

# School inspection report

17 to 19 September 2024

## **Leehurst Swan**

19 Campbell Road

Salisbury

SP1 3BQ

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'.

## Contents

<b>SUMMARY OF INSPECTION FINDINGS .....</b>	<b>3</b>
<b>THE EXTENT TO WHICH THE SCHOOL MEETS THE STANDARDS.....</b>	<b>4</b>
AREAS FOR ACTION.....	4
RECOMMENDED NEXT STEPS .....	4
<b>SECTION 1: LEADERSHIP AND MANAGEMENT, AND GOVERNANCE.....</b>	<b>5</b>
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO LEADERSHIP AND MANAGEMENT, AND GOVERNANCE. ....	6
<b>SECTION 2: QUALITY OF EDUCATION, TRAINING AND RECREATION .....</b>	<b>7</b>
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO QUALITY OF EDUCATION, TRAINING AND RECREATION.....	7
<b>SECTION 3: PUPILS’ PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING .....</b>	<b>8</b>
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO PUPILS’ PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING .....	8
<b>SECTION 4: PUPILS’ SOCIAL AND ECONOMIC EDUCATION AND CONTRIBUTION TO SOCIETY .....</b>	<b>9</b>
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO PUPILS’ SOCIAL AND ECONOMIC EDUCATION AND CONTRIBUTION TO SOCIETY ..	9
<b>SAFEGUARDING .....</b>	<b>10</b>
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO SAFEGUARDING .....	10
<b>SCHEDULE OF UNMET STANDARDS .....</b>	<b>11</b>
<i>Section 1: Leadership and management, and governance.....</i>	<i>11</i>
<i>Safeguarding .....</i>	<i>11</i>
<b>SCHOOL DETAILS .....</b>	<b>13</b>
<b>INFORMATION ABOUT THE SCHOOL.....</b>	<b>14</b>
<b>INSPECTION DETAILS .....</b>	<b>15</b>

## Summary of inspection findings

1. The school provides a well-rounded education that nurtures both the academic and personal development of its pupils. Pupils have positive relationships with staff and are listened to, which fosters a supportive atmosphere. There is a culture of respect within the school, with good relationships between pupils and staff; pupils have a clear appreciation of equality and diversity. They also willingly volunteer to help others.
2. Governors and leaders provide effective oversight of many aspects of the school's work. However, they have not ensured that the Standards are met with regard to recruitment checks on new staff. In consequence, the Standards relating to safeguarding and leadership and management are not met.
3. The curriculum is well planned and resourced. Teachers have secure subject knowledge and motivate pupils to improve their work; this is reflected in pupils' attainment and good progress for all groups of pupils across core subjects like English, mathematics, and science, as well as creative areas such as art, music and drama. The provision for early years is of a high standard, with knowledgeable staff providing a stimulating environment in which children become confident learners.
4. The school ensures that the needs of all groups of pupils, including those who have special educational needs and disabilities (SEND), are met through clearly targeted initiatives which are effectively monitored by leaders.
5. The restructured leadership team has had a positive impact on the school's provision. Leaders are accessible, open to feedback, and dedicated to upholding the school's ethos.
6. Although management of health and safety and the assessment of risk are generally sound, when unexpected issues occur, reviews to identify opportunities for improved procedures are not always undertaken promptly.
7. The school provides an effective personal, social, health and economic (PSHE) education, which integrates an appropriate relationships and sex education (RSE) programme.
8. Pupils are provided with a wide range of extra-curricular activities and leadership opportunities, allowing them to develop a range of skills beyond the classroom.
9. A suitable single central record of appointments is kept, but inconsistencies in oversight have led to failures to complete medical checks and obtain all references for staff before they begin work.
10. Supervision meetings for early years staff are insufficient and incidents are not always reviewed as promptly as possible.
11. Staff training for safeguarding is regular and effective at helping them to identify and report any safeguarding concerns. Safeguarding records are sufficiently detailed, and leaders work effectively with external agencies, including asking advice and referring concerns to the local authority designated officer (LADO) when necessary.

## The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance are not 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 not met.

