



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Reports

Lyndhurst House Preparatory School

October 2019



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School's Details

School	Lyndhurst House Preparatory School			
DfE number	202/6210			
Address	Lyndhurst House Preparatory School 24 Lyndhurst Gardens Hampstead London NW3 5NW			
Telephone number	0207 435 4936			
Email address	office@lyndhursthouse.co.uk			
Headmaster	Mr Andrew Reid			
Proprietor	The Lyndhurst House Partnership			
Age range	4 to 13			
Number of pupils on roll	134			
	EYFS	9	Yrs 1 - 6	100
	Yrs 7 - 8	25		
Inspection dates	8 to 10 October 2019			

1. Background Information

About the school

- 1.1 Lyndhurst House Preparatory School is an independent day school for pupils aged between 4 and 13 years. It is registered as a single-sex school for male pupils. The school was founded in 1952 and bought by the current proprietor in 1992. It is overseen by the proprietor and the director of education who are supported by a panel of advisors. Since the last inspection a new music room has been added in the main building.

What the school seeks to do

- 1.2 The school's aim is to provide a full and rounded education, responding to individual needs and providing opportunities for pupils to find fulfilment and enjoyment with the opportunity to excel. The school seeks to promote the core values of decency, tolerance, understanding and sympathy whilst encouraging a sense of responsibility, the growth of self-respect and understanding of community values.

About the pupils

- 1.3 Pupils predominantly come from business and professional families in the local area and from a wide range of ethnic and cultural backgrounds. Nationally standardised test data provided by the school indicate that the ability of the pupils is above average. The school has identified 31 pupils as having special educational needs and/or disabilities (SEND), which include mild dyslexia or dyspraxia, attention deficit hyperactivity disorder and autistic spectrum disorder, 22 of whom receive additional specialist help. No pupil in the school has an education, health and care (EHC) plan. Nineteen pupils have English as an additional language (EAL), and none require additional support. Standardised data used by the school have identified 20 pupils as the most academically able in its population, whose needs are met through modifying teaching arrangements and occasional small group activities.

2. Regulatory Compliance Inspection

Preface

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. The inspection of schools that have early years settings not requiring registration similarly records whether the school complies with key provisions of the Early Years Foundation Stage statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, the inspection reports on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. It comments on the progress made by the school in meeting the compliance action points set out in the school's most recent statutory inspection.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework and DfE requirements. The inspection may be of COMPLIANCE ONLY or a combined inspection of EDUCATIONAL QUALITY AND COMPLIANCE depending on a number of factors, including findings from their most recent inspection. Schools judged not to meet the standards may also be subject to a progress monitoring visit before their next routine inspection. The progress monitoring visit will judge whether the school has taken the necessary action to meet any un-met standards identified at their previous inspection.

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

This is a FOCUSED COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY, the report of which appears later in this document. The COMPLIANCE inspection reports only on the school's compliance with the standards. The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified. In this focused compliance inspection, key regulations and standards have been inspected in detail. These are the regulations on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety, arrangements to check the suitability of staff; the provision of information to parents; the handling of parents' complaints; and other related aspects of leadership and management. The remaining standards and requirements are deemed to continue to be met unless evidence to the contrary has been found.

Inspections do not include matters that are outside of the regulatory framework described above, such as: an exhaustive health and safety audit; compliance with data protection requirements; an in-depth examination of the structural condition of the school, its services or other physical features; contractual arrangements with parents; an investigation of the financial viability of the school or its accounting procedures.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to specifically in published reports in this document but will have been considered by the team in reaching its judgements.

Links to the full regulations and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#), [Early Years Foundation Stage Statutory Framework](#).

Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, and relevant requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements, and no further action is required as a result of this inspection.

PART 1 – Quality of education provided

- 2.2 The school uses its own framework to determine attainment, instead of the national framework.
- 2.3 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.4 **The standards relating to the quality of education [paragraphs 1–4] are met.**

PART 2 – Spiritual, moral, social and cultural development of pupils

- 2.5 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens.
- 2.6 **The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.**

PART 3 – Welfare, health and safety of pupils

- 2.7 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.8 **The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, and the ban on corporal punishment under section 548 of the Education Act 1996 are met.**

PART 4 – Suitability of staff, supply staff, and proprietors

- 2.9 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required.
- 2.10 **The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.**

PART 5 – Premises of and accommodation at schools

- 2.11 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play.
- 2.12 **The standards relating to the premises and accommodation [paragraphs 22–31] are met.**

PART 6 – Provision of information

2.13 A range of information is variously published, provided or made available to parents, inspectors and the Department for Education. These include details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any with education, health and care plans or English as an additional language. They also include particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website.

