



**ISI** Independent  
Schools  
Inspectorate

**EDUCATIONAL QUALITY INSPECTION**

**LEE Hurst Swan School**

**MARCH 2017**



## SCHOOL'S DETAILS

<b>School</b>	Leehurst Swan
<b>DfE number</b>	865/6026
<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>Email address</b>	reception@leehurstswan.org.uk
<b>Head</b>	Mr Roger Leake
<b>Acting chair of governors</b>	Mr Richard Thorp
<b>Age range</b>	6 weeks to 16 years
<b>Number of pupils on roll</b>	287
	<b>Boys</b> 154 <b>Girls</b> 133
	<b>EYFS</b> 64 <b>Juniors</b> 125
	<b>Seniors</b> 98
<b>Inspection dates</b>	15 to 16 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.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework and DfE requirements. The inspection may be of COMPLIANCE ONLY or a combined inspection 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 identified at their previous inspection.

Inspections do not include matters that are outside of the regulatory framework described above, such as: an exhaustive health and safety audit; compliance with data protection requirements; an in-depth examination of the structural condition of the school, its services or other physical features; contractual arrangements with parents; an investigation of the financial viability of the school or its accounting procedures.

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

**This is an EDUCATIONAL QUALITY inspection, reporting on the quality of the school's work.** It focuses on the two key outcomes:

- The achievement of the pupils, including their academic development, and
- The personal development of the pupils.

Since the school was last inspected, the framework for inspection has changed. The current inspection framework uses different criteria and arrangements for grading from those used in previous inspection frameworks. The judgements made on this inspection are, therefore, not directly comparable to judgements made on previous inspections.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to specifically in the published report but will have been considered by the team in reaching its judgements.

All inspections of independent schools in England are conducted according to the requirements of the Independent School Standards Regulations. However, different inspectorates apply different frameworks that are suited to the different types of schools they inspect. The ISI terminology reflects quality judgements that are at least equivalent to those used by the national inspectorate, Ofsted. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement about key outcomes for pupils and information on the quality of the school's work.

**The headline judgements must include one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory'.**

## **INSPECTION EVIDENCE**

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

### **Inspectors**

Dr Patricia Preedy	Reporting inspector
Mr Stephen Tompkins	Team inspector (Head, IAPS school)
Dr Andrew Storey	Team inspector (Director of ICT, HMC school)
Mrs Kathryn Henry	Co-ordinating inspector for early years

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## **1. BACKGROUND INFORMATION**

### **About the school**

- 1.1 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. The school was established as an independent charitable trust in 1988 and is administered by a board of governors who are both trustees and directors.
- 1.2 The main building was originally a family house and dates from the late 19th century. Further buildings have been added over time, including the Walker Hall and the Centenary building which accommodates Reception to Year 6. 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.

### **What the school seeks to do**

- 1.3 The school seeks to provide a happy, purposeful community based on Christian values in which pupils are educated to the highest standard that each is capable, considering their various stages of development and needs. Social responsibility and an appreciation of the needs and gifts of others are promoted alongside the celebration and fostering of the unique interests and talents of each individual. The school is committed to establishing strong links in the wider community.

### **About the pupils**

- 1.4 The pupils come from a range of professional and business backgrounds. The majority come from White British families who live locally, but with a greater ethnic diversity than Salisbury and the surrounding areas. Nationally standardised tests used in the pre-prep, prep and senior school indicate that pupils are overall of above average ability. The school has identified 37 pupils as having special educational needs and/or disabilities (SEND) including dyslexia, dyspraxia and autistic spectrum disorder. All of these pupils receive additional support and 3 have education, health and care plans. The school has 3 pupils with English as an additional language (EAL), who receive support to develop their oral and written language skills.

### **Recommendations from previous inspection**

- 1.5 The previous full inspection of the school by ISI was an interim inspection in March 2011. The recommendations from that inspection were:
- Improve the quality and detail of curriculum planning.
  - Consider further ways of extending the most able by strengthening the monitoring throughout the school.
- 1.6 The school has successfully met both the recommendations of the previous inspection.

