



# **INDEPENDENT SCHOOLS INSPECTORATE**

**LEE Hurst Swan**

**INTERIM INSPECTION**

# INDEPENDENT SCHOOLS INSPECTORATE

## Leehurst Swan

Full Name of School	<b>Leehurst Swan</b>		
DfE Number	<b>865/6026</b>		
EYFS Number	<b>EY347111</b>		
Registered Charity Number	<b>8001588</b>		
Address	<b>Leehurst Swan 19 Campbell Road Salisbury Wiltshire SP1 3BQ</b>		
Telephone Number	<b>01722 333094</b>		
Fax Number	<b>01722 330868</b>		
Email Address	<b>reception@leehurstswan.org.uk</b>		
Head	<b>Mr Roger Leake</b>		
Chair of Governors	<b>Rev Christopher Walker</b>		
Age Range	<b>2 to 16</b>		
Total Number of Pupils	<b>352</b>		
Gender of Pupils	<b>Mixed (192 boys; 160 girls)</b>		
Numbers by Age	0-3:	<b>2</b>	5-11: <b>151</b>
	3-5:	<b>45</b>	11-16: <b>154</b>
Head of EYFS Setting	<b>Mrs Pip Chalk</b>		
EYFS Gender	<b>Mixed</b>		
Inspection dates	<b>22 Mar 2011 to 23 Mar 2011</b>		

## PREFACE

This report is according to the *Independent Schools Inspectorate (ISI) schedule for INTERIM inspections*. The inspection is a two-day visit with a focus on compliance with regulatory requirements. ISI inspections occur every three years and have two formats, interim and standard, which usually occur in an alternating pattern. The school's next inspection will therefore follow the standard schedule, which includes two visits totalling five days and places greater emphasis on the quality of education and care in addition to reporting on regulatory compliance. The school's previous inspection was in February 2007.

The Independent Schools Inspectorate (ISI) is the body approved by the Government for the purpose of inspecting schools belonging to Independent Schools Council (ISC) Associations and reporting on compliance with the Education (Independent School Standards) (England) Regulations 2010\*. The range of these Regulations is as follows.

- (a) Quality of education provided (curriculum)
- (b) Quality of education provided (teaching)
- (c) Spiritual, moral, social and cultural development of pupils
- (d) Welfare, health and safety of pupils
- (e) Suitability of staff, supply staff and proprietors
- (f) Premises and accommodation
- (g) Provision of information
- (h) Manner in which complaints are to be handled

\*These Regulations replace those first introduced on 1 September 2003.

Legislation additional to Part 3, Welfare, health and safety of pupils, is as follows.

- (i) The Special Educational Needs and Disability Act (SENDA).
- (ii) Race, gender and sexual discrimination legislation.
- (iii) Corporal punishment.

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

ISI is also approved to inspect the Early Years Foundation Stage (EYFS), which was introduced in September 2008 and applies to all children in England from birth to 31<sup>st</sup> August following their fifth birthday. This report evaluates the extent to which the setting fulfils the requirements of the Early Years Foundation Stage Statutory Framework published by the Department for Children, Schools and Families (DCSF) and follows the requirements of the Childcare Act 2006 as subsequently amended.

The inspection of the school is from an educational perspective and provides limited inspection of other aspects, though inspectors will comment on any significant hazards or problems they encounter which have an adverse impact on children. The inspection does not include:

- (i) an exhaustive health and safety audit
- (ii) an in-depth examination of the structural condition of the school, its services or other physical features
- (iii) an investigation of the financial viability of the school or its accounting procedures
- (iv) an in-depth investigation of the school's compliance with employment law.

# CONTENTS

	Page
<b>1 THE CHARACTERISTICS OF THE SCHOOL</b>	<b>1</b>
<b>2 THE SUCCESS OF THE SCHOOL</b>	<b>2</b>
The quality of the pupils' achievements and their learning, attitudes and basic skills	2
The quality of the pupils' personal development	3
The effectiveness of governance, leadership and management	4
<b>3 ACTION POINTS</b>	<b>5</b>
(i) Compliance with regulatory requirements	5
(ii) Recommendations for further improvement	5
<b>4 THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION STAGE</b>	<b>6</b>
(a) The overall effectiveness of the early years provision – how well the school meets the needs of children in the Early Years Foundation Stage	6
(b) The effectiveness of the leadership and management of the Early Years Foundation Stage	6
(c) The quality of the provision in the Early Years Foundation Stage	6
(d) Outcomes for children in the Early Years Foundation Stage	7
<b>INSPECTION EVIDENCE</b>	<b>8</b>

