

School inspection report

Date 6 to 8 February 2024

Lyndhurst School

36 The Avenue

Camberley

GU15 3NE

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'.

Contents

SUMMARY OF INSPECTION FINDINGS	3
THE EXTENT TO WHICH THE SCHOOL MEETS THE STANDARDS.....	4
RECOMMENDED NEXT STEPS.....	4
SECTION 1: LEADERSHIP AND MANAGEMENT, AND GOVERNANCE.....	5
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO LEADERSHIP AND MANAGEMENT, AND GOVERNANCE.....	6
SECTION 2: QUALITY OF EDUCATION, TRAINING AND RECREATION	7
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO THE QUALITY OF EDUCATION, TRAINING AND RECREATION	8
SECTION 3: PUPILS’ PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING	9
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO PUPILS’ PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING	10
SECTION 4: PUPILS’ SOCIAL AND ECONOMIC EDUCATION AND CONTRIBUTION TO SOCIETY.....	11
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO PUPILS’ SOCIAL AND ECONOMIC EDUCATION AND CONTRIBUTION TO SOCIETY	12
SAFEGUARDING	13
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO SAFEGUARDING	13
SCHOOL DETAILS	14
INFORMATION ABOUT THE SCHOOL.....	15
INSPECTION DETAILS	16

Summary of inspection findings

1. Leaders possess the necessary skills and knowledge effectively to fulfil their roles. Governors diligently monitor and review safeguarding and health and safety by examining school records and other relevant information. However, the monitoring of teaching and learning is less effective due to a lack of relevant information, which limits leaders' ability to identify areas for future development.
2. Leaders ensure that all staff, including governors, undergo appropriate training in child protection and safeguarding. Staff are equipped to handle any concerns effectively. The school employs a systematic approach to safer recruitment, ensuring that new staff do not commence work without completing all necessary checks. Governors and senior leaders assure themselves that these checks take place.
3. The curriculum is suitable for the ages and aptitudes of the pupils. Leaders keep the curriculum under review and oversee its effective implementation, so pupils develop skills, knowledge and understanding across a suitable range of subjects. Cross-curricular links deepen pupils' holistic understanding of topics.
4. Teachers demonstrate good subject knowledge and effectively plan lessons. They work closely with pupils, providing regular individual feedback to support their learning. This approach fosters a sense of pride in achievements and contributes to the development of self-esteem among pupils. Consequently, pupils show high levels of engagement, positive attitudes to their studies and make good progress.
5. Leaders ensure teachers use individual assessments effectively to inform future planning. However, senior leaders do not consolidate this information to provide an overview of attainment and progress across subjects and pupil groups. This hinders their ability to identify areas for improvement.
6. Leaders promote an ethos of tolerance and mutual respect in accordance with the school's aims. Positive relationships between pupils and staff and between pupils themselves are evident throughout the school. Leaders maintain high expectations of behaviour, and the recently introduced behaviour policy is effectively implemented by staff and positively received by pupils. However, the recording of behaviour incidents and sanctions sometimes lacks detail in relation to follow-up actions.
7. Leaders provide pupils with a suitable range of opportunities to broaden their understanding of the world beyond the school, including through active participation in the local community. Pupils understand that this benefits them as well as those whom they are helping.

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 and managers should:

- consistently analyse assessment data in all subjects in order to understand the achievements and learning needs of pupils
- ensure that the monitoring of teaching identifies strengths and areas for improvement across subject areas
- ensure that records of behaviour and sanctions contain sufficient detail and that records of incidents and their follow-up are full and easily accessible.