### Areas for action

The proprietor must ensure that:

- the leadership and management demonstrate good skills and knowledge
- fulfil their responsibilities effectively so that the other standards are consistently met and
- they actively promote the wellbeing of the pupils

so that:

- medical declarations are obtained for all persons before they begin work at the school
- references are received for all persons before they begin work at the school.

### Recommended next steps

Leaders should:

- ensure that regular and appropriate supervision meetings are always in place for early years practitioners so that they receive suitable support and guidance
- ensure that when unexpected issues occur in relation to health and safety and risk assessments, reviews to identify opportunities for improved procedures are always undertaken promptly.

## Section 1: Leadership and management, and governance

12. The leadership team promotes pupils' wellbeing and makes decisions in line with the school's aims. They are visible, approachable, and open to feedback, which fosters a positive school environment. Leaders ensure that pupils' voices are heard, developing effective ways to listen to their concerns and act in their best interest.
13. Leaders demonstrate appropriate knowledge and skills in most areas, effectively implementing key policies that benefit the school community; however, there is a lack of clear oversight with regards to recruitment checks meaning that these do not currently adhere to statutory guidance.
14. There is regular monitoring of pupils' progress through internal assessments, and clear action plans are in place to support continuous improvement throughout the school. The school meets the requirements of the Equality Act and has implemented a suitable plan to improve accessibility for those with disabilities. Recent key appointments have further improved support for all pupils, including those who have special educational needs and/or disabilities (SEND). The implementation of a new referral system has enhanced communication between staff and ensures that pupils who have SEND receive timely, targeted interventions. Leaders provide the local authority with all required information about pupils who have education, health and care (EHC) plans.
15. Teachers demonstrate secure subject knowledge, and lessons are well organised and tailored to meet pupils' diverse needs. Teaching is thoughtfully planned, effectively managed, and makes use of an appropriate range of resources, ensuring that pupils acquire new knowledge and skills.
16. Leaders have established a consistent approach across the school for feedback and marking of pupils' work, with regular assessments, tracking and target-setting. This provides pupils with clear feedback on their progress, helping them to understand what they need to do to improve. Mentoring, offers valuable one-on-one support, allowing for targeted interventions that promote pupils' attainment and wellbeing.
17. Risk assessments are well documented and overseen, although some incidents are not reviewed as promptly as possible. The school has a robust approach to health and safety, both on- and off-site. Associated records are clear and regularly reviewed. Leaders have prioritised safety improvements, such as changes to lunchtime procedures and supervision during break times, which have led to smoother and safer recreation times.
18. Governors are actively involved in the leadership of the school. Oversight in some critical areas has not been successful at ensuring that all standards are consistently met. The school has not always received medical declarations or references for all staff before they begin work. Consequently, while governance is active in supporting other areas of school improvement, it has not always ensured that recruitment protocols have been rigorously adhered to by leaders.
19. In the early years, leaders effectively promote children's wellbeing, by ensuring that the setting's safeguarding procedures are well implemented, and that staff are appropriately trained. Children are supervised with appropriate staffing ratios. However, leaders have not ensured that early years practitioners receive suitably regular and supportive supervision meetings.
20. All necessary information is available on the school's website, and there are effective links with external agencies to support pupils' needs. Additionally, the leadership team is focused on

improving the curriculum and enhancing the school's provision for all pupils. For example, the recent introduction of the 'Future Fridays' initiative, which provides additional careers advice. A suitable complaints procedure is in place and complaints are handled appropriately.

