



ISI Independent
Schools
Inspectorate

FOCUSED COMPLIANCE INSPECTION

LEE Hurst Swan School

MARCH 2017



School's details

School	Leehurst Swan			
DfE Number	865/6026			
EYFS Number	EY347111			
Registered charity number	8001588			
Address	Leehurst Swan 19 Campbell Road Salisbury Wiltshire SP1 3BQ			
Telephone number	01722 333094			
Email address	reception@leehurstswan.org.uk			
Head	Mr Roger Leake			
Acting chair of governors	Mr Richard Thorp			
Age range	6 weeks to 16 years			
Number of pupils on roll	287			
	Boys	154	Girls	133
	EYFS	64	Juniors	125
	Seniors	98		
Pupils' ability	Nationally standardised test data provided by the school indicate that the ability of the pupils is above average.			
Pupils' needs	The number of pupils requiring support for special educational needs and/or disabilities (SEND) is thirty-seven. Two pupils have a statement of special educational needs or an education, health and care (EHC) plan. They require support with literacy and the development of core skills. Three pupils have English as an additional language (EAL). They receive support to develop their oral and written language skills.			

History of the school	Leehurst Swan School is an independent co-educational day school catering for pupils aged from 6 weeks to 16 years. Founded in 1911 as a Roman Catholic school for girls from 4 to 18 years, it moved to the present site in 1914 and was called Leehurst Convent School. In 1996, renamed as La Retraite School, it merged with The Swan School, a preparatory school for boys, becoming Leehurst Swan School in 2007. The Early Years Foundation Stage (EYFS) has recently been extended to include children from the age of six weeks.
Ownership and governing structure	The school is an independent charitable trust administered by a board of governors.
School structure	The school is divided into three sections: the pre-prep which comprises Nestlings for children aged 6 weeks to 2 years, Cygnets for children aged 2 to 3 years, and Swans for those aged 4 to 5 years; the preparatory school which is formed of Years 1 to 6; and the senior school which educates pupils in Years 7 to 11.
Other useful information	The school has a registered EYFS.
Inspection dates	14 to 15 March 2017

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. 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 un-met standards and any qualitative concerns identified at their previous inspection.

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 be met unless evidence to the contrary has been found.

The inspection does not include matters that are outside of the regulatory framework described above, such as:

- (i) the school’s aims;
- (ii) an exhaustive health and safety audit;
- (iii) compliance with data protection requirements;
- (iv) an in-depth examination of the structural condition of the school, its services or other physical features;
- (v) contractual arrangements with parents;
- (vi) an investigation of the financial viability of the school or its accounting procedures.

Where necessary, National Curriculum nomenclature is used to refer to year groups. Links to the full regulations and requirements can be found here: [The Independent School Standards Regulations](#), [Early Years Foundation Stage Statutory Framework](#).

SUMMARY EVALUATION

The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, the 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

In the preparatory school, the school uses its own framework to determine attainment, instead of the national framework.

At GCSE in the years 2014 to 2016, performance has been above the national average for maintained schools.

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.

The standards relating to the quality of education [paragraphs 1–4] are met.

PART 2

Spiritual, moral, social and cultural development of pupils

Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens.

The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.

PART 3

Welfare, health and safety of pupils

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.

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

The school makes appropriate checks to ensure the suitability of staff, supply staff, and proprietors and a register is kept as required.

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

Suitable toilet, changing and showering facilities for pupils and appropriate accommodation for their medical 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.

The standards relating to the premises and accommodation [paragraphs 22-31] are met.

PART 6

Provision of information

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 those 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, and its results in public examinations, 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.

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

PART 7

Manner in which complaints are handled

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.

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

PART 8

Quality of leadership in and management of schools

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.

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

THE QUALITY AND STANDARDS OF THE EARLY YEARS FOUNDATION STAGE

Overall effectiveness: the quality and standards of the early years provision

The overall effectiveness of the early years provision is outstanding.

The early years provision meets the needs of all the children extremely well, successfully providing a high-quality learning environment in which all children thrive and enjoy their learning. Responding to the individual needs and particular interests of children is central to the planning of high-quality experiences which promote engagement and enjoyment. All children including those with SEND or EAL make rapid progress in relation to their starting points, needs and abilities. The majority reach or exceed the level of development expected for their age.

Babies are extremely happy, safe and secure in the school environment. Their personal, social and emotional development is excellent and progress in the prime areas of learning is planned for robustly, reflecting a deep knowledge of how babies and young children develop.

The requirements for children's safeguarding and welfare are met fully. All staff have up-to-date safeguarding training and are aware of their responsibilities in ensuring the safety of children. All staff in the setting have paediatric first-aid training.

In their questionnaire responses, most parents stated that the school is governed, led and managed well. The setting benefits from strong leadership and a highly skilled team who are committed to continual improvement and the provision of high-quality care. This has resulted in the creation of a vibrant and stimulating environment which fosters learning behaviours that develop independence and positive attitudes. Systems for monitoring online records are not always implemented consistently throughout the setting.

Effectiveness of leadership and management

The quality of leadership and management is outstanding.

Leaders successfully combine an aspirational approach with a culture of high expectations. The highly qualified staff work together extremely well. They are motivated and well supported in their commitment to continued professional development. Effective systems for supervision and appraisals take place twice each year and include agreed targets for areas of development. Staff strive constantly to ensure that children have the best possible learning experience. All rooms provide a secure, highly stimulating and age-appropriate environment.