## 2. KEY FINDINGS

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

- Pupils of all ages make excellent progress, including children in the EYFS and those with SEND or EAL, and the more able. They are competent in a wide range of skills across the curriculum.
- An excellent tracking system has been implemented throughout the school. Data analysis and the use of data to identify trends and to plan intervention for individuals and groups are not as fully developed in the pre-prep and prep school as in the senior school.
- Pupils respond positively to feedback from teachers and to the marking system which provides them detailed assessments against success criteria, and the steps required in order to reach their targets.
- Pupils use information and communication technology (ICT) confidently and effectively, but opportunities to use ICT when required are limited by restricted access to ICT facilities.
- Pupils' attitudes to learning are excellent, contributing strongly to their success and enjoyment in all areas of the school.

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

- Pupils of all ages are happy and confident individuals who feel supported by the school community. They are well prepared for taking the next steps in their education.
- The behaviour of pupils is excellent. Older pupils are excellent role models for younger pupils. Pupils support the school's rules and understand the need for self-discipline.
- Pupils are reflective and able to appreciate non-material aspects of life, including through helping a range of charities that they have voted for.
- Pupils are keen to assume leadership responsibilities. They are able to articulate their beliefs and contribute their ideas to improve the school.
- Pupils mix very well together. They understand the importance of being safe and of taking action should any bullying or unkindness occur.

### Recommendations

2.3 In the context of the excellent outcomes, the school might wish to consider the following:

- Strengthen the analysis and use of data throughout the pre-prep and prep.
- Integrate the use of ICT across the curriculum so that pupils can use it as required.
- Monitor the vertical tutoring system to ensure consistency across all groups.

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

- 3.1 The quality of pupils' academic and other achievements is excellent.
- 3.2 Children in the EYFS make excellent progress in relation to their starting points. Most children including those with SEND and the more able attain a good level of development by the end of the Reception year, as measured by the EYFS Profile and internal assessments. Excellent progress is underpinned by close liaison with parents both personally and through electronic communication that enables them to contribute to assessments and make comments. Excellent planning considers the required areas of learning, assessments, and children's needs and interests. All children develop high levels of independence, creativity, language and physical skills as they eagerly engage in a wide range of indoor and outdoor activities, culminating in a review of their learning and consideration of the next steps required. Children are able to follow instructions and to express themselves clearly. They enjoy listening to stories and eagerly use their phonic skills to build a range of key words. By the end of Reception, most children can read a range of texts and write sentences. Their mathematical skills are well developed, with many working with numbers to 20 and beyond. Children transfer confidently from Nursery to Reception due to staff ensuring that actions to help smooth the transition include Nursery and Reception playing together throughout the year, and the many opportunities for Nursery children to visit their new classrooms and teachers.
- 3.3 Pupils in the prep school do not take National Curriculum tests, but the results of nationally standardised tests combined with lesson observations, scrutiny of pupils' work and interviews indicate that pupils including those with SEND or EAL and the more able make good and often excellent progress against age-related norms. An excellent framework for assessment has been implemented in the prep school, including detailed marking and feedback against learning intentions and providing pupils the next steps upon which to focus. A detailed tracking system has been instigated in the prep school but the consistent use of data to identify trends and to plan intervention for individuals and groups is not as fully developed as in the senior school, which restricts the ability of leadership to make strategic decisions with regard to provision. Displays in the classrooms and around the school highlight standards that are above those expected for pupils of the same age range. Younger prep school pupils were able to understand magical realism and surrealism through the work of Joan Miro, and to use printing to illustrate a poem. Older pupils can round numbers up to one decimal place and were able to discuss fairy stories from different perspectives, including preparing a court case for a wolf.
- 3.4 At the end of Year 11, pupils' attainment in relation to their abilities is excellent, with most pupils attaining or exceeding their standardised predicted grades and gaining 5 or more GCSE or IGCSE passes including in English and mathematics. Most pupils gain entry to their first choice of sixth form, benefiting greatly from excellent careers advice. Excellent progress and attainment in the senior school is linked strongly to a coherent and consistent framework for assessment, sophisticated analysis of the data produced from assessment, and comprehensive tracking and identification of pupils who require individual intervention or booster groups in order to meet their targets. The vertical tutoring system provides many pupils with excellent individual feedback about their overall progress and next steps, but this system is not yet consistently implemented throughout the senior school.