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

21. Standards are not met consistently with respect to the checks on suitability of staff.

**22. Not all the relevant Standards are met. A schedule of unmet Standards is included in the report.**

## Section 2: Quality of education, training and recreation

23. There is a suitably broad and balanced curriculum in place throughout the school. Pupils' attainment and progress over time is good. From their starting points, this is particularly notable for some pupils in English language and literature. Outcomes are positive in mathematics, English, science and creative areas such as art, music and drama.
24. Teaching is well planned and encourages pupils to take responsibility for their own learning and to aim for high standards. For example, Year 11 business students keenly engage in an economics debate, while art pupils explore different media with a measured curiosity. Year 6 mathematics lessons provide a suitable range of appropriately challenging tasks which are adapted to pupils' abilities. Teaching for children in the Early Years engages and motivates them because staff know the children well, are ambitious in their planning and have high expectations of them.
25. The curriculum is designed to develop pupils' skills in speaking, listening, literacy, and numeracy, with teachers using varied methods to deepen understanding. Regular assessments are used by teachers to adapt lessons. Individual feedback is given which identifies pupils' needs and meets them effectively. Leaders ensure that no pupil faces discrimination, and reasonable adjustments are made for those who have SEND. Individualised support plans are in place, and a new referral system for learning concerns has a positive impact upon communication and support.
26. The variety of extra-curricular activities offer pupils opportunities to develop physical, aesthetic, cerebral and artistic skills beyond the classroom. Pupils appreciate the variety of opportunities, with successes in regional and national competitions highlighting the school's commitment to extending the curriculum. Recreational activities complement academic learning by helping pupils develop a broader skill set. Business education enhances economic understanding, while creative subjects like music, art, and design technology offer outlets for self-expression and innovation. Outdoor spaces enhance pupils' wellbeing by providing room for physical activity during breaks.
27. Leaders ensure that processes are in place to identify and support pupils with specific learning needs, including pupils who speak English as an additional language (EAL). For example, pupils struggling in certain subjects, such as languages, receive additional time with teachers. This individualised approach ensures all groups of pupils can make progress and feel supported in their learning.
28. The school promotes teaching that upholds fundamental British values, such as democracy, the rule of law, and respect for others. In religious studies, pupils develop an understanding of different cultures and perspectives in their work on significant religious leaders. Lessons are inclusive, promoting mutual respect and diversity.
29. Leaders and teachers use a range of means to motivate pupils. The Year 11 mentor system ensures that pupils receive personalised support that enhances their academic and personal growth. Rewards like class points motivate pupils, fostering pride in their work.

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

**30. All the relevant Standards are met.**

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

31. The school successfully prioritises pupils' physical, mental, and emotional wellbeing. Pupils benefit from the personal, social, health and economic education (PSHE) programme, especially the follow-up after discussions. The curriculum promotes self-knowledge and confidence.
32. Mutual trust and respect are integral to the school's ethos. This fosters a respectful, inclusive environment. The school's behaviour and anti-bullying strategies are robust and work effectively. Bullying, if it occurs, is dealt with effectively.
33. The physical education (PE) and extra-curricular activity programmes are successful in promoting pupils' physical and mental health. Pupils enjoy participating in the variety of activities available, with notable successes in competitive sports, both locally and nationally. Praise and affirmation in PE lessons boost pupils' self-esteem, fostering a supportive environment. Staff are well trained to recognise mental health issues, and resources are available to support both staff and pupils, creating a safe, nurturing atmosphere.
34. The school's health and safety protocols and risk assessments are sound; however, when unexpected issues occur, reviews to identify opportunities for improved procedures are not always undertaken promptly. Despite this, the school's risk management approach prioritises pupils' safety. For example, the supervision of pupils throughout the school is consistently effective, ensuring pupils are well monitored and supported in lessons and activities.
35. Effective relationships and sex education (RSE) is integrated into the PSHE curriculum, giving pupils timely insights into all areas of the statutory guidance. Teachers handle sensitive topics with care, ensuring age-appropriate content. The school's approach to RSE helps build emotional resilience, enabling pupils to navigate complex social situations appropriately.
36. The school's premises are well maintained. Regular maintenance of the buildings and adherence to health and safety laws ensure a safe environment for all pupils. Improvements to pupil movement around the site, including improved processes for the separation of traffic, further enhance physical safety.
37. The school demonstrates a considered approach to physical, mental, and emotional health. From nurturing classrooms to strong anti-bullying policies, pupils are supported academically and personally.
38. Provision for first aid is effective, with a suitable number of qualified staff including those trained in paediatric first aid. The school maintains appropriate admissions and attendance records and informs the local authority of any leavers and joiners at non-standard transitions, as required.

