



**ISI** Independent  
Schools  
Inspectorate

**INDEPENDENT SCHOOLS INSPECTORATE**

**EDUCATIONAL QUALITY INSPECTION**

**LYNDHURST SCHOOL**

**16 TO 17 NOVEMBER 2016**



## SCHOOL'S DETAILS

<b>School</b>	Lyndhurst School			
<b>DfE number</b>	936/6132			
<b>Address</b>	Lyndhurst School 36 The Avenue Camberley Surrey GU15 3NE			
<b>Telephone number</b>	01276 22895			
<b>Email address</b>	office@lyndhurstschool.co.uk			
<b>Headteacher</b>	Mr Andrew Rudkin			
<b>Chair of governors</b>	Mr Jeremy Mark Sugden			
<b>Age range</b>	3 to 11			
<b>Number of pupils</b>	108			
	Boys	46	Girls	62
	EYFS	27	Prep	81
<b>Inspection dates</b>	16 to 17 November 2016			

## 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.

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 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 following their inspection 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 unmet standards identified at their previous inspection.

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.

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 an EDUCATIONAL QUALITY inspection, reporting 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 grade descriptors from those used in previous inspection frameworks. The judgements made on this inspection are, therefore, not directly comparable to judgements made on previous inspections.

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 in the published report but will have been considered by the team in reaching its judgements.

Both Ofsted and ISI inspect and report on the Independent School Standards Regulations. However, they 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 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'.**

## **INSPECTION EVIDENCE**

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

### **Inspectors**

Mrs Sue Bennett

Reporting inspector

Mrs Teresa Dunbar

Team inspector (Head, IAPS school)

Mr Joseph McKinney

Team inspector (Head, IAPS and ISA school)

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## 1. BACKGROUND INFORMATION

### About the school

- 1.1 Lyndhurst School is an independent day school for boys and girls aged three to eleven. The school was founded in 1895 and is owned by the Sugden Family Trust. The school is governed by Sugden family members who act as trustees, together with three additional governors who are independent of the family.
- 1.2 The school is divided into three sections. Little Lyndhurst accommodates children in the Early Years Foundation Stage (EYFS), the Lower School is for pupils in Years 1 to 3 and the Upper School is for pupils in Years 4 to 6. Since the previous inspection, the school has increased the teaching and outdoor areas, re-organised the leadership and management structure, revised curriculum planning and developed pastoral care systems and procedures for monitoring pupils' performance.

### What the school seeks to do

- 1.3 The school aims to foster traditional values within a modern approach and place pupils at the heart of a strong and supportive community. It seeks to prepare pupils for their future lives by nurturing their well-being. Further, the school aspires to 'inspire' as expressed in the school's motto, promote a love of learning and support pupils in attaining high standards of academic achievement.

### About the pupils

- 1.4 Pupils come from a range of professional and business backgrounds, based locally. Most pupils are of British ethnicity and others are from a broad mix of other nationalities and cultures. The school has identified 21 pupils as having special educational needs and/or disabilities (SEND), which include cognitive, emotional and behavioural difficulties, 15 of whom receive additional specialist help. Two pupils in the school have a statement of special educational needs. No pupils have English as an additional language. Data used by the school have identified four pupils as being the most able in the school's population, and the curriculum is modified for them and for six other pupils because of their special talents in sport and music.
- 1.5 National Curriculum nomenclature is used throughout this report to refer to year groups in the school. Where the school's own names differ from those used nationally, the details are given in the table below:

<i>School name</i>	<i>National Curriculum name</i>
Kindergarten	Nursery

### Recommendations from previous inspections

- 1.6 The previous full inspection of the school by ISI was an interim inspection in September 2010. The recommendations from that inspection were:
- Integrate the use of the new computer suite across all areas of the curriculum.
  - When possible, enlarge the governing body so as to include a wider range of appropriate experience and skills.
  - Ensure that the EYFS review policy and procedure documents are clear, accessible and consistent with the structure of the Statutory Framework of the Foundation Stage.

- In the EYFS, extend provision in the outside environment across all areas of the curriculum and provide greater opportunities for more open access.

1.7 The recommendations of the intermediate EYFS inspection in October 2013 were:

- Ensure that governors understand and support the school in implementing the regulatory requirements.
- Develop the staff's understanding of all the characteristics of effective learning to support the children's critical thinking skills.

