

School inspection report

30 January to 1 February 2024

The John Lyon School

Middle Road

Harrow-on-the-Hill,

London

HA2 0HN

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'.

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Summary of inspection findings

1. Governors oversee effective leadership of the school. Suitable policies and procedures are in place to actively promote the wellbeing of pupils. The governing body ensures that these policies are reviewed, and are implemented effectively. Governors challenge and support senior leaders effectively, fulfilling their role to monitor the school's provision and its impact on pupils. Leaders know pupils well and consequently are able to identify and support their needs. This is especially true in the early years.
2. The school has a detailed development plan which aims to enhance pupils' wellbeing and considers the needs of the pupils. Appropriate consideration is given to recognising and addressing unintended consequences of the decisions made by leaders. Leaders take a strategic approach to risk assessment that extends into safeguarding and relevant control measures are identified and put in place to minimise any hazards to pupils.
3. Relevant policies are easily accessible to parents. These are up to date and reflect statutory guidance. The school provides parents with informative reports about their child's progress. Leaders record any complaints appropriately and deal with them in a timely manner. They also identify any trends in parental concerns and use this analysis to inform school development planning.
4. Teaching meets the needs of pupils including children in the early years. Lessons in the prep school and in most lessons in the senior school are appropriately planned so that pupils make good progress in developing their knowledge, skills and understanding. Occasionally in the senior school, lessons are not sufficiently challenging and do not meet the needs of all pupils.
5. Pupils who have special education needs and/or disabilities (SEND) have the support required so that they are able to access the curriculum. Therefore, they make good progress.
6. Pupils for whom English is an additional language (EAL) receive suitable support to develop their fluency in English.
7. The personal, social and health education (PSHE) programme and the relationships and sex education (RSE) curriculum, meet the needs of pupils and contribute towards a tolerant and inclusive community where those from all cultures and with all faiths are accepted and respected.
8. The broad extra-curricular programme is age appropriate, meets pupils' needs and is suitable for those with a wide range of abilities and with varied interests. It promotes the school's values, allows pupils to experience leadership responsibilities and develop related skills.
9. Behaviour is usually managed well. Serious incidents of poor behaviour are rare. When they occur, staff deal with them sensitively and effectively. A robust system is in place to track and monitor pastoral issues and minor misbehaviour so that suitable action is taken to support pupils. Occasionally in the senior school, low-level disruption in some lessons is not identified or addressed by teachers.
10. The school prepares pupils well for life after they have left school. The PSHE curriculum helps them to develop an understanding of life in modern Britain and an understanding of fundamental British values. Pupils are ambitious and they are well supported with a careers programme that provides

personal guidance. Pupils leaving the sixth form go on to a range of courses, many of which require a high level of academic achievement.

11. Arrangements for safeguarding are effective. Staff are well trained and know what action to take if concerns arise. They work effectively with external agencies when appropriate.

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

School leaders should:

- ensure that all staff apply the behaviour policy consistently to reduce any instances of low-level disruption
- strengthen departmental leadership in the senior school to ensure consistent practice in the implementation of teaching and learning approaches so that pupils are always challenged to achieve their best.

Material change request

12. Inspectors considered the school's request for a change to the details of its registration to include an additional 50 pupils at the prep school.
13. It is recommended that the requested material change be approved.
14. Arrangements for safeguarding are robust. These arrangements are likely to remain adequate in meeting the needs of the additional pupils referenced in the material change application.
15. The school has an appropriate fire prevention policy in place underpinned by an up-to-date fire risk assessment, which identifies any areas for further action. Staff have suitable regular training in fire prevention and the designated competent person has additional training appropriate for the responsibilities associated with their role. Fire alarms and extinguishers are suitably positioned around the site and are appropriately maintained. Fire doors are kept shut and exit routes kept clear. Fire evacuation drills are carried out frequently and these are appropriately logged. The arrangements for fire safety are likely to remain adequate in meeting the needs of the additional pupils referenced in the material change application.
16. Pupils are appropriately supervised during the school day and off-site visits. A staff duty rota is published and the specific requirements for supervision in the early years setting are understood and staff levels maintained accordingly. The arrangements for the supervision of pupils are likely to remain adequate in meeting the needs of the additional pupils referenced in the material change application.

