



**ISI** Independent  
Schools  
Inspectorate

**Report for an Additional and Progress Monitoring Inspection**

**Hurst Lodge School**

**May 2021**

## School's details

<b>School</b>	Hurst Lodge School			
<b>DfE number</b>	850/6046			
<b>Address</b>	Hurst Lodge School Fernhill Road Blackwater Camberley Surrey GU17 9HU			
<b>Telephone number</b>	01276 537347			
<b>Email address</b>	office@hurstlodgeschool.co.uk			
<b>Principal</b>	Miss Victoria Smit			
<b>Proprietor</b>	Miss Victoria Smit			
<b>Age range</b>	2 to 19			
<b>Number of pupils on roll</b>	109			
	<b>EYFS</b>	6	<b>Juniors</b>	23
	<b>Seniors</b>	68	<b>Sixth Form</b>	12
<b>Date of visit</b>	24 May 2021			

## 1. Introduction

### Characteristics of the school

Hurst Lodge School is an independent co-educational day school for pupils between the ages of two and nineteen. Formally HawleyHurst School, In September 2020 it was rebranded under the sole ownership of one of the original proprietors. The proprietor, who also acts as principal, is supported by members of an advisory board. The school has 84 pupils who require support for special educational needs and/or disabilities (SEND), of whom 60 have an education, health and care plan. No pupils speak English as an additional language (EAL). The school's previous inspection, when operating as HawleyHurst School, was a focused compliance and educational quality inspection in November 2019.

### Purpose of the visit

This was an unannounced additional inspection at the request of the Department for Education (DfE) which focused on the school's compliance with the Education (Independent School Standards) Regulations 2014 (ISSRs) and the requirements of the Early Years Statutory Framework. The visit also checked that the school has fully implemented the action plan submitted following the focused compliance and educational quality inspection of the school when it operated as HawleyHurst School in November 2019.

Regulations which were the focus of the visit	Team judgements
ISSR Part 1, paragraph 3 (teaching)	<b>Met</b>
ISSR Part 3, paragraph 7 (safeguarding)	<b>Met</b>
ISSR Part 3, paragraph 11 (health and safety)	<b>Met</b>
ISSR Part 3, paragraph 12 (fire safety)	<b>Met</b>
ISSR Part 3, paragraph 15 (admission and attendance registers)	<b>Met</b>
ISSR Part 3, paragraph 16 (risk assessment)	<b>Met</b>
ISSR Part 4, paragraphs 18 to 21 (suitability of staff)	<b>Met</b>
ISSR Part 5, paragraphs 23-28 (premises and accommodation)	<b>Met</b>
ISSR Part 6, paragraph 32(1)(c) (provision of information)	<b>Met</b>
ISSR Part 8, paragraph 34 (leadership and management)	<b>Met</b>

## 2. Inspection findings

### Quality of education provided – teaching [ISSR Part 1, paragraph 3]

- 2.1 The school meets the standard.
- 2.2 Evidence from scrutiny of documents and performance data indicates that teachers assess pupils' work regularly and plan lessons appropriately to ensure that all pupils can make good progress according to their ability. Policies include guidance for teachers in how to use effective strategies for managing pupils' behaviour and outline the importance of not undermining fundamental British values. Teaching maintains a culture of equality in which pupils with protected characteristics do not experience any unlawful discrimination. Classroom resources are of a good quality, quantity and range.

### Welfare, health and safety of pupils – safeguarding [ISSR Part 3, paragraph 7]

#### Safeguarding policy

- 2.3 The school meets the requirements.
- 2.4 The school has an appropriate policy for safeguarding which provides suitable arrangements to safeguard and promote the welfare of pupils at the school.