## **1. THE CHARACTERISTICS OF THE SCHOOL**

- 1.1 Leehurst Swan is a co-educational school, located on the outskirts of Salisbury. It draws its pupils mainly from Salisbury and the immediate area. The school was established as an independent charitable trust in 1988 and is administered by a board of governors. It was originally a Roman Catholic girls' convent school, founded in 1911 for pupils aged four to eighteen, under the name of Leehurst, which was taken over in 1953 by the Sisters of La Retraite. In 1996 it merged with the Swan School, a preparatory school for boys aged four to eleven. The school occupies a five-acre site. The main building, originally a family house, dates from the late nineteenth century, and there have been additions built at various times up to the present day.
- 1.2 The school currently provides education for 352 pupils from the ages of 2 to 16. There are 47 children aged 2 to 5 in the Early Years Foundation Stage (EYFS), 151 pupils in the preparatory (prep) school, for those in Years 1 to 6, and a further 154 pupils in the senior school. The total school roll comprises 192 boys and 160 girls.
- 1.3 The school is non-denominational but has Christian values. It aspires to provide a happy, purposeful community based on these values. It aims to educate all pupils to the highest standard of which each is capable whilst being sensitive to their various stages of development, and it seeks to promote a sense of social responsibility and appreciation of the needs and gifts of others. The school strives to develop good practice and sound procedures in all areas of child protection, and to encourage links with the wider community.
- 1.4 Pupils are mostly of white British origin and from a variety of economic backgrounds. The ability profile of the prep school varies between cohorts, but overall is slightly above the national average, based on nationally standardised tests. The ability profile of the senior school is above the national average, with most pupils having an ability that is at least above average. There are two pupils who use English as an additional language (EAL), and a further sixty-two pupils whom the school identifies as having learning difficulties and/or disabilities (LDD); of these thirty-eight receive specialist help. No pupil has a statement of special educational needs.
- 1.5 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

## **2. THE SUCCESS OF THE SCHOOL**

### **The quality of the pupils' achievements and their learning, attitudes and basic skills**

- 2.1 The aims of the school are fully met and the overall achievements of the pupils are good. Pupils are very effective and competent learners who have good attitudes to their learning. They have well-developed skills in numeracy and literacy, and are able to use information and communication technology (ICT) skilfully. They apply mathematical skills with confidence in both familiar and new work. Pupils show good understanding of their work and many reach high standards of achievement in wider activities, including drama, sport and music. From the earliest age, they can reason well and think for themselves. Pupils enjoy access to a wide range of extra-curricular activities. These include gardening at lunchtimes and chess. Pupils from both the prep school and the senior school are represented on the Eco-Schools committee. In athletics, pupils have represented their association at both county and national levels. On leaving the school, almost all pupils have moved to their first choice of school or college.
- 2.2 Results in national tests at the age of eleven from 2007 to 2009 were good in relation to the national average for maintained primary schools. The following analysis uses the national data for the years 2007 to 2009. These are the most recent three years for which comparative statistics are currently available. Results at GCSE have been good in relation to the national average for maintained schools, showing improvement from 2007 to 2009, when they were good for pupils' abilities. This level of attainment indicates that pupils currently make good progress in relation to pupils of similar ability, as shown by standardised measures of progress.
- 2.3 Pupils' progress is supported by a broad and relevant curriculum that provides for pupils of all abilities, and those with LDD or EAL. The support for pupils with LDD and also for those who are more able is good, and their needs are consistently provided for. The curriculum for the whole school is based on the requirements of the National Curriculum and is fully in keeping with the needs of the pupils. Since the previous inspection, the school has improved pupils' access to the curriculum and they now have dedicated lessons in personal, social and health education (PSHE), which also incorporates citizenship. In the prep school, an appropriate emphasis is placed on literacy and numeracy, and there is also sufficient time allocated to other subjects that support pupils' wider learning. In the senior school, the curriculum is further enriched by the provision of separate sciences, along with three modern foreign languages; pupils also benefit from a well-constructed and detailed careers programme. Games provision has been enhanced by an increased time allowance, along with professional expertise in sports such as squash and polo. Planning of the senior curriculum is generally appropriate to ensure continuity of learning though in some subjects is insufficiently detailed, where it takes the form of intended headings and areas of study, rather than the detail in more common use elsewhere in the school.
- 2.4 Pupils of all ages enjoy learning and apply themselves energetically to the tasks they are given. They all work collaboratively and with perseverance, and, as they move through the school, they are increasingly able to work independently. The ability of all pupils to organise their own work materials is a notable feature.