17. An appropriate risk assessment policy is in place and is effectively implemented. Staff are suitably trained to identify risks to pupil welfare and appropriate control measures are put in place and risk assessments are regularly reviewed and updated if required. The arrangements for risk management are likely to remain adequate in meeting the needs of the additional pupils referenced in the material change application.
18. The school's safer recruitment policy, which reflects the latest statutory guidance, is effectively implemented. Appropriate pre-employment checks on adults working in the school are carried out and accurately recorded in a single central register. The arrangements are likely to remain adequate in meeting the needs of the additional pupils referenced in the material change application.
19. There are an appropriate number of toilets and washing facilities in place which are adequate for the needs of pupils. The school has suitable medical facilities in place to care for pupils who are unwell or injured, with appropriate easy access to washing and toilet facilities. An appropriate maintenance programme is in place and there is appropriate lighting both internally and externally. Classrooms are appropriately sized and have suitable acoustics. Pupils have easy access to drinking water at appropriately identified stations and there is sufficient outdoor space available to pupils for recreation. These arrangements are likely to remain adequate in meeting the needs of the additional pupils referenced in the material change application.
20. Governors ensure that school leaders have the skills, knowledge and understanding to effectively fulfil their roles. The Governing body ensures that suitable policies are in place, that these are reviewed as required and that they are implemented in practice to ensure that the wellbeing of pupils is actively promoted. School leaders have taken appropriate steps to prepare for the increase in numbers, including assessing unintended consequences for pupils and the implementation of suitable control methods. Governors have oversight of the operation of the school through various sub-committees and reports and these arrangements are likely to remain adequate to meet the needs of the additional numbers of pupils.
21. The school has since September 2023 been operating over its registered maximum of 850 pupils by 16 pupils, whilst waiting for approval of the material change request. This has not had a detrimental effect on pupils' wellbeing. A request to increase capacity by 16 pupils has subsequently been approved.

Section 1: Leadership and management, and governance

22. The school's leaders have the knowledge and skills to fulfil their responsibilities with proficiency. All the required policies are in place to actively promote pupils' wellbeing and leaders use their understanding of pupils needs to review and adapt policies as required. There is generally careful monitoring in place to ensure effective implementation of policies.
23. Governors monitor the activity of senior leaders effectively by scrutinising their reports, meeting with them and assessing what they have been told in parallel with their own observations. Governors fulfil their role of offering challenge and support to staff and they are diligent in ensuring appropriate safeguarding measures are in place and that these are reviewed at least annually.
24. School leaders promote the aims of the school, such as creating a community where pupils look after each other and their community and strive for improvement. This is because of the PSHE programme, consistent messaging including in assemblies and in the decisions taken by leaders in designing the wider curriculum.
25. Senior leaders have developed a clear development plan for the school, having consulted pupils, staff and parents. This planning for improvement considers pupils' needs, including children in the early years and through the age range of the school. It considers pupils' aspirations and promotes pupils' wellbeing. A considered and detailed analysis of the school's strengths and relative weaknesses is used to set priorities. Areas for development include the development of wellbeing tracking, promoting positive pupil behaviours through the school's PSHE curriculum and continuing the promotion of pupil voice directly to senior leaders. In addition, there is a review of equality, diversity and inclusion. Whilst the plan is broad in scope, it is also comprehensive and includes consideration of any unintended consequences, including to small groups of pupils, and it identifies appropriate mitigation measures. Each area is also clearly prioritised in terms of risk.
26. Leaders in the early years ensure that the wellbeing of children is the priority for staff. Adults implement the mitigation measures outlined in setting specific risk assessments diligently. They supervise children appropriately and have suitable first aid training. Clear policies and procedures are effectively implemented, and parents are kept well informed of their child's progress in parents' evenings, and in written reports and reading diaries.
27. The school has clear systems in place to monitor the quality of teaching and learning to drive improvement. These systems are understood by leaders at all levels. However, there is some inconsistency in the implementation of these monitoring procedures across subjects, which results in inconsistency in the quality of teaching and learning in the senior school. Sometimes in the senior school teaching does not effectively build on previous learning and not all pupils are sufficiently challenged.
28. The school takes a strategic approach to the management of risk. Potential hazards relating to pupils' wellbeing are assessed carefully by leaders who use their knowledge of pupils and the context of school to put suitable control measures in place. Risk assessments are detailed and are reviewed regularly as circumstances change and include activities at school and those off site. This approach extends to safeguarding where individual pupils' risk assessments and safety plans are put into place, where appropriate, and effectively monitored.

