriately trained in first aid, including paediatric first aid.
39. Pupils are supervised effectively. Detailed staff supervision rotas are implemented well, so that staff are always on hand to provide pupils with support, if required. Suitable staff-to-child ratios are maintained in the early years.
40. The school's attendance and admission registers are accurately maintained in line with current statutory guidance. Leaders monitor attendance records daily and put in place suitable support for any pupils who do not achieve high rates of attendance.

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

41. All the relevant Standards are met.

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

42. The school values of respect and support for others are characteristics of the behaviour and expectations of the whole community. For instance, through the collaborative nature of the performing arts, pupils rapidly develop an understanding of the importance of listening to others and recognising different perspectives to their own. Pupils are regularly given rewards when they display kindness and help others by their actions. As members of mixed-age houses, pupils are taught about the importance of respectfully working together for a common purpose. Across the curriculum, teachers consistently reinforce the importance of mutual respect through, for example, learning about healthy relationships and treating everyone as equals.
43. The school's curriculum enables pupils to gain an understanding of the different cultural and social perspectives of people from across the world. Lessons in subjects such as PSHE, geography and RE are supported by assemblies and special events to mark cultural celebrations across the world, such as Chinese New Year. In a recent cultural day, for example, younger pupils put on displays for parents and older pupils, which enabled them to explain their research into a range of Asian cultures.
44. Leaders have embedded British values such as equality, the rule of law and the democratic process across the curriculum. The school teaches pupils why having rules and adhering to a code of conduct are important. Recently all pupils in the school were involved in signing their own *Magna Carta* for the expected conduct of pupils. Pupils develop a thorough understanding of right and wrong. The rights of the individual and the importance of democratic voice are reinforced through the assembly programme and PSHE lessons. Democratic principles are applied when pupils vote for members of the school council. Through this process, pupils develop their understanding of the importance of representing the views of others.
45. The school's well-planned PSHE programme contains several financial themes during which pupils are taught about how to enhance their economic wellbeing. In the prep school, pupils learn about how debit cards work and how adults pay for things. Older peers are challenged to think about the impact of monetary concepts such as debt, credit, budgeting and the dangers of gambling. Practical applications of understanding how money works are used, for example, by pupils learning how to shop on a budget during the prep school's annual Christmas trip.
46. Teachers in the early years effectively implement a suitable range of activities that help the youngest children to develop socially. They increasingly develop an understanding of the feelings of others and learn how to collaborate and resolve differences through mutual respect. The children actively engage with the local community by visiting, for example, a local building society and learning about the role of cashiers. This gives the children an introduction to their understanding of money as well as the different jobs that people do.
47. Leaders develop pupils' social responsibility towards others by actively encouraging them to support the school and wider communities. Pupils in the elected school council are trained as leaders and are active in encouraging all pupils to take responsibility for others. Consequently, pupils take roles such as litter picking in the local community and growing vegetables for the school kitchen. Older pupils help their younger peers in lunchtime activities. Pupils take part in local community charity

fundraising and performing arts pupils regularly collaborate with students from other schools in a number of productions.

48. The age-appropriate careers programme starts in Year 5. The programme is regularly audited against national benchmarks and provides a balanced approach between advice about academic and performing arts pathways. Careers education is effectively co-ordinated across PSHE lessons, assemblies and recently introduced careers lessons for younger pupils. Pupils are taught how to develop a range of employability skills and how specific skills are linked to different careers. The lesson-based careers provision is enhanced by bespoke one-to-one guidance for all pupils in the senior school. This enables pupils to make balanced decisions about post-16 further education, training or employment opportunities.