2.14 The standard relating to the provision of information [paragraph 32] is met.

PART 7 – Manner in which complaints are handled

2.15 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful.

2.16 The standard relating to the handling of complaints [paragraph 33] is met.

PART 8 – Quality of leadership in and management of schools

2.17 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met, and they actively promote the well-being of the pupils.

2.18 The standard relating to leadership and management of the school [paragraph 34] is met.

3. Educational Quality Inspection

Preface

The EDUCATIONAL QUALITY inspection reports on the quality of the school's work. It focuses on the two key outcomes:

- The achievement of the pupils, including their academic development, and
- The personal development of the pupils.

Since the school was last inspected, the framework for inspection has changed. The current inspection framework uses different criteria and arrangements for grading from those used in previous inspection frameworks. The judgements made on this inspection are, therefore, not directly comparable to judgements made on previous inspections.

All independent schools are required to meet the requirements of the Independent School Standards. However, different inspectorates apply different frameworks that are suited to the different types of schools they inspect. The ISI terminology reflects quality judgements that are at least equivalent to those used by the national inspectorate, Ofsted. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement about key outcomes for pupils and information on the quality of the school's work.

The headline judgements must include one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory'.

Where necessary, National Curriculum nomenclature is used to refer to year groups in the school.

Key findings

- 3.1 The quality of the pupils' academic and other achievements is excellent.
- Throughout the school, pupils show high levels of achievement in relation to their abilities.
 - Pupils show extremely positive attitudes towards their academic studies.
 - Pupils show a high degree of confidence in, and enjoyment of, their learning together with a willingness to take risks.
 - Pupils show an exceptional work ethic, underpinned by a strong willingness to achieve.
- 3.2 The quality of the pupils' personal development is excellent.
- Pupils are extremely considerate, caring and courteous and respectful of each other and all members of their school community.
 - Pupils demonstrate mature self-esteem and self-confidence whilst showing empathy towards others.
 - Pupils behaviour is excellent and there is a great respect for each other and this is strongly encouraged by positive relationships with staff, firmly underpinned by strong values and well-established routines.
 - Pupils have a compassionate understanding of the needs of others outside their own community, regularly and independently organising fundraising and community activities.

Recommendation

- 3.3 In the context of the excellent outcomes, the school might wish to consider:
- Increase pupils' study skills to further develop their collaborative, problem-solving and enquiry-based learning.

The quality of the pupils' academic and other achievements

- 3.4 The quality of the pupils' academic and other achievements is excellent.
- 3.5 Pupils achieve highly and make excellent progress across all ages. Evidence from standardised tests shows that pupils' attainment in English and mathematics is above age-related expectations. Throughout the school, pupils achieve high standards across the curriculum, with no significant difference between defined groups of pupils or areas of learning. This excellent progress owes much to the regular monitoring of pupils' attainment and progress where data is used extremely effectively to identify pupils' needs at an early stage. Pupils with SEND also make significant progress so that their attainment meets their expected levels, since school leaders ensure appropriate intervention, teaching and curriculum provision is well-matched to pupils' needs and abilities. All parents who responded to the pre-inspection questionnaires agreed that their child's individual needs are met effectively. More able pupils respond confidently to the challenges provided with the result that their learning accelerates and high expectations in teaching also mean that pupils strive for, and achieve high standards in their learning.
- 3.6 Pupils show strong knowledge and understanding across the range of subjects and they are highly effective in applying these skills. Their creative and aesthetic abilities are extremely well developed and this is seen both in music activities, where all older pupils have achieved a national level one arts award, and in the high-quality and varied art works on display around the school; in particular, the high standard of portrait painting was evident. In assembly, when reflecting on the music of Nina Simone as part of Black History Month, pupils were able to identify how music is used to reflect the economic social climate of that time. Older pupils are able to identify that music is based on repeated

musical patterns and phrases when used in compositions and confidently perform their own improvised melodic pieces. Pupils' knowledge and understanding in humanities are outstanding. In geography, when revising four-figure grid references and extending to six-figures, pupils all worked at a high level and were able to describe, locate and explain their method. Older pupils can successfully apply their understanding of historical context, such as when evaluating the causes of the Battle of Hastings. This achievement is the result of supportive, knowledgeable teaching and excellent use of questioning which encourages pupils' critical thinking and reasoning. All pupils in the questionnaire agreed that lessons include interesting activities.