29. Staff training in safeguarding, fire prevention and health and safety is thorough, reflective of the latest statutory requirements and is up to date.
30. The management and tracking of complaints are effective. Complaints are dealt with promptly within the specified timeframes and leaders keep detailed records. Senior leaders look for patterns in complaints and take these into account in future planning.
31. All the required information is available to parents on the school's website. The school provides the relevant local authority with an annual statement of funds received and how they are allocated for any pupil with an education, health and care (EHC) plan. The frequent reports to parents on the progress of their children are detailed and informative. A suitable and up-to-date accessibility plan is in place which considers both access to the curriculum and the school site. The plan is kept under review.

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

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

Section 2: Quality of education, training and recreation

33. The curriculum is effectively planned to meet the needs of pupils, including for children in the early years. It includes a suitable range of subjects. Leaders implement appropriate plans and schemes of work that promote British values and provide opportunities for pupils to develop their skills, knowledge and understanding across all curriculum areas. For example, pupils are helped to develop their research skills in areas of their own interest through both the Higher Project Qualification in Year 10 and the Extended Project Qualification in the sixth form.
34. A system of diplomas records the acquisition of the important skills pupils develop and their character education. Pupils in the senior school use this to record their progress and achievements. The diplomas focus on academic progress, extra-curricular activity, careers guidance, the values of the school, leadership and learning in PSHE. Pupils are eloquent, think clearly and communicate with confidence. Pupils speak with passion about their experience of their diplomas, as it provides them with challenge in identifying what has been achieved but also areas for development. They have learned this is one of the best ways to celebrate the progress they make.
35. Children's progress in the early years is systematically recorded and monitored in detailed learning journals which identify any requirements for specific support. The support adults provide considers the different levels of challenge required by considering each child's level of skill and understanding. Leaders have planned a varied curriculum, which enables children to be creative, solve problems and develop their communication skills. Children's interests are identified and used to plan activities, which encourage children to use and apply their knowledge in different contexts. Children listen carefully to adults, are attentive and have a keen sense of self.
36. Pupils work well together and share and discuss ideas with enthusiasm. Pupils solve problems and think independently with appropriate support and guidance from teachers. As pupils move through the school, they take increasing responsibility for their own learning. Pupils are at ease with technology and they use it confidently and with purpose in their learning.
37. Pupils make good progress in the early years setting and the prep and achieve well at GCSE and A Level in the majority of subjects. Teachers use a combination of baseline testing, effort and attainment grades and written reports to follow the progress of pupils and to make targeted interventions when concerns about progress and achievement arise.
38. Teachers use individual educational plans to inform their planning so that pupils who have SEND receive the specific support and adjustments they need in lessons so that they make good progress. Pupil also receive targeted interventions to support their learning outside of subject lessons.
39. Pupils who speak English as an additional language (EAL) receive appropriate support to develop their fluency in English and they make good progress as a result. Pupils' EAL targets are reviewed regularly to ensure they are challenging but achievable. Teachers are aware of pupils' individual needs and use this to inform their planning so that pupils have the additional support they require in lessons.
40. Most teaching promotes pupils' good progress. Lessons are well planned, reflecting an understanding of the needs of pupils. Teachers have secure knowledge and understanding of the subjects they teach. Appropriate resources are used and teaching methods are effective, so that pupils develop their understanding, skills and knowledge. Pupils respond well to teachers' questions

and to the feedback they receive. For example, in the prep school, pupils describe how they have achieved more than they had expected in a competition because of the support provided by teachers in design and technology. In mathematics, older pupils can solve demanding simultaneous quadratic equations. They use secure mental and manipulation skills to answer increasingly demanding questions. Sixth-form pupils develop their understanding of complex theories in philosophy as a result of carefully constructed questions from teachers, in combination with the use of technology.

41. In a minority of subjects in the senior school, teachers do not effectively monitor the rate of development of pupils' understanding and so do not adapt their lesson plans or learning activities in response. These lessons do not offer sufficient challenge to pupils, consequently slowing the pace of their learning.
42. Pupils' engagement rates in the wide-ranging extra-curricular programme are high. The activities available accommodate a variety of interests especially in sport, music and drama. A large proportion of pupils take part in the Duke of Edinburgh's Award and the school's Combined Cadet Force. These activities develop pupils' leadership skills giving them the opportunity to mix with pupils in other year groups. As well as developing skills and understanding, the provision gives opportunities for pupils to experience the advantages of collaboration and teamwork such as in international robotics competitions and building and racing a car in the Greenpower challenge.