Section 1: Leadership and management, and governance

8. Governors and leaders understand and effectively fulfil their responsibilities. Governance sub-committees oversee various aspects of the school. The most effective committees are proactive and seek to verify information provided by the school by gathering first-hand evidence. For instance, governors diligently review all external audits, associated action plans drawn up by the school and the timeliness of their implementation. However, while governors and leaders monitor teaching and learning, this does not include detailed analysis of pupils' attainment and progress throughout the school. This limits leaders' ability to use this data to inform future planning.
9. Senior leaders self-evaluate their work and have a good understanding of both provision and areas for development in the school. They adopt a collaborative, whole-school approach, involving governors and staff in this process. Leaders act to mitigate against unintended consequences when implementing change. They arranged for the newly appointed designated safeguarding lead (DSL) to shadow and collaborate with the outgoing DSL prior to taking up the role. This facilitated consistency in the safeguarding and promotion of the welfare of pupils.
10. Health and safety are a high priority in the school, and the responsible leaders work effectively. They promote pupils' welfare by implementing comprehensive risk assessments and vigilantly monitoring contextual and situational risk. They take appropriate mitigating action when the need is identified. For example, senior leaders thoughtfully prioritised and managed the wellbeing of pupils during a time of significant change in personnel and restructuring of the leadership team. Leaders ensured that roles and responsibilities were understood and polices remained consistently implemented.
11. Governors prioritise safeguarding. Their training is up to date. They fulfil their responsibilities proficiently, and maintain active oversight of all areas of safeguarding, including of actions taken by leaders and managers.
12. Pastoral arrangements for supporting pupils' wellbeing are comprehensive and effective. Suitable training is in place for both staff and pupils to reduce bullying, and the recently introduced behaviour policy is well implemented. Pupils recognise the positive impact for them of these changes, including increased clarity and fairness in relation to sanctions and their application.
13. Leaders promote mutual respect and tolerance between all pupils by actively encouraging a culture of inclusion. All pupils, for example, represent the school in sports matches. There is a suitable accessibility plan, and appropriate adjustments are made for staff and pupils when the need arises. The requirements of the Equality Act are met.
14. All relevant information is made available to parents. Regular reports to parents on pupils' progress cover all subjects and inform parents of pupils' attainment and progress.
15. Leaders appropriately and promptly record and respond to complaints, managing them effectively. Governors and senior leaders review any complaints to identify any lessons that may be learned.
16. Leaders in the early years demonstrate appropriate skills and knowledge. The curriculum is appropriately broad and policies effectively implemented. Staff, through their positive relationships with children, promote children's wellbeing and the development of their independence and self-esteem.

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

17. All the relevant Standards are met.

Section 2: Quality of education, training and recreation

18. The curriculum offers appropriate opportunities for pupils to develop their skills and knowledge across a range of subject areas. Leaders regularly review and adjust the curriculum to ensure that it meets the needs of pupils. The geography curriculum, for example, has recently been updated to place a greater emphasis on skill development, and a new program has been introduced for younger pupils to cultivate resilience and a growth mindset. These changes have not been implemented over a sufficient period of time to judge their impact on pupils' learning. The integration of cross-curricular links enables subject leaders to collaborate effectively and develop interdisciplinary projects to enrich pupils' learning.
19. In the early years, teaching fosters the development of positive attitudes among children and is carefully planned to meet the needs of individual children. Teachers ensure the environment provides children with independent access to resources. This enables them to make decisions and choices within and about their learning. Teachers skilfully implement strategies and use adult support effectively to provide children with a range of activities, promoting their learning and development.
20. Teachers demonstrate good subject knowledge and plan lessons effectively, building on pupils' prior learning. They integrate a variety of appropriate resources and teaching strategies such as skilful questioning, debating and the use of visual resources to stimulate pupils' interest and develop their thinking skills. Consequently, pupils are engaged in their lessons and develop their knowledge, understanding and skills. They use technology competently, for example to research and present their work in different formats. Pupils of all abilities, including those who have special educational needs and/or disabilities (SEND) make good progress. Pupils who speak English as an additional language (EAL) are suitably supported by their teachers and make good progress from their starting points.
21. In alignment with the school's aims of providing a nurturing environment where pupils feel valued and supported, teachers actively promote a positive and inclusive classroom atmosphere. They deploy teaching assistants well and provide individual attention and feedback to support pupils' learning. In celebratory assemblies, academic and extra-curricular achievements of pupils of all ages are recognised. This contributes to the positive attitudes that pupils exhibit towards their learning and develops their self-confidence and self-esteem.
22. Children in the early years are secure in their language skills. Teachers model language and vocabulary appropriately and provide many opportunities for children to talk and collaborate with each other. Children are keen to share their ideas with others and do so confidently. As pupils progress to older age groups, they continue to exhibit confidence in speaking, and their reading and literacy skills are well developed. Older pupils are proficient communicators. During a mock trial, pupils demonstrated their ability to think quickly, whether as prosecutor or defence counsel, and articulated clearly their well-reasoned arguments.
23. Pupils throughout the school make good progress in developing their numeracy skills and knowledge. Children in the early years demonstrate a good understanding of number, for example, writing simple number sentences up to ten, while older pupils display confidence and proficiency in tackling more complex algorithms.

24. Teachers regularly assess pupils' work to inform future planning. In the early years, children's outcomes are tracked against the national expectations set out in the Early Years Foundation Stage Profile. Most children meet expected standards before transitioning to the pre-prep. As pupils progress through the school, leaders effectively use standardised scores in English and mathematics to assess pupil attainment and plan for their next steps. In other subjects, teacher assessment summarises attainment on a termly basis. However, the current systems for monitoring and reviewing the quality of teaching and learning do not provide senior leaders with a comprehensive overview of pupil attainment and progress across all subjects. This reduces their ability to understand the learning achievements and needs of pupils to plan accordingly.
25. Teachers encourage pupils to take part in physical activities, both within sports lessons and in break times. The school makes use of a local park to provide pupils with opportunities to develop their sporting skills. All pupils are regularly engaged in drama and musical activities, through which they acquire appropriate skills and knowledge in these areas.
26. There is a good range of clubs, which provide opportunities for pupils to enjoy time together while learning and consolidating new sports, creative and other skills.