## 2. KEY FINDINGS

2.1 The quality of the pupils' academic and other achievements is good.

- Pupils of all abilities, including those with SEND, make good progress during their time at the school because of individualised support and good quality teaching they receive, which is fully in line with the school's aims.
- Children in the EYFS make good and sometimes excellent progress from their starting points because experienced staff provide an exciting breadth of lessons.
- Pupils are confident, independent and keen to embrace challenge because of the high quality support and encouragement staff provide.
- The provision for pupils to extend their good skills in information and communication technology (ICT) across the curriculum are restricted because of limited planning within lessons.
- The development of pupils' independent learning and decision making skills is not fully embraced because some lessons are over-directed and do not promote the pupils' research skills beyond the classroom.

2.2 The quality of the pupils' personal development is excellent.

- Pupils feel valued and respected as individuals because excellent pastoral care systems promote their well-being.
- Children in the EYFS develop excellent levels of confidence and independence because staff are highly knowledgeable about their needs.
- Pupils develop excellent skills for their future lives, such as confidence and resilience, because the school prioritises support for their personal development.
- Pupils are happy and keen to make a positive contribution to the school community, which is fully in line with the school's aims to provide a happy and secure environment within which pupils feel safe, nurtured and valued.

### Recommendations

2.3 The school is advised to make the following improvements:

- Provide opportunities for pupils to apply their good ICT skills across the curriculum.
- Ensure that lessons challenge pupils of all abilities to further their knowledge, understanding and skills through independent research opportunities.

### **3. THE QUALITY OF PUPILS' ACADEMIC AND OTHER ACHIEVEMENTS**

- 3.1 The quality of pupils' academic and other achievements is good.
- 3.2 Pupils of all ages and abilities make good progress and achieve well during their time in the school. These good levels of attainment have been achieved because senior leaders and managers place a high priority on ensuring that pupils' individual needs are quickly identified and supported, and that the scope of the curriculum is broad and balanced to stimulate their enjoyment of learning. This is fully in line with the school's aim to place the pupils at the heart of a strong supportive community. In their pre-inspection questionnaire returns, almost all parents felt the curriculum suited their child's needs well and that teaching approaches, including support for individual needs, enabled their child to make good progress.
- 3.3 The school does not take part in national curriculum tests. However, the school's own data analysis, supported by inspection evidence from lesson observations, pupils' work and subject interviews, shows attainment to be good in relation to national age-related expectations. Pupils with SEND make at least good and often excellent progress from their starting points. Many pupils join the school with varying educational and emotional needs and their positive progress and attainment is attributed to good quality teaching, both in the classroom and during individualised and group intervention sessions that specialist staff provide. More able pupils make good progress because staff make effective use of questioning to challenge their thinking. In mathematics, more able pupils keenly embraced the challenge of predicting how many different ways they could make numbers add up to 79. In their questionnaire responses, almost all parents feel their child makes good progress and develops good skills for the future.
- 3.4 In the EYFS, all children make good progress in their learning, including those with SEND. Staff regularly review children's progress and appropriate intervention strategies are put in place to support any identified needs. A good proportion of children exceed national expected levels of attainment, particularly in their communication and language, physical and personal, social and emotional developmental skills. This is because staff, leaders and managers are highly experienced and knowledgeable about supporting the learning and developmental needs of young children and clearly understand that these skills are foundation stones to future learning. Governance provides satisfactory oversight. The breadth of expertise has been increased to improve the board's knowledge of the skills needed to provide effective educational provision and to ensure the best outcomes for pupils, including those in the EYFS. This is a positive move towards addressing the recommendations from the previous inspection.
- 3.5 All pupils develop good levels of knowledge, understanding and skills, particularly in communication and numeracy, because lessons are well planned, have a vibrant pace and incite pupils' passion for learning. In the EYFS, children are confident and talk about their achievements with a great sense of pride. They are keen to develop their language skills and listen attentively as staff model new words, trying hard to vocalise the pronunciation accurately, such as for 'zig-zag' and 'transparent'. The youngest children try hard to form their letters correctly and can name the sound that starts their name. They count competently to ten and have a good understanding of measurement vocabulary, such as 'long and short'. Older children ably read simple text, using their knowledge of sounds to accurately decode difficult words. They are developing a good understanding of basic addition and can identify that 'one more' is needed to make a given number.
- 3.6 In the Lower and Upper Schools, pupils enjoy the many opportunities within lessons for discussion and debate. They are able to confidently voice their ideas and display good analytical skills, such as observed during a history discussion and role-play on the tactics used when the Romans invaded England. In English, older pupils demonstrated their wide ranging vocabulary when discussing character traits of a 'meanie', using author techniques to help them. They read complex text fluently

and with expression. Younger pupils show good levels of competence in literacy, using punctuation accurately and trying hard to spell difficult words independently in their creative story writing. Pupils develop strong numeric skills, which they ably apply across other areas of the curriculum, as exemplified in science lessons when they completed tally charts and analysed the results of a survey on the eating habits of cats. However, in some lessons teaching over guides the pupils so that they lack opportunities to take control of their own learning, make decisions and develop independent study skills both within and beyond the classroom.