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

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

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

44. The PSHE and RSE curriculums are well-planned, appropriately resourced and consider the needs of pupils, across the age range of the school. Pupils learn how to keep healthy, stay safe and develop their understanding of the importance of healthy relationships. Both PSHE and RSE is delivered by staff and by visiting speakers where a more specialist understanding is required. Parents are kept well informed of the subject areas pupils will encounter and comments and feedback are invited. An appropriate RSE policy is in place and is available to parents who have been consulted on it.
45. In the early years, children form good relationships with their peers and learn the advantages of sharing resources and working together. Children behave well, develop self-confidence and persevere to solve problems when the solution is not always easily forthcoming.
46. The school community is diverse and inclusive. Spiritual awareness is developed through the wider curriculum and the PSHE curriculum, as well in assemblies and non-denominational commemoration events, which all pupils attend. As a result of both the PSHE programme and other learning opportunities, which develop spiritual and moral development in the wider curriculum, pupils look after each other, are compassionate and exhibit a willingness to volunteer, all of which are reflective of the school's aims. Leaders gather and consider the views of pupils, particularly well in the prep school, where the school council was instrumental in the decision to provide more vegetarian dishes for lunch.
47. Pupils take part in a wide range of physical activities including water polo, archery and golf in addition to other team sports, which develop their fitness and skills. Pupils in the prep school including children in the early years make use of ample outdoor space to explore and play. Pupils value opportunities to take part in sport and understand how to stay healthy and its importance. They are also proud of their achievements at county and national level.
48. The school has appropriate procedures for managing behaviour. Bullying and serious misbehaviour are not common occurrences and when they do occur, leaders take appropriate and prompt action in terms of both consequences and support. There is a systematic and detailed approach to monitoring discipline and pastoral issues, both at an individual level and for groups of pupils. Leaders identify any trends or patterns and take action to address them. Sometimes in the senior school, low-level misbehaviour occurs in lessons and this is not consistently addressed by a minority of staff. As a result, pupils in these lessons can become distracted with the result that progress is slowed in comparison to most lessons.
49. All relevant policies and procedures relating to fire safety and health and safety policies are in place, understood by staff and are effectively implemented. Appropriately trained and qualified staff carry out regular health and safety checks and implement frequent timed fire drills. Staff supervise unstructured time well and the school site is secure. Pupils' physical and mental health needs are well supported. Pupils have easy access to suitable medical care when required and staff are appropriately trained to provide first aid. Pupils have access to a counselling service to support their mental health. Student social workers also provide support for some pupils.

50. Admissions and attendance registers are kept with all the appropriate information, and pupil transfers in and out of the school at non-standard transition points are reported to the local authority.

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

51. All the relevant Standards are met.

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

52. Pupils are prepared for life in Britain. They develop their understanding of British institutions such as the roles of central and local government and their link with the democratic process in the PSHE programme and in the wider curriculum. Pupils enjoy debating and developing their thoughts. Pupils have a high awareness of current affairs and can express their views clearly. Children in the early years quickly learn the difference between right and wrong with the support of teachers and there is clear culture of respect in the prep school with pupils taking turns to speak whilst listening to their peers.
53. A range of visiting speakers, including those related to the PSHE programme, speak on a variety of subjects and help pupils gain an understanding of both the wider world and careers. A suitable mechanism has been implemented to ensure that the messages conveyed to pupils by these speakers are age appropriate and are consistent with fundamental British values.
54. The PSHE programme and school assemblies promote both respect for the beliefs of others and tolerance for opposing views. As a result, pupils are proud of their differences. Pupils are proactive in drawing attention to behaviour which is inconsistent with a respect for others. The school community is diverse and pupils have a keen awareness of other cultures and faiths.
55. Leaders promote the school's aim of encouraging pupils to care for the wider community with some charitable activities being pupil-led. Pupils are involved with partnership activities with other schools and all those in the sixth form are actively engaged in volunteering, supporting local institutions and charities, such as the law centre, and young carers. Pupils select the charities they wish to support. Consequently, pupils develop a wider understanding of their community and value the experience of volunteering to the extent that some continue to do this through the school holidays.
56. Pupil-led activities are promoted by the school and the experience that a leadership position offers across the school is appreciated by pupils who enjoy mentoring and supporting younger ones. As a result, strong relationships between pupils at different age groups are nurtured. Pupils in leadership positions are proud to take on additional responsibilities and are appropriately supervised as they carry out their roles. These opportunities help to prepare pupils for life beyond the school.
57. Pupils are self-motivated and strive for constant improvement. They have suitable careers advice which is impartial and supports them with public examination options, further education choices and potential careers. For example, pupils in Year 6 debate the relative merits of different careers. The school has looked carefully at the skills and qualifications that employers value and has modified the support it provides for pupils applying for degree apprenticeships accordingly. Themed information evenings range from science and engineering to creative industries. Pupils have personalised guidance when selecting subject options and higher education courses. Pupils are ambitious and go on to attend courses at a range of universities in the UK and overseas.