- 2.5 Pupils' progress is supported by teaching that is good, though some has outstanding features. The most successful elements of teaching include good planning that incorporates a range of methods. The best lessons observed took full account of the pupils' ranges of ability, where tasks were provided that matched their needs. An imaginative approach resulted in interesting and lively sessions.
- 2.6 Whilst marking is good overall and provides pupils with clear suggestions on what they might do to improve their work, this quality is not prevalent throughout the school. Standardised tests are used to monitor pupils' progress and the recording of the outcomes is rigorous. This enables the school management to identify clearly the progress made by each pupil. Pupils' books and files are well presented; they appreciate the help they are given by teachers and generally feel that their attendance at the school is helping them to make progress.

### **The quality of the pupils' personal development**

- 2.7 The quality of pupils' personal development throughout the school is excellent. This is supported by the ethos within the school and underpinned by the dedicated pastoral care provided by all staff.
- 2.8 The pupils' spiritual development is excellent. Pupils' strong understanding of spiritual matters is deepened by special assemblies for Remembrance Day, Harvest Festival and Easter time. In their work, displayed around the school, pupils show a sensitivity and understanding of the world around them. They demonstrate care for each other and value the contributions each can make. They are pleased to celebrate the achievements of others in assemblies. Pupils are courteous and considerate to one another, showing a growing sense of self-confidence.
- 2.9 Pupils' moral development is also excellent. All pupils have a keen awareness of moral issues and a finely tuned sense of right and wrong. Pupils are aware that they are responsible for their own behaviour and actions. They understand the need to respect the law and, through the very good PSHE programme, they have become knowledgeable about public institutions and services. Pupils in the prep school have, for example, discussed issues surrounding fair trade.
- 2.10 Pupils' social development is an outstanding feature. This results from the family atmosphere of the school, where all pupils become caring and responsible members of the community. Pupils use opportunities to contribute highly effectively to this community, such as in the school councils in both the prep and senior schools, as team captains and in the roles of prefects. Good relationships exist between pupils and their teachers.
- 2.11 Pupils' cultural awareness is excellent. They develop this through participation in visits abroad, and in drama and music productions, along with other aspects of the formal curriculum. Their strong awareness of British culture is enhanced through visits to Parliament and other opportunities, such as studies in literature and art. Pupils develop a good knowledge and understanding of other cultures from their modern foreign language lessons and studies of the major world religions; speakers from the Jewish, Hindu and Sikh communities enhance this awareness.
- 2.12 Pupils' personal development is strongly supported by good pastoral care. Pupils are confident that they have someone to turn to should a concern arise. Policies are implemented through effective systems that respond quickly to the needs of pupils. Appropriate risk assessments are undertaken and all staff have had the required

training in safeguarding practices. Provision for first aid and for pupils who become ill is good. Emergency evacuation practices are documented and recorded well, as are the arrangements for visits away from the school. Admission and attendance registers are completed appropriately, and an accessibility plan for pupils with disabilities has been drawn up.

- 2.13 The school does not provide cooked lunches but arranges for a series of sandwich lunches that encourage discerning and healthy eating habits. Pupils are encouraged to be physically active.

### **The effectiveness of governance, leadership and management**

- 2.14 The quality of governance is good and ensures that the school meets its stated aims. Through committees, the governors gain a clear understanding of the work of the school, and draw up detailed and realistic plans for its strategic development. Governors have put in place robust arrangements by which they can assess the information they are given and this enables them to make informed and realistic decisions about the future of the school.
- 2.15 The quality of leadership and management is good and this ensures the aims of the school are met. The current management structure ensures that all those with subject or management responsibility have a clear understanding of the contribution they can make to the work of the school. Since the previous inspection, improved arrangements support the provision of the curriculum and also the mechanisms for recording pupils' progress. Whilst monitoring practice within the school is generally good, there are some inconsistencies, such as the provision for more able pupils, where responsibility is divided between the prep and senior schools. This does not ensure cohesion of practice across the school.
- 2.16 Governors and the school leadership ensure the effectiveness of financial planning and use resources appropriately to support the work of the school. Staff are deployed well and a new appraisal system has focused their work with more rigour. Opportunities for further professional development have resulted from this new process. Procedures for checking the suitability of all staff are robust and outcomes are recorded accurately. Policies are implemented through effective systems that respond quickly to the needs of pupils. Appropriate risk assessments are undertaken and all staff have had the required training in safeguarding practices. The school's premises and accommodation enable effective learning for pupils. The buildings are generally in good order and well maintained.
- 2.17 Links with parents are strong. Good quality and relevant information is conveyed to parents through a range of means. The school website is a rich source of information and the reports parents receive about their children are sufficiently detailed. In their replies to the pre-inspection questionnaire, parents were overwhelmingly positive about the school's provision. They are especially pleased with the progress their children are making, along with the range of experiences and subjects available. The school responds carefully to any parental concerns. Whilst the pupils were positive about their educational experience and the overall quality of care in their response to the pre-inspection questionnaire, a minority of older pupils commented that some teachers do not treat them equally. In discussions with older pupils, the inspection team could find no supporting evidence of this view. A significant majority of pupils indicated that they are making progress in their work, and they enjoy the range of clubs and activities in which they can take part.