- 3.7 A few pupils, in their questionnaire responses, felt that marking and teaching feedback did not provide them with a clear indication of their progress. This was not supported by inspection evidence. During discussions, pupils spoke enthusiastically about their learning. They commented that marking and the clear explanations that staff provided positively guides them to improve. Furthermore, they felt that their good progress was a result of staff understanding their needs and providing strong levels of support and encouragement.
- 3.8 Pupils of all ages develop a good understanding of things they learn in classes because teaching resources are of good quality, age appropriate and plentiful, helping to bring learning to life. In the EYFS, children greatly enjoy the range of stimulating activities provided, both indoors and outside. These enable them to explore and investigate, thus supporting their independent learning extremely well. This is because the setting is well organised and the learning programmes are carefully planned to motivate children's enthusiasm. Children relish problem solving opportunities and are eager to learn. The recommendation from the previous inspection has been successfully addressed and there are now many opportunities for children to think critically. The youngest children concentrate well, and during creative activities, they competently used strips of card to make circles, demonstrating good physical manipulation skills. They work well with their peers. They collaborated efficiently, deciding how best to make a walkway with large constructional apparatus. Older children keenly articulated their thoughts when predicting what would happen to fruit when it was blended together during a milkshake activity.
- 3.9 In the Lower and Upper schools, pupils develop good information and communication technology (ICT) skills because all have dedicated timetabled lessons, taught by specialist staff, in a well-equipped ICT room. For example, they competently used programs and tools to create a table of ICT procedures. While this largely addresses the recommendation from the previous inspection, pupils have limited opportunities to use their skills across the curriculum. During discussions, pupils cite how much they enjoy the many creative opportunities they have within the curriculum. In art, younger pupils concentrated well as they constructed 'Little Red Riding Hood' puppets, which involved careful cutting out to make the moving parts. Older pupils demonstrate good understanding of musical terms, such as staccato and legato, which they apply to their musical compositions when playing instruments. In drama, pupils were highly enthusiastic when acting out the characters from *Alice in Wonderland*, speaking with clear diction and intonation.
- 3.10 Pupils achieve well in a wide range of activities beyond the classroom. They are highly enthusiastic about the good range of activities provided and say that the range is extensive. These include the paper aeroplane, young magicians, cross stitch, cookery, Mandarin, drama and art clubs. A good number of pupils learn to play a musical instrument and achieve highly in external examinations. Outside the classroom, pupils enjoy participating in art competitions, choral and orchestral events, and singing at local care homes and regional youth orchestra occasions. In sports, pupils greatly enjoy the wide ranging physical activities and are keen to participate in local inter-school competitions, with notable success for some in swimming, athletics and football competitions. Those with particular talents are able to pursue their own area of expertise, such as golf and chess, because leaders and managers understand the importance of nurturing individual talents and facilitating their participation in national events, which are beyond the school's normal provision.

3.11 Pupils of all ages have excellent attitudes to learning. In the EYFS, children are keen to meet and succeed staff expectations as staff constantly encourage and praise them for their efforts, using phrases such as 'I can' to motivate children. In the Lower and Upper Schools, pupils apply themselves wholeheartedly to learning and are keen to succeed. They work well both collaboratively and independently. They demonstrate good initiative and a willingness to take responsibility for their learning, which has a highly positive impact on their academic achievements and progress. Consequently, the school is successful in fulfilling its motto 'to inspire'.