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

58. All the relevant Standards are met.

Safeguarding

59. The arrangements leaders have put in place to safeguard and promote the welfare of pupils are effective. These arrangements are reviewed annually and governors offer appropriate support and challenge to those staff with specific safeguarding responsibilities through the scrutiny of detailed reports and frequent meetings.
60. The school's safeguarding policy is available on the website and is well understood by staff. It is up to date and in keeping with statutory guidance. The policy contains sufficient contact details so that any concerned adult or pupil can seek help and guidance. The staff code of conduct is written in tandem with the safeguarding policy and offers unambiguous guidance to staff. The implementation of both policies is effective.
61. Staff in the early years know children well, understand their individual needs and recognise changes in behaviour that may indicate an arising concern. They follow safeguarding policies and processes and have been trained effectively.
62. Adults working in the school receive suitable training to fulfil their roles on induction and this is frequently updated by, for example, regular written reminders of key sections of the safeguarding policy and relevant contextual issues. Those staff with specific safeguarding roles in the school have suitable up-to-date training and take part in external supervision to reflect on their work. They have a deep understanding of the contextual safeguarding risks pupils are potentially exposed to and they take active steps to mitigate these risks. Suitable monitoring and filtering measures are in place on the school's internet network and pupils know how to keep themselves safe online. Appropriate measures are in place to protect pupils from radicalisation, including a risk assessment and the vetting of visiting speakers.
63. When concerns arise, safeguarding leads take prompt action, referring to children's services, the police and the Local Authority Designated Officer (LADO) as required. These referrals are detailed and comprehensive. Safeguarding leads offer professional challenge to external agencies, when required. Child protection records are thorough with clear chronologies.
64. Suitable pre-employment recruitment checks are conducted on adults working in the school. These safeguarding checks are accurately recorded in a central record which is carefully monitored.
65. Pupils feel safe in school and effectively use multiple mechanisms to raise any concerns about themselves or their peers.

The extent to which the school meets Standards relating to safeguarding

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

School details

School	The John Lyon School
Department for Education number	310/6002
Registered charity number	310033
Address	The John Lyon School Middle Road Harrow-on-the-Hill London HA2 0HN
Phone number	020 85159400
Email address	office@johnlyon.org
Website	www.johnlyon.org
Proprietor	The John Lyon School Board of Governors
Chair	Mr Giles Goodfellow
Headteacher	Mrs Rosalind Hardy
Age range	3 to 18
Number of pupils	866
Date of previous inspection	30 January to 1 February 2024

Information about the school

67. The John Lyon School is a co-educational day school in the London Borough of Harrow. The school is organised into: the prep school for pupils aged 3 to 11, the senior school for those aged 11 to 18. The school was founded in 1876 and is part of the John Lyon's Foundation and is overseen by a board of governors. It retains close links to Harrow School, also part of the Foundation, but operates as a separate entity. The school is in the Harrow family of schools which includes Harrow international schools around the globe. Since the previous inspection, the school has become coeducational having previously been registered as a single-sex school for male pupils. Quinton Hall Prep School became part of the John Lyon School in 2021. A new headteacher was appointed in September 2023.
68. The prep school includes an early years setting for children from the age of three. The setting currently has 45 children with one nursery class and two reception classes.
69. The school has identified 94 pupils as having special educational needs and/or disabilities (SEND). One pupil in the school has an education, health and care (EHC) plan.
70. English is an additional language for five pupils.
71. The school states that its aims are to encourage pupils to live and breathe its school values: ambition, excellence, innovation, resolve, heritage, community, enquiry, creativity. The school seeks to embrace technology and encourages pupils to follow their passions such that they thrive as individuals. It also aims to ensure that pupils are happy, caring of each other and the wider community and that they have a love of learning.

Inspection details

Inspection dates

29 January – 1 February 2024

72. A team of eight inspectors visited the school for three days. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods and assemblies
- 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.

73. 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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