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

**39. All the relevant Standards are met.**



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

40. Pupils throughout the school demonstrate respect, politeness, and the ability to follow routines seamlessly during registration, assemblies, and lessons. The purposeful environment promotes pupils' wellbeing and pupils trust the support systems available. Interactions between pupils and staff are typified by mutual respect. Pupils are reflective and responsible, showing maturity in how they evaluate their behaviour. By focusing on principles of right and wrong, the school empowers pupils to consider both their strengths and areas for improvement.
41. The wide range of activities beyond the classroom help pupils to develop skills in teamwork, communication, and leadership. Through initiatives such as volunteering as pen pals for vulnerable people in the local community, singing carols and organising tea parties for care home residents, pupils are not only aware of their own wellbeing but also appreciate the importance of contributing positively to society and recognising and respecting diversity.
42. The curriculum also engages pupils with real-world issues. The Year 11 business curriculum allows pupils to explore the economics of a post-Brexit UK, alongside marketing concepts like the '4 Ps' – Product, Place, Price, and Promotion. The 'Future Fridays' programme provides older pupils with clear guidance on future career paths, further enhancing the school's careers guidance. PSHE lessons emphasise fundamental British values, such as democracy, reinforced by visits from business leaders and the local Member of Parliament, the rule of law, and respect for diverse cultures. Pupils understand, respect and exemplify these values, underscoring the effectiveness of the school's approach.
43. Leadership opportunities through initiatives like the school council allow pupils to represent their peers and participate in school improvement. Year 6 pupils help younger students line up after breaks, illustrating the school's high expectations for pupil responsibility. The PSHE curriculum ensures that students are well informed about options for their future economic wellbeing. Financial literacy is nurtured early on, with younger pupils engaging in role-playing activities like running a class shop, while older pupils learn how accounts such as ISAs can help them to save effectively as young adults.
44. Impartial careers advice highlights a range of career options to older pupils through resources, visiting speakers, and interview practice sessions. This approach begins to prepare pupils for life in British society. Age-appropriate activities like voting on reading books introduce younger pupils to the concept of democracy.
45. In the Early Years Foundation Stage (EYFS), teachers emphasise personal, social, and emotional development, fostering healthy and happy lives from a young age. Weekly class points and 'WOW' moments are sent home to celebrate achievements, promoting strong connections between school and parents. The reward system encourages positive behaviour and academic engagement from early on.

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

**46. All the relevant Standards are met.**

## Safeguarding

47. A suitable safeguarding policy is in place and is reviewed annually to ensure that it reflects relevant statutory guidance. Leaders promote pupils' safety in many areas of their work, by implementing appropriate safeguarding practice.
48. Senior leaders and governors do not ensure that medical declarations and references are received for all staff before they begin work at the school.
49. Staff and governors receive regular safeguarding training and updates. Safeguarding leads are also well trained and make use of tools such as online quizzes to check and reinforce their understanding of staff learning.
50. Staff are knowledgeable about the potential for harm to pupils. They know how to report any safeguarding concerns, including about a colleague or other adults. Detailed safeguarding records are kept and stored securely. Leaders refer to relevant external agencies, when appropriate, including their local designated safeguarding officer.
51. There is a suitable induction programme for new staff and volunteers, which provides them with the necessary understanding of the school's safeguarding policies and procedures. The designated safeguarding lead takes responsibility for ensuring that appropriate online filtering and monitoring is in place and uses procedures recommended in statutory guidance to test its effectiveness.
52. Pupils receive age-appropriate education on how to stay safe, including when they are online. They know how to seek help and are confident to report any worries, knowing that they will be listened to and that their concerns will be taken seriously.
53. The school monitors attendance effectively and has implemented suitable processes for following up any unexplained pupil absence promptly.

### The extent to which the school meets Standards relating to safeguarding

54. Standards are not met consistently with respect to the arrangements made to safeguard and promote the welfare of pupils. Arrangements do not always have regard to guidance issued by the Secretary of State. The school has not always ensured that references and medical declarations are received for all persons before they begin work at the school.
- 55. Not all the relevant Standards are met. A schedule of unmet Standards is included in the report.**

## Schedule of unmet Standards

### Section 1: Leadership and management, and governance

The following standards in this section of the Framework are not met.