- 3.5 All pupils develop a breadth of knowledge in response to the school's extensive curriculum which includes physical education, health and fitness, music, sport, drama, art, pottery, the teaching of French from Reception, and German and Spanish in the senior school. The high standard of art, ceramics and photographic work on display throughout the school celebrates the artistic talents of pupils. In their questionnaire responses, the vast majority of parents stated that the school provides a suitable range of subjects and that their children's educational needs are met. Pupils' attitudes to learning are excellent and contribute to their success and enjoyment in all areas of the school. They develop skills for learning such as adaptability, active listening and enquiry as a result of teachers focusing consistently on making lessons relevant and interesting, as observed when pupils used computer-generated pictures to explore the imagery used in two contrasting poems, and when they used 'Kinaesthetic Kung Fu' in order to understand and remember the four types of erosion. A strong emphasis is placed on enabling all pupils to learn, including those with SEND or EAL and the most able. Excellent assessment and exceptional support from the learning support department include detailed and specific individual education plans which enable teachers to meet the needs of all pupils in the classroom. Outcomes for pupils with SEND are also greatly enhanced by the support provided by well-informed assistants. More able pupils are identified and monitored effectively through the school's tracking system. In most subjects, they are provided with extension work that enables them to tackle and ask higher-order questions and to pursue their own interests at a high level. Talented pupils in music, art and sport are able to develop their talents through the wide range of opportunities within and beyond the school, including music examinations, and art and sporting competitions at regional and national level.
- 3.6 The focus on the core subjects of English and mathematics supports high achievement in these areas and across the curriculum. Setting for mathematics from Year 7 and after-school mathematics surgeries enable pupils to gain confidence in the subject and to work at a pace that meets their needs. Presentation and writing in all subjects is of a high standard with evidence of research, critical thought and creativity. Projects chosen by the pupils are well written, showcasing pupils' ability to study in-depth as well as synthesising a wide range of information. The quality of project work throughout the school is greatly enhanced by guidance from teachers, which enables pupils to develop research and study skills to a high level. Pupils use ICT confidently and effectively to support their learning, but opportunities to use ICT flexibly and appropriately across the curriculum are limited by restricted access to ICT facilities. The wide range of opportunities to take part in inter-house debates and perform in dramatic and musical productions within the school, competitively to national levels and in the local community, contributes strongly to pupils' ability to speak and present themselves confidently in a range of situations. Pupils listen politely to one another and appreciate various perspectives, whilst still able to articulate their own beliefs. For example, pupils took part in a vigorous debate with regard to a travel ban imposed by the United States. A wide range of visiting speakers, local excursions and trips to other countries including Spain, Germany and the Netherlands enables pupils to extend their learning and understanding in relation to the world beyond their school. An extensive variety of extra-curricular activities ranging from sports and music to chess and photography greatly enhances pupils' learning and development. Effort as well as success is acknowledged and praised in assemblies, house meetings, newsletters and displays. This encourages all pupils to take part and to support each other.

- 3.7 Excellent achievement is underpinned by teachers who know their pupils extremely well and are enthusiastic about their subject areas. A wide range of high-quality resources combined with effective strategies to support learning such as challenging questioning, and paired and group work encourages all pupils to achieve highly. Most pupils stated in their questionnaire responses that their teachers are supportive and helpful should they have a problem with their work.
- 3.8 Leaders and governors are strongly committed to the high achievement of all pupils. The recently convened governors' education and welfare committee provides a clear and effective framework for monitoring, supporting and challenging the school community to continually strive for excellence in all areas.