#### Safeguarding implementation

- 2.5 The school meets the standard.
- 2.6 Safeguarding procedures are implemented effectively in line with Keeping Children Safe in Education (KCSIE) 2021, including in the EYFS. Additional arrangements to ensure the welfare of the pupils during the COVID-19 pandemic have been continually updated in line with government advice. In discussions, pupils reported that they feel they are listened to by staff, that there are many opportunities to raise any concerns and that action is taken if necessary. Pupils understand how to stay safe online and there is suitable control of technology, including in the EYFS. The designated safeguarding lead (DSL) and the deputy work closely together, with the head of SEND and the personal, social and health co-ordinator to enable appropriate support to be provided for pupils which takes into consideration their special needs. The DSL consults appropriately with external agencies, including local safeguarding partners and the police, if pupils are respectively in need or at risk. There is good understanding of local thresholds for reporting concerns, and evidence confirms that procedures are followed effectively and swiftly.
- 2.7 Staff receive suitable training when new to the school and, from thereon, update training about the most recent statutory guidance is provided together with other updates. Staff have completed online training in the risks of radicalisation and extremism. Central records of staff attendance at training are kept systematically, so that any absence from training is identified and rectified. A sample of staff interviewed demonstrated a full awareness of their safeguarding responsibilities, a knowledge of the correct referral pathways and an understanding of how to respond to concerns. The school is aware of potential areas for peer-on-peer abuse particularly in the context of the pupils' special needs. Individual plans for their welfare include self-regulation strategies linked to the use of language and physical contact.
- 2.8 The school safeguarding team works together with the principal and the school's safeguarding advisor to produce an annual report which follows the local authority guidelines. Arrangements for handling allegations against staff are included in safeguarding procedures and operate effectively. The school understands its role in reporting any person whose services are no longer used where referral criteria

are met, to the appropriate agencies. A suitable staff code of conduct is provided together with procedures for whistleblowing. Appropriate measures for staff recruitment checks are taken.

### **Welfare, health and safety of pupils – health and safety [ISSR Part 3, paragraph 11]**

- 2.9 The school meets the standard.
- 2.10 The school implements an appropriate health and safety policy effectively and health and safety matters within the school are appropriately handled, including control of hazardous substances. School leaders conduct regular audits of health and safety and monitor the effectiveness of their procedures. No health and safety concerns arose during a tour of the school.

### **Welfare, health and safety of pupils – fire safety [ISSR Part 3, paragraph 12]**

- 2.11 The school meets the standard.
- 2.12 A suitable fire risk assessment for the school buildings has recently been undertaken. Any recommended actions are acted upon. Fire signage is clear throughout and there are sufficient members of staff available to manage any emergency evacuation. Records for fire drills are appropriately maintained and monitored and fire equipment is tested and serviced regularly.

### **Welfare, health and safety of pupils – admission and attendance registers [ISSR Part 3, paragraph 15]**

- 2.13 The school meets the standard.
- 2.14 The proprietor ensures that an admission and attendance register is maintained appropriately. The school operates effective systems to store the information electronically. Additional measures have been introduced during the pandemic to record daily temperature readings on arrival at school, for both pupils and staff.

### **Welfare, health and safety of pupils – risk assessment [ISSR Part 3, paragraph 16]**

- 2.15 The school meets the standard.
- 2.16 The school has an appropriate risk assessment policy which sets out a suitable approach to the management of risk. Systematic risk assessments are in place for a range of activities that identify and control risks across teaching areas, including in science and other hazardous areas, in the school grounds and for offsite visits.

### **Suitability of staff, supply staff and proprietors [ISSR Part 4, paragraphs 18–21]**

- 2.17 The school meets the standards.
- 2.18 The school implements a suitable recruitment policy which has due regard to the procedures outlined in KCSIE. The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required. Members of staff employed under the three-month rule are now subject to a barred list check before they are allowed to commence employment. The information on the register reflects documentation seen in staff files.

**Premises and accommodation [ISSR Part 5, paragraphs 24-28]**

2.19 The school meets the standards.

2.20 A tour of the grounds and the buildings confirmed that the premises and accommodation are appropriately maintained. Teaching areas are suitably sized and are well organised to accommodate the number of pupils in each class group. Toilet, washing and medical facilities are appropriate and internal and external lighting, acoustic conditions and water supply are suitable. Dining facilities and food preparation areas are appropriate and pupils confirm they have easy access to drinking water.

**Provision of information [ISSR Part 6, paragraph 32(1)(c)]**

2.21 The school meets the requirements for providing information relating to safeguarding to parents. Particulars of the arrangements for safeguarding are published on the school's website.

**Quality of leadership and management [ISSR Part 8, paragraph 34]**

2.22 The school meets the standard.

2.23 The proprietor ensures that members of the leadership team demonstrate the necessary skills and knowledge to fulfil their responsibilities effectively, so that the well-being of the pupils is actively promoted. Actions required by the previous inspection with regard to recruitment have been completed effectively.

### **3. Regulatory action points**

- 3.1 For the regulations which were the focus of this visit, the school meets all of the requirements of the Education (Independent School Standards) Regulations 2014, and requirements of the Early Years Statutory Framework, and no further action is required as a result of this visit.

## **4. Summary of evidence**

- 4.1 The inspectors held discussions with the principal, senior leaders and other members of staff. They visited different areas of the school, observed lessons and talked with groups of pupils. They scrutinised a range of documentation, records and policies.