- 3.7 Pupils across the school are very effective communicators and develop their language skills exceptionally well. They are extremely confident and articulate speakers, able to communicate with each other and their teachers at a high level. The very youngest children, when exploring their emotions, are able to articulate their ideas confidently, using pertinent vocabulary and discussing their reasoning clearly. Older pupils are highly competent both when debating and discussing text. For example, they reflected on the success of the language selected by a poet to create mood and atmosphere, identifying how the emotive language painted a picture in words and heightened the reader's senses. By the time they leave the EYFS, children have developed strong phonetic skills which enable them to read well and older pupils apply reading and comprehension skills extremely well to support and extend their learning. Pupils develop their own ideas, supported by secure planning and high-quality resources to extend their language understanding. Pupils of all ages exhibit excellent listening skills with both their peers and teachers. For example, the youngest pupils, during carpet time, shared their thoughts and ideas on helping someone who is worried, and they all listened carefully, respecting each other's opinions.
- 3.8 At all ages, pupils' mathematical skills and understanding are at a high level. Pupils' readiness for learning is stimulated because every session begins with a mental mathematics activity. The youngest pupils demonstrate strong understanding of the correct terminology for two-dimensional shape, and self-selected different shapes in the classroom, sorting and classifying by their properties. Younger pupils use mathematical problem-solving skills with confidence, exploring a range of methods involving subtraction and explaining their mathematical thinking. Junior-age pupils confidently explain and justify their logic and their mathematical strategies for solving subtraction without using the technique of borrowing. In interviews, pupils said mathematics involves much problem solving and questioning which helps them think about the problem and how they arrived at the answer. All pupils are confident to explore techniques and strategies, understanding that mistakes are an important learning tool. Pupils successfully apply their mathematical skills to other subjects such as science and board game activities. Oversight from governance has supported senior leaders' more focussed use of assessment data. This identified the need for an improved scheme of work which has a greater emphasis on problem-solving and enquiry-based learning and this has had an extremely positive effect on the pupils' outcomes both in class and in assessments.
- 3.9 Although no formal lessons were observed, from evidence seen around the school, in books and from discussions with staff and pupils, it is evident that pupils have good information communication technology (ICT) skills, knowledge and understanding. Pupils use ICT to research, evaluate and as a presentation tool and these are used effectively to support both class-based learning and project-led learning. The development of pupils' competency in ICT is supported by good resources and recent improvements have included leadership's investment of equipment to support musical composition. The curriculum encourages the use of ICT across a wide range of learning, particularly in the use of composition programs in music and cross-curricular art and design projects. In interviews, pupils were effervescent when discussing their project of designing a track to race their cars, which they have coded.
- 3.10 From an early age, high-order thinking skills are encouraged and pupils show excellent levels of ability when analysing and hypothesising as a result. Older pupils begin to embed independent learning, supported by the high expectations of the teachers. In Latin, older pupils, through challenging

questioning, were able to recall information about irregular verbs, and their formation, and complete tables of the tenses of the irregular verbs. Senior leaders ensure that throughout the school, teaching provides ample opportunity to challenge the pupils' critical thinking skills, enabling them to develop independent learning. Scrutiny of pupils' books showed increasing personal study skills with age, and older pupils' strong knowledge and understanding benefit from the practical revision skills they develop through weekly short review tests. Pupils at all ages, concentrate, focus and behave extremely well and this creates an excellent learning environment where pupils can practise and develop their study skills in a positive environment. In pupil discussions, they agreed that they are encouraged to think and learn for themselves.

- 3.11 Many pupils achieve highly in a wide range of pursuits. They are successful in areas such as regional mathematics competitions, local and county sports fixtures and tournaments, and talented players have been selected to play at county level. In interviews, pupils were very proud of their achievement of being number one in the world in a French and Latin global challenge competition and that one of their peers was number one boy in the world. A high proportion of pupils take examinations in practical musical instruments and music theory. Pupils of all ages, needs and abilities show exceptional attitudes towards their learning and an outstanding work ethic. These extremely positive attitudes are very much nurtured by the ethos of the school and by staff who challenge and support pupils of all abilities. Pupils' great desire to give their very best and do as well as they can is a significant strength and contributor to their positive learning outcomes.