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

- 4.1 The quality of the pupils' personal development is excellent.
- 4.2 The school's aims and ethos, and its personal, social, health and citizenship education (PSHCE) programme strongly underpin the excellent personal development of all pupils. In their questionnaire responses, the vast majority of parents stated that the school promotes an environment which successfully supports their children's personal development. The caring community atmosphere of the school enables pupils throughout the school, including the EYFS, to have high levels of self-esteem, confidence and social awareness.
- 4.3 Children in the EYFS settle quickly and happily into the setting as a result of the warm, welcoming and caring environment created by the staff. They display a close bond with their key people, who provide excellent role models as they support each child to develop his or her independence and confidence. Through the planned play opportunities, children are able to extend their social skills, develop their self-confidence, make appropriate choices, and recognise the importance of self-control and agreed rules. Careful guidance from staff enables children to think about risks and how to play together safely. Children learn about healthy eating through sharing meals and snacks. They listen carefully and are able to take turns and share, using a conflict resolution technique to resolve any issues. They include everyone into their circle of friends and express their thoughts and feelings, as a result of support from highly skilled staff who understand the development of young children. Carefully planned transitions during the sessions and when children are preparing to move to the Reception class in a different building enable them to prepare and look forward to a new class, teacher and routines.
- 4.4 Throughout the school, pupils receive many opportunities to reflect and to develop their thoughts at a spiritual level. Older pupils appreciate that small classes and groups mean that they are known as individuals, and are provided opportunities to discuss and think about a range of issues. Assemblies include spiritual readings, and time for reflection and prayer as well as opportunities to consider moral and ethical issues that impact both pupils as individuals and the wider world. Pupils during a prep assembly were able to issue and follow instructions, and to reflect upon whether it is safe to always follow instructions given by others. In interview, pupils spoke about the significance of non-material aspects of life and how it is important to nourish both the spirit and the body. They are particularly aware of the importance of having healthy and balanced lifestyles, and of the need to eat a balanced diet, take regular exercise and ensure mental well-being. Pupils referred to the way in which the school grounds and nature helps them to appreciate the world in which they live.
- 4.5 Excellent behaviour is the norm across the school, with older pupils acting as positive role models for younger pupils. Pupils in interview spoke about the need for rules and the importance of accepting responsibility for one's own behaviour, as well as a moral obligation to help those who are experiencing hardship, and a duty to protect the environment. They spoke with great empathy about how they were able to support a local foodbank and Syrian refugees. The pupils appreciate the opportunity to vote for their selected charities, the way in which every form contributes to fundraising activities, and the charity lunchtimes. They have a mature understanding of concepts such as democracy, tolerance, the importance of the law and human rights. Election to the school councils provides the opportunity for pupils to discuss a range of issues and to express opinions. These experiences support their understanding of democracy and the workings of parliament. Younger pupils are extremely enthusiastic about rewards and gaining house points. As pupils move through the senior school they talk increasingly about moral responsibility and intrinsic rewards, with satisfaction derived from

achieving their personal goals. They know that sanctions are in place such as Friday detention and exclusion, but they see these as very rarely necessary. They value the support that they receive from their teachers, such as careers advice and support for choosing their examination options. Most pupils are able to reflect upon their strengths and weaknesses during discussions with their tutors. In their questionnaire responses, most pupils stated that teachers treat them fairly.

- 4.6 Pupils throughout the school are happy, confident individuals who are able to reflect upon their actions and appreciate the importance of respecting and including others from different cultures. They spoke with great understanding about different types of bullying, and the way that the e-learning scheme and presentations from a community police officer provide them powerful messages about keeping safe. Pupils were able to reflect upon the complexities of friendships and relationships, and expressed strongly that they would not stand by if someone was bullied or felt unhappy. They stated that they could turn to several adults within the school for advice, including their tutors and the designated safeguarding lead.
- 4.7 Pupils gain a strong awareness of their own and other cultures through art, music and the PSHCE programme. A range of external speakers enable pupils to reflect on their personal development and to safely explore issues such as marriage and mindfulness. Pupils learn about the changes that happen to them as part of puberty through a programme that enables boys and girls to have separate lessons. Older and younger pupils appreciate the opportunity to take on leadership responsibilities such as prefects, buddies, school councillors, eco councillors, house captains and class form captains. Senior pupils are able to take on a 'Stretch and Challenge' programme where they try out a new sport, for example handball. Staff liaise regularly with regard to pupils' pastoral care, sensitively discussing any issues that may be affecting a pupil and how to support both the pupil and the family. A card system enabling pupils to discreetly leave a lesson if they need emotional support is extremely effective in meeting the needs of individuals who may be struggling to manage their behaviour or emotions. The learning support department provides exceptional support for pupils' personal development. Drop-in sessions during break times combined with intervention that meets both the personal and academic needs of the pupils is an integral part of the care provided throughout the school.
- 4.8 Staff, governors, pupils and parents have created a caring community that is based upon knowing and meeting the needs of the individual. Throughout the school, pupils grow and develop within this secure and happy environment. They are resilient, and not afraid to tackle difficult situations and to challenge themselves. Pupils are well prepared for their next steps including those taken to college, university and beyond.