



ISI Independent
Schools
Inspectorate

Report for an Additional Inspection

Report for a Material Change Visit

Hurst Lodge School

May 2022

School's details

School	Hurst Lodge School			
DfE number	850/6046			
Address	Hurst Lodge School Yateley Hall, Firgrove Road Camberley Surrey GU46 6HJ			
Telephone number	01252 227002			
Email address	office@hurstlodgeschool.co.uk			
Principal	Miss Victoria Smit			
Proprietor	Miss Victoria Smit			
Age range	4 to 19			
Number of pupils on roll	139			
	EYFS	4	Juniors	29
	Seniors	90	Sixth Form	16
Date of visit	11 May 2022			

1. Introduction

Characteristics of the school

- 1.1 Hurst Lodge School is an independent co-educational day school for pupils which currently educates pupils between the ages of four and nineteen. Formally Hawley Hurst 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 116 pupils who require support for special educational needs and/or disabilities (SEND), of whom 90 have an education, health and care (EHC) plan. No pupils speak English as an additional language (EAL). The school's previous inspection was an additional inspection in May 2021. Since the previous inspection the school has relocated to its current location in Yateley.

Purpose of the visit

- 1.2 This was an unannounced additional inspection visit at the request of the Department for Education (DfE). It also served as a material change visit with regard to the school's change of premises. The visit focused on the school's compliance with the Education (Independent School Standards) Regulations 2014 (ISSRs), and the requirements of the Early Years Statutory Framework.

Regulations which were the focus of the visit	Team judgements
Part 1, paragraph (curriculum)	Met
Part 1, paragraph 3 (teaching)	Met
Part 3, paragraph 7 (safeguarding)	Met
Part 3, paragraph 9 (behaviour)	Met
Part 3, paragraph 11 (health and safety)	Met
Part 3, paragraph 12 (fire safety)	Met
Part 3, paragraph 16 (risk assessment)	Met
Part 5, paragraph 23 (toilet, washing and changing facilities)	Met
Part 5, paragraph 24 (accommodation for medical needs)	Met
Part 5, paragraph 25 (maintenance of premises and accommodation)	Met
Part 5, paragraph 26 (acoustics)	Met
Part 5, paragraph 27 (internal and external lighting)	Met
Part 5, paragraph 28 (drinking water and water supply)	Met
Part 5, paragraph 29 (outdoor space for PE and play)	Met

Part 6, paragraph 32 (provision of information)	Met
Part 7. Paragraph 33 (complaints)	Met
Part 8, paragraph 34 (leadership and management)	Met

2. Inspection findings

Quality of education provided – curriculum [ISSR Part 1, paragraph 2]

- 2.1 The school meets the standard.
- 2.2 The school ensures that there is a suitable written curriculum policy which is supported by appropriate plans and schemes of work. These effectively take into account the ages, aptitudes and needs of all pupils including those pupils with an EHC plan and others with SEND. Schemes of work take into account the detailed requirements of individual EHC plans, including relevant training and methodologies in planning staffing. Effectively structured curriculum planning suitably ensures that all pupils have the opportunity to learn and make progress. The new premises enable the curriculum to be provided effectively.

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

- 2.3 The school meets the standard.
- 2.4 The school ensures that the teaching of all pupils, including those with an EHC plan, enables them to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught. Teaching shows a good understanding of the aptitudes, needs and prior attainments of all pupils, and ensures that these are taken into account in the planning of lessons. Teaching staff, together with learning support staff, are appropriately trained and experienced, including where necessary in the use of appropriate sign language for the support of non-verbal pupils. Teaching together with continual assessment of learning, enables effective planning of lessons. Teaching enables pupils, including those who are non-verbal, to learn and make progress. Staff are suitably supported by a range of specialists including occupational therapists and speech and language therapists. Resources are provided for pupils in line with the requirements specified in their individual EHC plans, including suitable resources to support the communication development of non-verbal pupils. There are high teacher-pupil ratios with many pupils being taught one to one, and other class groups are small. Overall, lessons include the effective use of classroom resources of good quality, quantity and range, including resources provided to meet the needs of SEND pupils. If the school feels it can no longer meet the needs of pupils, for example when EHC plans change it promptly asks for an emergency review of the pupil's placement by the local authority. This may then result in the local authority looking for a pupil's needs to be met by alternative provision. Teaching utilises effective strategies for managing behaviour, encouraging all pupils to act responsibly. The new premises enable teaching to be undertaken effectively.