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

27. All the relevant Standards are met.

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

28. Under leaders' direction, pupil wellbeing, including that of children in the early years, is central to the school's ethos.
29. Leaders provide opportunities to enhance pupils' personal health and physical education through a suitable sports programme, which includes swimming. Pupils learn the importance of warming up before undertaking activities and supervised older pupils sometimes lead this part of the lesson. All pupils actively participate in matches with other schools, fostering inclusion, teamwork and sportsmanship. As pupils progress through the school, those with more advanced skills are encouraged to further develop their abilities by joining local sports clubs. The school has established strong connections with these clubs, ensuring that pupils receive appropriate challenge and opportunity for performance growth.
30. Pupils learn about the impact of their choices on their health. They readily participate in physical activity, know what constitutes a balanced diet and engage in other recreational activities. They understand the contribution that these factors make to their wellbeing.
31. There is an age-appropriate Personal, Social, Health, and Economic Education (PSHE) programme, which incorporates Relationships and Sex Education (RSE). Leaders keep parents informed about the content of these lessons, including when and how sex education is taught so that parents may support the teaching at home should they wish. Pupils comprehend what constitutes a positive relationship and have a healthy understanding of their bodies.
32. The RSE programme is instrumental in promoting the ethos of the school. It encompasses various aspects of pupils' personal development, including physical and mental health and wellbeing, and is taught effectively by appropriately skilled staff. This teaching contributes effectively to pupils' understanding of how to act responsibly and respectfully towards themselves and others.
33. Leaders have recently introduced an updated behaviour policy. It has not been in place long enough to assess its effectiveness, but pupils find the new system clearer and fairer. Behaviour is effectively monitored and proactively managed by senior staff. Teachers maintain high expectations in relation to behaviour, both inside and outside the classroom. There are positive and supportive relationships between class teachers and pupils. Pupils, including the youngest children, are taught the importance of being able to discuss and learn appropriate strategies to manage their emotions and behaviour. Pupils put these skills and strategies into practice to resolve disputes between themselves. They are confident that, should they require it, teachers are readily available to help them. Pupils demonstrate positive behaviour aligned with the school's values. They are well behaved and nurture strong friendships.
34. Leaders respond appropriately to any incidents of bullying. Pupils are taught what bullying is and how to respond should it occur, through assemblies, anti-bullying workshops, and PSHE lessons. The small number of behaviour incidents and sanctions are logged centrally; however, some records lack details of follow-up actions taken.
35. Pupils are taught about different religions and religious festivals and leaders maintain links between the school and the local church. Pupils' spiritual and moral understanding is enriched through

personal, social, health and economic education (PSHE) which includes mindfulness activities to promote pupil wellbeing.

36. Health and safety are a high priority within the school and the importance of risk assessment is embedded in daily practice. For example, the early years outdoor leaning area is risk assessed daily before children access it. The risk assessments for day and residential trips and for sleepovers in school for older pupils are well documented and effectively managed. Leaders ensure that the premises and accommodation are well maintained and create an environment conducive to learning. Staff receive regular fire training, and fire evacuation drills are conducted on a termly basis.
37. Supervision of pupils is appropriate and if pupils need help a teacher is readily accessible. During breaktimes and mealtimes, pupils of different ages interact positively with one another, contributing to the inclusivity fostered by leaders throughout the school.

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

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

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

39. Leaders have created a bespoke award for pupils that is complementary to the curricular provision for social and economic education. In working for this award, pupils use and further develop their independent research and presentation skills in core subjects, and undertake tasks and activities in areas outside the formal curriculum, including life skills, the environment, charity and community. This contributes to pupils being well prepared for transition to their senior schools.
40. Teachers offer a variety of opportunities for children in the early years to enhance their social skills. Children effectively work in pairs or groups, sharing and collaborating. They interact positively with both adults and peers, in a supportive and inclusive learning environment. Teachers routinely use praise to motivate children and support their discussions. Consequently, children encourage and support each other in their learning.
41. Pupils contribute to the school community in various ways. Pupils from each class are elected to be form captains and represent their class on school committees. Older pupils serve as house captains and prefects, taking on roles to assist in various areas of school life, such as on the eco-committee. By doing so, they develop a sense of responsibility and the organisational skills to support others in their community.
42. Pupils participate in a variety of activities designed to broaden their understanding of the world beyond school. Current affairs lessons inform pupils about global events and issues. Pupils develop their understanding of how they can contribute positively to the lives of others by, for example, participating in various charitable fundraising activities. They also visit a local residential home, where they engage with residents through activities such as singing and playing games.
43. Pupils' economic understanding is promoted both through the formal curriculum and through participation in co-curricular events in which pupils learn about financial decision-making. These activities include pupils gaining hands-on experience by collecting, pricing, and selling items to raise money for charity and an annual day in which older pupils learn about money management. These experiences provide practical insights into economic principles and associated decision-making processes.
44. Leaders actively promote fundamental British values through the PSHE/RSE programme, which includes teaching pupils about democracy, the rule of law and the distinction between right and wrong. Pupils understand that school rules are designed to keep them safe and promote their wellbeing and that laws serve similar functions in society.
45. Pupils deepen their understanding of democracy through visits to public institutions such as the Houses of Parliament, where they learn about democratic processes at first-hand. Leaders provide opportunities for pupils to develop their understanding of service to community by taking on roles within the school council. Pupils lead meetings, set agendas, and seek the views of others to effect change that directly impacts on various aspects of school life, such as the choice of new playground equipment and books for the library.
46. Leaders place an emphasis on the individuality of all pupils and the importance of mutual respect, in alignment with the school's value of 'be you'. Pupils understand that people are individual and