Self-evaluation processes involve all adults in the setting through individual meetings, staff discussions and the completion of written feedback. Self-evaluation documentation does not always state clearly the impact of provision and future priorities. Planning focuses on the provision of activities and experiences which will support children's development in all areas of learning, with particular focus on the prime areas in the early stages. Weekly meetings to discuss the impact of curriculum planning lead to the identification of the next steps that need to be developed. Staff take full account of the support and extension needs of individual children, but overall monitoring of online assessments by leadership is inconsistent.

The setting promotes equality well, ensuring that each child has the opportunity to share and think of others according to his or her level of development. Awareness of the different cultures of the children is promoted throughout the setting.

From the start of their time in the setting, children learn behaviours which promote an awareness of British values. They are helped to be kind, share, understand politeness and be aware of making decisions.

Children's safety and welfare is afforded a very high priority and arrangements to protect them meet all statutory requirements.

Quality of teaching, learning and assessment

The quality of teaching, learning and assessment is outstanding.

All staff have a detailed knowledge of the children in their care and take time to get to know each child, in partnership with his or her family. A carefully planned emphasis on the prime areas of learning ensures that children develop their personal, physical and communication skills. The well-resourced environment enables children to engage in purposeful and challenging play experiences. A secure understanding of the needs of this age group is demonstrated very well through the quality of adult interactions and responses to children. The deep knowledge of how babies develop and learn is evident in the focus on opportunities provided for them to explore their environment.

The assessment of children's development is afforded high priority. On entry to the setting an initial baseline assessment is undertaken and thereafter targets are set for each child, arising from day-to-day observations of their development. Parents are encouraged to contribute through an interactive learning diary shared between the setting and home, and in daily meetings when they hand their children over into the care of their key person. Assessment is used well to plan appropriate teaching and learning strategies. Careful monitoring of the children's engagement and progress by key people underpins the identification of any child that may need additional support. The special educational needs co-ordinator provides advice and support if required.

Communication with parents is excellent. They are invited to termly information meetings to inform them about the focus of the curriculum, and are offered guidance on how to support their children's learning and interests at home. Welcome afternoons and workshops at the beginning of each term provide EYFS booklets for all parents which explain the principles of the early years curriculum. Very young children take home a daily contact sheet which provides details of different aspects of their day including sleep patterns, the food and drink taken, and what they have achieved.

High-quality teaching supports children's development and learning effectively. The creation of opportunities to develop children's independence is a strength of the setting. A strong focus is placed on the development of physical skills both inside and outside of the classroom. A range of easily accessible resources provoke enquiry and exploration. Babies enjoy using push along and wheeled toys, and at lunchtime all children go outside and independently select activities from a wide range of resources. Transition activities are planned carefully to ensure continuity and progression as children move into different rooms within the setting, and as they get older. Parents stated that these are managed extremely well.

Personal development, behaviour and welfare

Provision for the children's personal development, behaviour and welfare is outstanding.

Adults provide excellent role models, encouraging the children to listen to one another, share toys and express their needs. Children are enthusiastic and confident within the learning environment, and respond positively to encouragement provided by adults. They are well-supported in their exploration of their surroundings and in their investigation of items of interest. Babies form secure and strong attachments to their carers, and warm and considerate interactions enable children to feel safe.

Staff are very aware of the children's individual needs and display great sensitivity in their interactions with them, using calm voices and gentle repetition of questions. The children are happy learners in this stimulating environment, which is nurturing and encourages them to enjoy their learning.

Arrangements for transitions within the setting and into the next class are very well managed to ensure that children are familiar with the new surroundings. There are many opportunities for transition visits to the next stage, beginning with story times, and very young children visit each other's rooms on a regular basis.

Practices within the setting contribute to the development of healthy lifestyles. A strong focus is placed on developing good eating habits. Fruit, vegetables and milk are provided for snack times and parents are encouraged to pack healthy options in children's lunch boxes. The children go outside in all weathers, and the very youngest children who have just become mobile are taken on gentle walks around the site, looking at the natural environment. This contributes to both their general health and well-being, and the development of physical skills.

The behaviour of the children is exemplary. They are aware of one another and happily engage in activities together. Children express their feelings and respond well to adults, who soothe and gently modify their behaviour where appropriate.

Outcomes for children

Outcomes for children are outstanding.

By the end of the EYFS, the majority of children reach or exceed the level of development expected for their age. All children including those with SEND or EAL make very good progress in relation to their starting points, needs and abilities.

Babies make rapid progress in their personal, social and emotional development due to the sensitive and nurturing interactions with adults, and the stimulating learning environment. Staff encourage babies to develop language skills through the use of specific vocabulary, appropriate language, gesture and facial expression. The emphasis on developing both communication skills and independence ensures that children make excellent progress from their starting points and move confidently on to the next stage of their education.

Compliance with statutory requirements

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

Recommendations for further improvement

The school is advised to make the following improvements to its provision for children in the early years.

- Strengthen the monitoring of online assessments.
- State clearly the impact of provision and future priorities in self-evaluation documentation.

ABOUT THE INSPECTION

The inspectors, conducted formal interviews with pupils. They held discussions with teachers, senior members of staff, the acting chair of governors and with a member of the governing board. 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

Dr Patricia Preedy	Reporting inspector
Mr Jonathan Longdon	Compliance team inspector (Bursar, HMC school)
Mrs Kathryn Henry	Co-ordinating inspector for early years
Mrs Moyra Thompson	Team Inspector for early years (Head of pre-prep, ISA school)