#### **4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT**

- 4.1 The quality of the pupils' personal development is excellent.
- 4.2 Pupils are confident and self-assured, and during discussions comment that they feel valued and extremely well supported by staff, which encourages them to try hard and persevere with their learning. They are proud of their own successes and keen to celebrate others' successes, such as during assemblies when awards are given out for effort and personal contributions to the school community. Their positive attitudes are developed because of the highly effective pastoral care systems senior leaders and managers have put in place to support pupils' personal development. The pupils demonstrate excellent levels of resilience, reacting positively to any difficulties they encounter and approaching new challenges with vigour, as the staff provide constant reassurance and support. For example, during an activity, pupils found line-dancing techniques extremely difficult to master but did not become disheartened or give up and in the end successfully mastered the technique. Pupils of all ages have a mature understanding that any poor decisions they make will have a detrimental impact on their well-being. They value the friendships made at school and speak warmly about the positive, inclusive relationships between older and younger pupils. This is attributed to the excellent role modelling by staff and the supportive relationships between pupils and staff. Consequently, the school successfully fulfils its aim to provide a secure and happy environment in which pupils feel safe, nurtured and valued.
- 4.3 In the EYFS, children's personal development is excellent. Children of all ages play happily together and are extremely confident and independent. They make choices between activities with a high degree of self-assurance and capably organise their personal belongings without direction from staff. Children are proud of the stickers and rewards they receive and are extremely pleased when staff say that they will share good behaviour and achievements with their parents by email before they go home. Children are developing strong decision making skills and a strong understanding of British values and principles. They have a secure understanding of the importance of helping others, sharing and taking turns. Children demonstrated this when they shared resources during a creative activity, helping by holding paper still while a friend cut around a shape. When playing a numeracy game, children waited patiently for others to count the dots before taking control of the dice. They have excellent opportunities to enjoy the wonders of the natural world, and are fascinated by the small insects they spot crawling around on the leaves. This is because staff place a significant focus on encouraging children to appreciate the non-materialistic aspects of life to support their personal, social and emotional development, which enables them to understand the positive impact this has on their well-being. Children persevere extremely well during both their self-chosen and staff-directed activities. They are keen to embrace challenge and enjoy roles with responsibilities, such as being the classroom leader. Children's behaviour is excellent, as demonstrated by the fact that they are extremely tolerant towards the needs of their friends, including those from other cultures, and are able to carefully explain the importance of safety when moving around the classroom. This is because staff set high expectations for children's relationships with one another and are consistent in their behavioural management strategies. By the end of their time in Reception, children are extremely well prepared for their transition to their next class.
- 4.4 Pupils demonstrate a strong spiritual awareness of the non-material world because the school grounds provide abundant places for them to sit, relax and enjoy the company of their friends. For example, pupils sitting on a bench had great fun throwing autumn leaves into the air and watching them twirl to the ground. Assemblies and the personal, social, health and emotional education (PSHE) curriculum provide excellent opportunities for pupils to be reflective. Pupils show immense levels of respect during communal worship times and when giving thanks for good food. During discussions, pupils spoke movingly about the plight of soldiers in World Wars One and Two, commenting that they made the greatest sacrifice for the benefit of everyone today. Pupils of all

ages keenly embrace roles of responsibility, such as being a form captain, a member of the food committee or school council. Older pupils relish opportunities to be a school ambassador on open days, a prefect or a reading assistant for younger pupils reading in the library and those new to the school. They understand that these roles make a significant contribution to the school community. Pupils embrace opportunities for collaborative learning, such as working together as a team in sports matches to achieve a common goal.

- 4.5 Pupils of all ages have an extremely clear understanding of what is considered to be socially and morally acceptable behaviour and are aware that negative behaviour has consequences. During discussions, pupils demonstrated that they had a thorough understanding of the school rules and acknowledged that staff are fair in their approaches when giving out sanctions and rewards. Pupils with individual behavioural difficulties receive excellent levels of guidance because of the appropriate intervention strategies put in place to support them and the careful monitoring of their patterns of behaviour by senior staff. Pupils have a strong understanding of rules within the wider society, and during discussions they explained that such boundaries are necessary to keep everyone safe. Pupils develop an excellent understanding of how to lead a healthy lifestyle and stay safe. They have a strong understanding of the risks and potential danger associated with social media use and internet sites and say that they agree with the requirement to sign acceptable use certificates for ICT because it ensures the safety of the school community. Through cookery, science and the PSHE programme, pupils develop a highly positive understanding of mental and physical well-being, and engage in discussions on healthy diets, the dangers of drug use and saying 'no' to peer pressure. Pupils' empathetic tolerance towards the diverse needs of their peers and people within the wider community is deeply embedded in the school's ethos through the role modelling of staff and teaching provision in subjects such as religious education. For example, pupils learn about cultural traditions around the world, such as Diwali and were extremely respectful towards different cultural traditions during an assembly discussion about Baghdad.
- 4.6 By the time pupils leave the school, they have developed excellent skills for their future lives, which includes their understanding of the importance of core British values. They show a genuine sense of pride in their school. During discussions, pupils commented that staff provide high quality support for their transitions to their next schools. In their questionnaire responses, the vast majority of parents felt that the school successfully promotes an environment which supports their child's personal development.