### **3. ACTION POINTS**

#### **(i) Compliance with regulatory requirements**

(The range of the Independent School Standards Regulations is given in the Preface)

- 3.1 The school meets all the requirements of the Independent School Standards Regulations 2010.

#### **(ii) Recommendations for further improvement**

- 3.2 The school is advised to make the following improvements.
1. Improve the quality and detail of curriculum planning.
  2. Consider further ways of extending the most able by strengthening the monitoring throughout the school.
  3. Ensure, in the EYFS, that staff in the holiday club have a stronger knowledge of the requirements, and that documentation is well organised and monitored.

#### **4. THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION STAGE**

##### **4.(a) The overall effectiveness of the early years provision – how well the school meets the needs of children in the Early Years Foundation Stage**

4.1 The overall provision in the EYFS is outstanding. The setting provides a high quality of education and care that is founded on close attention to the needs of all children, enabling them to thrive and succeed. It is highly effective in working with parents in a genuine partnership so that the learning and progress of each child are shared, celebrated, and supported between home and school. Significant changes have taken place since the previous inspection, including a new building for the EYFS and an effective system for planning and assessment, indicating a capacity to make continual improvement.

##### **4.(b) The effectiveness of the leadership and management of the Early Years Foundation Stage**

4.2 Leadership and management are good, with some outstanding aspects, such as a clear vision for the setting through self-evaluation. Teamwork amongst the staff is strong. They are suitably recruited and trained for their safeguarding and first aid responsibilities and are well deployed. Resources are used imaginatively. Policies and procedures to ensure the safety and well-being of the children are implemented consistently during school time, but monitoring in the holiday club is less effective, where the administrative system is not sufficiently organised and staff do not have a strong knowledge of EYFS requirements. The partnership with parents is strong, as are links with local external agencies. In the pre-inspection questionnaire, parents of children in the EYFS were positive about all aspects of learning and care in the setting. An inclusive attitude to diversity is fostered, which promotes tolerance and respect for others.

##### **4.(c) The quality of the provision in the Early Years Foundation Stage**

4.3 The quality of provision is outstanding. Children under the age of three learn and develop extremely well in this stimulating environment with colourful displays and numerous outdoor activities that encourage regular physical activity. For children over the age of three, meticulous planning based on observations of their interests, abilities and information provided by parents drives an effective cycle of purposeful learning, assessment and next steps. Both indoors and outdoors, children engage and become absorbed in child-initiated and adult-led activities that encourage them to be inquisitive and explore imaginatively. Creativity is fostered through children making suggestions and offering ideas in role play, painting and emergent writing. Good eating habits are encouraged through healthy snacks, and adults teach children to practise high standards of hygiene and to become aware of others' needs. Relationships are excellent, and children feel safe, secure and valued as a result.

#### **4.(d) Outcomes for children in the Early Years Foundation Stage**

- 4.4 Outcomes for children are outstanding and their behaviour is exemplary. All children make excellent progress in relation to their individual starting points. For those over the age of three, skills are particularly strong in ICT, communication, numeracy, physical development and understanding of the wider world. Skills in literacy and numeracy are taught thoroughly and imaginatively, and some children exceed the Early Learning Goals. By the end of Reception, children can count beyond twenty, write words using their phonic knowledge and form cursive letters correctly. Those under the age of three are learning about leading healthy lifestyles through physical activity and careful eating habits. These children are extremely well behaved, and greatly enjoy taking initiative, responding to challenges and being active independent learners, showing both curiosity and concentration. They know how to keep safe. They are co-operative, make friends and respond well to adult expectations, and they participate in making decisions.

#### **Compliance with statutory requirements for children under three**

- 4.5 The school's registered provision for childcare meets the requirements of the Childcare Act 2006 and no action is required.

#### **Complaints since the last inspection**

- 4.6 Since the last inspection, there have been no complaints made to Ofsted that required any action to meet national requirements.

**Section 3 includes what the Early Years Foundation Stage should do to improve its provision.**

## **INSPECTION EVIDENCE**

The inspectors observed a small sample of lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with senior members of staff and with the chair of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited the facilities for sick or injured pupils. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

### **Inspectors**

Mr Tom Fisher-Smith	Reporting Inspector
Mrs Mary Booth	Head of Department, HMC school
Mr David Williams	Headmaster, IAPS school
Mrs Ann McConway	Early Years Lead Inspector
Mrs Emma Stratford	Early Years Team Inspector (Former Head, IAPS school)