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

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

Safeguarding

50. Leaders oversee the effective implementation of a safeguarding policy and procedures which fulfil the requirements of current statutory guidance. They have effectively embedded a school culture in which staff have a precise understanding of their safeguarding responsibilities. This robust culture is enhanced by the well-structured and highly visible safeguarding team who have a clear understanding of the contextual risks to the pupils in their care and take suitable steps to mitigate these.
51. Staff throughout the school are well trained in safeguarding procedures, including through weekly meetings in which staff are given relevant safeguarding updates and their knowledge is tested by frequent quizzes. New staff take part in a well-organised and comprehensive induction programme so that they are clear about the school's safeguarding arrangements.
52. Staff know pupils well and identify changes of behaviour which could indicate a potential safeguarding concern. They report and record their concerns in a timely and appropriate way. This allows the safeguarding team to be proactive in ensuring that effective support is put in place.
53. The safeguarding team is suitably trained. Safeguarding leaders respond to any concerns or incidents promptly and effectively, including through liaison with relevant external agencies when appropriate. Safeguarding concerns are suitably recorded, showing actions taken and decisions made. Child protection records are maintained effectively.
54. Staff are aware of the procedures to follow should there be any concerns about adults working at the school. Leaders take appropriate action when these are reported, including providing members of staff with additional support and training if needed. They monitor concerns about adults. Leaders seek timely advice from the local authority and make effective referrals when required.
55. Pupils are aware that they can talk to and confide in all trusted adults in the school. They are taught how to keep themselves safe, including when online. A suitable and extensive internet filtering and monitoring system is in place. Members of the safeguarding team receive daily reports on any suspicious internet activity and respond promptly to any online concerns that arise.
56. In the early years, leaders ensure that the school's safeguarding procedures are implemented effectively. Staff are trained appropriately and understand how to mitigate risk and enhance the wellbeing of the children. For example, children are well supervised during the day, including at breaktimes and when eating. The entrance to the early years setting is securely managed.
57. The school carries out all required pre-employment checks in a timely manner for adults who work with pupils, including children in the early years. A suitable central record of appointments is in place and staff files include the information required by current statutory guidance.
58. Governors maintain a precise oversight of the school's implementation of safeguarding policies and procedures. They use a range of information to check on the effectiveness of leaders' work, including through termly audits and safeguarding reports which are discussed and scrutinised at termly board meetings.

The extent to which the school meets Standards relating to safeguarding

59. All the relevant Standards are met.

School details

School	Pattison
Department for Education number	331/6011
Address	Pattison 86 – 90 Binley Road Coventry West Midlands CV3 1FQ
Phone number	024 7645 5031
Email address	office@pattisons.co.uk
Website	www.pattisons.co.uk
Proprietor	Blenheim Schools Group Limited
Chair	Mr Richard Power
Headteacher	Mr Charles Stafford-Northcote
Age range	2 to 21
Number of pupils	142
Date of previous inspection	21 to 23 March 2023

Information about the school

60. Pattison is an independent co-educational day school located in Coventry. The school is organised into three sections: a Nursery, a prep school and a senior school, situated on two adjacent sites at 86–90 Binley Road. The current headteacher took up his post in May 2024.
61. At the time of the previous inspection, the school was owned by Chatsworth Schools. In January 2025 Blenheim Schools Group Limited took ownership and became the proprietor body for the school. The chief executive officer (CEO) of the company is also the chair of the proprietor body. The school is supported by directors who work for the proprietor body and who take on the roles of governance.
62. There are 26 children in the early years setting, comprising one Nursery and one Reception class.
63. The school has identified 43 pupils as having special educational needs and/or disabilities. Eight pupils in the school have an education, health and care plan.
64. The school has identified English as an additional language for 15 pupils.
65. The school states that its aims are to care for all members of the school equally and value all that they achieve, whatever their individual skills, talents, interests, abilities and backgrounds. It seeks to challenge pupils creatively, physically and emotionally. It also aims to ensure that pupils reach their academic and social potential by enabling them to develop the values of respect, good manners, discipline and concern for others which underpin the school's ethos.

Inspection details

Inspection dates

3 to 5 March 2026

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

67. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussions with the chair and other governors
- discussions with the headteacher, school leaders, managers and other members of staff
- discussions with pupils
- visits to the facilities for physical education and performing arts
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

68. 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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