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

Safeguarding policy

- 2.5 The school meets the requirements.
- 2.6 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

- 2.7 The school meets the standard.
- 2.8 Arrangements to safeguard and promote the welfare of pupils, including children in the EYFS, are implemented effectively to ensure a culture of listening to pupils. Suitable strategies are in place to enable, where possible, non-verbal pupils to communicate their needs and wants. Pupils confirm that

they have a variety of people to whom they can turn to for support. The school ensures that pupils receive a response when they express concerns, and that appropriate action is taken where necessary. This was confirmed during interviews with pupils and staff and by records of safeguarding. Staff understand the different types of child-on-child abuse, including the heightened vulnerability of pupils with SEND. Pupils are given suitable guidance on staying safe online and the school has sufficient filtering and monitoring procedures in place to ensure appropriate use at all times.

- 2.9 The school communicates concerns to relevant outside agencies, including the LADO. It takes prompt action where concerns are raised or incidents occur. All staff, including those in positions of responsibility, are suitably trained in line with locally agreed procedures. Interviews with staff and leaders confirm they fully understand their role in safeguarding, with regard to identifying, reporting and investigating potential abuse, including concerns at a low level. Staff understand the need to be alert for signs of concern, especially in non-verbal pupils. The safeguarding policy contains suitable guidance about reporting low-level concerns about staff and this is understood by staff. Records show that staff report any safeguarding concerns to the appropriate person in a timely fashion. Safeguarding is effectively managed. Suitable arrangements exist to handle allegations against adults working with pupils and these are implemented effectively, including liaison with external agencies. There is an appropriate staff code of conduct and suitable arrangements for whistleblowing. Interviews with staff confirmed suitable understanding of these and willingness to act appropriately should the need arise.
- 2.10 The proprietor maintains appropriate oversight of safeguarding procedures with the support of an advisory board, completing an annual review of safeguarding effectively. The new premises support effective safeguarding.

Welfare, health and safety of pupils – behaviour [ISSR Part 3, paragraph 9]

- 2.11 The school meets the standard.
- 2.12 The school has a suitable written behaviour policy. Pupils confirmed in interview that they understand the behaviour procedures. These are implemented effectively to support their needs. Concerns relating to behaviour are reported and suitably recorded on the school's management system, these records confirm appropriate communication with parents when behaviour is a concern. Suitable records are kept of sanctions imposed for serious misbehaviour. The school rejects the use of corporal punishment. The new premises enable effective behaviour management.

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

- 2.13 The school meets the standard.
- 2.14 The proprietor ensures that the written health and safety policy is implemented effectively to ensure compliance with the relevant health and safety laws. The policy and related materials provide staff with suitable guidance on health and safety matters relating to the current school site. Appropriate records are kept of relevant health and safety checks. Matters of health and safety are regularly reviewed and monitored by the health and safety committee, which includes the proprietor. The new premises meet relevant health and safety requirements.

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

- 2.15 The school meets the standard.
- 2.16 The proprietor ensures compliance with the Regulatory Reform (Fire Safety) Order 2005. The new school premises have an appropriate fire risk assessment in place drawn up by a suitably qualified person. The school has suitably implemented the required actions and keeps the assessment under

review. There are suitably trained competent persons on site and a suitable number of staff are appropriately trained to support fire evacuation procedures. Records show fire evacuations take place regularly, pupils confirm they understand the correct procedures. Records show appropriate installation and maintenance of fire detection and firefighting equipment.