society is diverse. They appreciate the uniqueness of others. This understanding shapes pupils' attitudes as they typically act with respect and tolerance towards each other.

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

47. All the relevant Standards are met.

Safeguarding

48. Leaders ensure that safeguarding and its effective implementation have a prominent profile within the school community.
49. Governors understand and perform their roles proficiently. They undertake regular safeguarding training and then draw on this to assure themselves that arrangements for safeguarding, including in the early years, are suitable and are implemented effectively. Governors meet regularly with the designated safeguarding lead and monitor relevant records to assure themselves that leaders are fulfilling their responsibilities.
50. Those with designated safeguarding lead responsibilities receive regular and appropriate training. They demonstrate good skills and knowledge appropriate to their roles and understand child protection procedures. Leaders ensure records are appropriately detailed and well maintained. The relevant leaders report concerns in a timely manner and work effectively with children's services and local authority safeguarding officers.
51. Staff are well informed about safeguarding procedures. All newly appointed staff undergo appropriate safeguarding induction, followed by regular training to further enhance their skills and understanding. Staff effectively implement policies and know what steps to take and how to report a concern. Pupils are aware they can raise a concern with any staff member and are confident that they will listen and respond appropriately.
52. Safer recruitment procedures are well understood by leaders. Systems and processes are effectively managed with active oversight by governors and senior leaders. Recruitment procedures are robust, adhere to statutory guidance and all required checks are completed in a timely manner.
53. In ICT lessons, teachers equip pupils with the skills and knowledge to stay safe online. This education starts in the early years.
54. Leaders regularly review the school's online monitoring and filtering systems. Risk assessments are drawn up as necessary and appropriate mitigating actions taken.
55. Admissions registers are well managed and administered. The school monitors pupils' attendance and takes appropriate action in response to any concerns.

The extent to which the school meets Standards relating to safeguarding

56. All the relevant Standards are met.

School details

School	Lyndhurst School
Department for Education number	936/6132
Address	Lyndhurst School 36 The Avenue Camberley Surrey GU15 3NE
Phone number	01276 22895
Email address	secretary@lyndhurstschool.co.uk
Website	www.lyndhurstschool.co.uk
Proprietor	Lyndhurst Preparatory School Limited
Chair	Mr Edward Currie
Headteacher	Mr Andrew Rudkin
Age range	3 to 11
Number of pupils	108
Date of previous inspection	2 to 3 October 2019

Information about the school

57. Lyndhurst School is a limited company with a board of directors who delegate the running of the school to a governing body. The school is of Christian heritage and welcomes pupils from all faiths. The school is divided into two sections: the pre-prep for pupils in Pre-Reception to Year 2 and prep for Years 3 to 6. Since the previous inspection there have been changes to the senior leadership team.
58. The early years comprises two classes: pre-reception and reception, who are housed in their own dedicated building.
59. The school has identified 10 pupils as having special educational needs and/or disabilities (SEND). No pupil in the school has an education, health and care (EHC) plan.
60. A very small proportion of pupils speak English as an additional language.
61. The school states that its aims are to place pupils at the heart of a strong and supportive community which is based on respect, good manners, empathy and kindness. They aim to nurture mind, body and soul, providing a secure and happy environment that offers a wealth of opportunities, enriching the pupils' learning and broadening their interests, sparking endeavour and enthusiasm through inspiring teaching, fostering self-confidence and a love of learning and celebrating all individual successes.

Inspection details

Inspection dates

6 to 8 February 2024

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

63. 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 head, school leaders, managers and other members of staff
- discussions with pupils
- visits to the learning support area and facilities for physical education
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

64. 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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