Paragraph number	Standard
ISSR <sup>1</sup> Part 8, paragraph 34(1)	The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school –
34(1)(a)	demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently
34(1)(b)	fulfil their responsibilities effectively so that the independent school standards are met consistently; and
34(1)(c)	actively promote the wellbeing of pupils.

### Safeguarding

The following Standards in this section of the Framework are not met.

Paragraph number	Standard
ISSR Part 3, paragraph 7	The standard in this paragraph is met if the proprietor ensures that –
7(a)	arrangements are made to safeguard and promote the welfare of pupils at the school; and
7(b)	such arrangements have regard to any guidance issued by the Secretary of State.
ISSR Part 4, paragraph 18(1)	The standard in this paragraph relates to the suitability of persons appointed as members of staff at the school, other than the proprietor and supply staff.
18(2)	The standard in this paragraph is met if –
18(2)(c)	the proprietor carries out appropriate checks to confirm in respect of each such person –
18(2)(c)(ii)	the person’s medical fitness.
18(3)	The checks referred to in sub-paragraphs (2)(c) and (except where sub-paragraph (4) applies) (2)(e) must be completed before a person’s appointment.
EYFS <sup>2</sup> 3.7	If providers have concerns about children's safety or welfare, they must immediately notify their local authority children's social care team, in line with local reporting procedures, and, in emergencies, the police. Providers must also take into account the government’s statutory

<sup>1</sup> The Education (Independent School Standards) Regulations 2014 ('ISSR')

<sup>2</sup> Early years foundation stage statutory framework ('EYFS')

	<p>guidance ‘Working Together to Safeguard Children’ and ‘Prevent duty guidance for England and Wales’. All schools are required to have regard to the government’s statutory guidance ‘Keeping Children Safe in Education’, and other childcare providers may also find it helpful to read this guidance.</p>
EYFS 3.9	<p>Providers must ensure that people looking after children are suitable; they must have the relevant qualifications, training and have passed any required checks to fulfil their roles. Providers must take appropriate steps to verify qualifications, including in cases where physical evidence cannot be produced. Providers must also ensure that any person who may have regular contact with children (for example, someone living or working on the same premises the early years provision is provided), is suitable.</p>

## School details

<b>School</b>	Leehurst Swan
<b>Department for Education number</b>	865/6026
<b>Registered charity number</b>	8001588
<b>Address</b>	Leehurst Swan 19 Campbell Road Salisbury Wiltshire SP1 3BQ
<b>Phone number</b>	01722 333094
<b>Email address</b>	reception@leehurstswan.org.uk
<b>Website</b>	www.leehurstswan.org.uk
<b>Proprietor</b>	Leehurst Swan Limited
<b>Chair</b>	Mr Stephen Spicer
<b>Headteacher</b>	Mr Clive Marriott
<b>Age range</b>	4 to 16
<b>Number of pupils</b>	186
<b>Date of previous inspection</b>	4 to 5 March 2020

## Information about the school

56. Leehurst Swan is an independent, co-educational day school for pupils from four to sixteen years, situated in the north of the city of Salisbury. The school comprises three sections including an Early Years Foundation Stage (EYFS) reception class, a preparatory department and a senior school. The school is an independent charitable trust whose work is overseen by a board of governors. Since the previous inspection, the school has implemented strategies for improving reading across all ages, introduced new behaviour and rewards, house tutoring and pastoral tracking systems, and revised the school uniform. The Interim Head took up his post on 1st September 2024.
57. The school admits children into the early years setting from the age of four years. Children are taught in one reception class.
58. The school has identified 66 pupils as having special educational needs and/or disabilities. Eleven pupils in the school have an education, health and care (EHC) plan.
59. English is an additional language for 14 pupils.
60. The school states that its aims are to provide a happy, purposeful community based on Christian values in which pupils are educated to the highest standard and learn to appreciate and celebrate the gifts of others and individual interests and talents. The school aims for pupils to establish strong links in the wider community.

## Inspection details

### Inspection dates

17 to 19 September 2024

61. A team of three inspectors visited the school for two and a half days.

62. 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.

63. 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](http://www.isi.net)**.

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For more information, please visit [isi.net](http://isi.net)