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

- 2.17 The school meets the standard.
- 2.18 The proprietor ensures that the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy. The school has a broad understanding of risk assessment and assessments of risk have been completed for all relevant aspects of the new school premises. Risk assessments are made for school activities, including trips, and are conducted for pupil welfare issues such as for self-harm and individual pupils' behavioural needs.

Premises and accommodation – toilet and washing facilities [ISSR Part 5, paragraph 23]

- 2.19 The school meets the standard.
- 2.20 The new premises includes suitable toilet and washing facilities provided for the sole use of pupils and there are gender-segregated showers available for the use of pupils over the age of 11.

Premises and accommodation – medical facilities [ISSR Part 5, paragraph 24]

- 2.21 The school meets the standard.
- 2.22 The new premises includes appropriate accommodation for the medical examination and treatment of pupils and for the short-term care of sick pupils. There are basins and toilet cubicles within the designated room, which is readily available for use.

Premises and accommodation – maintenance [ISSR Part 5, paragraph 25]

- 2.23 The school meets the standard.
- 2.24 The proprietor ensures that the new school premises and the accommodation and facilities provided therein are maintained to a standard such that, so far as is reasonably practicable, the health, safety and welfare of pupils is ensured. This was confirmed by a tour of the school premises. At interview staff and pupils confirmed that all matters of maintenance are dealt with satisfactorily and swiftly.

Premises and accommodation – acoustics [ISSR Part 5, paragraph 26]

- 2.25 The school meets the standard.
- 2.26 The proprietor ensures that the acoustic conditions and sound insulation of each room or other space are suitable, having regard to the nature of the activities which normally take place therein.

Premises and accommodation – lighting [ISSR Part 5, paragraph 27]

- 2.27 The school meets the standard.
- 2.28 The proprietor ensures that the lighting in each room or other internal space is suitable, having regard to the nature of the activities which normally take place therein and that the external lighting ensures that people can safely enter and leave the new school premises.

Premises and accommodation – water [ISSR Part 5, paragraph 28]

- 2.29 The school meets the standard.
- 2.30 The proprietor ensures that suitable drinking water facilities, clearly marked as such, are provided in the new premises. These are available at all times and separate from toilet facilities. Toilets and urinals have an adequate supply of cold water and washing facilities have an adequate supply of cold water, and hot water which does not pose a scalding risk to users.

Premises and accommodation – outdoor space [ISSR Part 5, paragraph 29]

- 2.31 The school meets the standard.
- 2.32 The school has ensured that there is suitable outdoor space for physical education to be provided to pupils and for pupils to play outside as part of the new premises.

Provision of information [ISSR Part 6, paragraph 32]

- 2.33 The school meets the standards.
- 2.34 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. The school ensures that particulars of educational and welfare provision for pupils with EHC plans are made available appropriately. Where a pupil with an EHC plan wholly or partly funded by a local authority or other body through public funds is registered at the school, such information as may reasonably be required for the purpose of the annual review of the EHC plan is provided to the responsible local authority. An annual written report of each pupil's progress and attainment is provided to their parents.

Manner in which complaints are handled [ISSR Part 7, paragraph 33]

- 2.35 The school meets the standard.
- 2.36 The proprietor ensures that a suitable written complaints procedure is drawn up and effectively implemented which deals with the handling of complaints from parents of pupils.

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

- 2.37 The school meets the standard.
- 2.38 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that all the other standards are consistently met, and they actively promote the educational well-being of the pupils. Suitable planning for the move to the new site has been executed effectively to ensure that the new premises meet the standards.

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. Recommendation with regard to material change request

- 4.1 It is recommended that the school's request for a change of premises is granted. The proprietor has made suitable arrangements to ensure that suitable health and safety, fire safety and risk assessment procedures are in place on the new school site. The premises, accommodation and staffing are suitably resourced and maintained to meet the number of pupils currently onsite, including the needs of children in a non-registered EYFS setting. The accommodation and staffing are suitable for the age range of pupils currently onsite. The proprietor envisages a maximum number of 230 pupils. This is likely to be accommodated and staffed effectively.

5. Summary of evidence

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