The quality of the pupils' personal development

- 3.12 The quality of the pupils' personal development is excellent.
- 3.13 Throughout the school pupils demonstrate high levels of self-esteem and are self-assured in their approach to school life. Children in the EYFS are confident in their environment and at ease with each other and their teachers. All pupils are self-confident, willing to express their views, and to show consideration for others. Pupils are certain that they are well-prepared for the next stage of their educational journey. As a result of a strong emphasis on resilience from an early age, pupils develop strong self-understanding and self-discipline. Their highly developed personal skills are promoted by the very warm relationships provided by staff who know each individual exceptionally well and carefully monitor their welfare. In the questionnaires all the parents and almost all the pupils agree that the school, in accordance with their aim, actively promotes the core values of decency, tolerance, understanding and sympathy.
- 3.14 Pupils display assurance and confidence in their decision-making ability. They make the most of opportunities to work with one another and are self-assured in making and justifying their own decisions in class, through the school council and committees. They are able to consider options evaluatively and are unafraid to take risks in their learning. Decision-making opportunities allow pupils from an early age to foster strong levels of independence, developing their success and well-being, and supporting their future learning. Older pupils are able to reflect at a high level. In discussions, they asserted that opportunities to debate, consider and decide on matters of current affairs such as vaping, is contributory in determining their own future successes and well-being.
- 3.15 Pupils spiritual development is strong. Through whole school activities such as *An Attitude of Gratitude*, where there is daily reflection on experiences, pupils develop an appreciation of their good-fortune, and contemplate the non-material aspects of life on a daily basis. Pupils develop a deep and meaningful appreciation of the spiritual aspect of life based on a strong understanding and tolerance of all faiths through regular opportunities to develop awareness through assemblies, religious education (RE), and personal, social, health and economic education (PSHEE) lessons. This is enriched by visits to places of worship for different faiths as well as parents of those faiths sharing their customs and beliefs in whole school assemblies. Pupils' mindfulness is developed through the recent

introduction of time-out activities for all age groups as well as a half term topic led by a specialist, for junior-age pupils, on mental-health awareness.

- 3.16 Pupils' moral understanding is at a very high level and they understand that actions have consequences. In discussions, they demonstrated their strong understanding of right and wrong through their PSHEE activities where they hold debates on issues such as drugs and alcohol and implications in the wider world. Pupils behave exceptionally well, show a clear understanding of the difference between right and wrong and are highly responsible members of the school community from an early age. An effective reward system is in place, along with the positive role model and caring approach from staff, as well as the ethos of the school which result in excellent levels of behaviour and respect for all. Clear boundaries are set and followed consistently and are key to promoting high standards of moral understanding.
- 3.17 Pupils display excellent social skills and awareness of others. They show kindness, courtesy and respect for each other and other members of the school community. Co-operation between the pupils is excellent. From an early age, they support and encourage each other and relationships are particularly open and friendly. For example, younger pupils were seen, unprompted, celebrating their peers' success when being awarded house points. This is supported by the strong sense of community where pupils develop close working relationships with each other and the positive role model by the staff is a contributing factor.
- 3.18 Pupils make strong contributions to the lives of others within the school. They proudly take on responsibilities, such as class monitor, membership of the school council or eco-committee, sports leaders or head and deputy head boy. They fulfil these roles with great pride and conscientiousness. The school council is seen by the leadership as a democratic way for pupils' views and aspirations to be aired and considered. Some decisions directly impacting on the life of the school such as the purchase of new playground equipment are as a result of the work of the school council. Pupils undertake a range of charitable work based on pupil-led initiatives both in the local and wider community. They plan charitable events collaboratively throughout the year in the school council. Recent endeavours have included a sponsored skipping challenge on behalf of a national children's charity.
- 3.19 Pupils show an enormous respect and value for different faiths through a deep understanding and appreciation of their cultures within a willingness to share their diverse experiences. All the pupils agree that tolerance and respect is encouraged in the school. The RS and PSHEE programme, leadership and role modelling of the staff, diverse pupil backgrounds and ethos of the school, all contribute to this positively. The school has successfully created an atmosphere where difference is accepted and prejudice is absent. For example, pupils assert that 'In London, everyone is different'. This tolerant view is confirmed emphatically in inspection evidence by the respect observed between pupils.
- 3.20 Pupils have a strong understanding of the need for a healthy lifestyle and make active choices in their daily life by successfully adopting healthy practices. The colourful plate expectation and healthy meal choices, influenced by the school council's requests, show engagement by the pupils in understanding a healthy diet. Pupils are readily able to explain how to stay safe and well both online and in the real world. They have an embedded understanding of resilience evidenced through their clear analysis of how they experience situations requiring personal strength. They have a strong understanding of how learning from mistakes can lead to success and know who they would turn to if they needed to share a worry.

4. Inspection Evidence

- 4.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with a member of the governing body, observed a sample of the extra-curricular activities that occurred during the inspection period, and assemblies. Inspectors visited the facilities for the youngest pupils, together with the learning support and educational resource areas. The responses of parents, staff and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mrs Julie Lowe	Reporting inspector
Mr Stephen McKernan	Compliance team inspector (Headmaster, ISA & IAPS school)
Mrs Jill Aisher	Team inspector (Headteacher, IAPS school)