



ISI Independent
Schools
Inspectorate

EDUCATIONAL QUALITY INSPECTION

SHREWSBURY LODGE SCHOOL

JUNE 2017



CONTENTS

SCHOOL'S DETAILS	1
PREFACE	2
INSPECTION EVIDENCE	3
1. BACKGROUND INFORMATION	4
About the school	4
What the school seeks to do	4
About the pupils	4
2. KEY FINDINGS	5
Recommendation	5
3. THE QUALITY OF PUPILS' ACADEMIC AND OTHER ACHIEVEMENTS	5
4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT	9

SCHOOL'S DETAILS

School	Shrewsbury Lodge			
DfE number	936/6161			
Registered charity number	277324			
Address	22 Milbourne Lane Esher Surrey KT10 9EA			
Telephone number	01372 462781			
Email address	admin@shrewsburylodge.com			
Head	Mr James Tilly			
Chair of governors	Mr Darren Johns			
Age range	3 to 7			
Number of pupils on roll	136			
	Boys	116	Girls	20
	EYFS	71	Juniors	65
Inspection dates	28 to 29 June 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. Ofsted monitors the work of independent inspectorates on behalf of the DfE, including a sample of inspections, and you can find the latest report on the work of ISI on the Ofsted website.

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 and with governors, observed a sample of the extra-curricular activities that occurred during the inspection period and attended an assembly. Inspectors visited the facilities for the youngest pupils, together with the learning support and educational resource areas. The responses of parents to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mrs Jan Preece	Reporting inspector
Mrs Janet Lowe	Team inspector (Headmistress, ISA school)
Mrs Geraldine Yandell	Team inspector (Head of junior school, ISA school)

1. BACKGROUND INFORMATION

About the school

- 1.1 Shrewsbury Lodge is an independent day school for boys and girls aged between 3 and 7 years. The school was founded in 1912 as Milbourne Lodge Junior School and in 2009 merged with Shrewsbury House Preparatory School to become Shrewsbury Lodge School. It is located on the borders of Esher and Claygate in Surrey. Both Shrewsbury Lodge and Shrewsbury House are administered as a charitable trust by a single governing body. There have been no major changes since the previous inspection, though a new head joined the school in January 2017.
- 1.2 The school has four parallel Nursery classes and two classes in each of Reception, Year 1 and Year 2. When they leave the school, most boys transfer to Shrewsbury House, and some boys and girls move on to other local independent schools.

What the school seeks to do

- 1.3 The school aims to develop the whole child within an environment of academic excellence. Staff seek to create a secure, purposeful, healthy and happy atmosphere where each child is treated as unique, and where all children learn positive attitudes to work and play, developing self-confidence and respect for others. The school aims to blend traditional teaching with the best modern methods and to encourage pupils to become enthusiastic, independent learners.

About the pupils

- 1.4 Most pupils join the school in the Nursery. The majority are from White British families with business and professional backgrounds, who live in towns and villages in the locality.
- 1.5 Standardised test data provided by the school indicate that the ability of the pupils is above average. The school has identified eleven pupils as having special educational needs and/or disabilities (SEND) which include speech, communication and other learning difficulties. One pupil has an education, health and care plan. Eighteen pupils have English as an additional language though very few require additional support. The school identifies pupils with particular abilities, and adapts the curriculum to meet their needs.
- 1.6 National Curriculum nomenclature is used throughout this report to refer to year groups in the school. Where the school's own names differ from those used nationally, the details are given in the table below:

<i>School name</i>	<i>National Curriculum name</i>
Owls, Piglets, Roos and Tiggers	Nursery (3-4 years)

2. KEY FINDINGS

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

- Pupils achieve excellent standards in relation to their age and starting points.
- Pupils' oral communication and reading skills are particularly strong.
- Pupils demonstrate very well-developed skills in information and communication technology (ICT), which they use widely across the curriculum.
- Pupils develop an excellent capacity for independent and creative thinking due to the encouragement they receive to make decisions in their learning and to explain their reasoning.
- Highly positive attitudes towards learning underpin the pupils' success and contribute strongly to their good progress.

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

- Throughout the school, pupils are happy and proud of all they achieve.
- Pupils have a strong sense of self and a growing understanding of their relative strengths and weaknesses, and how to improve their learning.
- Pupils' moral sense is well developed; they understand the consequences of their actions and the reason for rules.
- Pupils demonstrate a strong ability to work successfully as a team and display mutual respect to one another.

Recommendation

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

- Ensuring that the marking policy fully reflects the school's philosophy on assessment and is implemented consistently, ensuring that pupils always receive clear guidance as to how to improve their learning and hence even further improve their high levels of achievement.

3. THE QUALITY OF PUPILS' ACADEMIC AND OTHER ACHIEVEMENTS

- 3.1 The quality of pupils' academic and other achievements is excellent.
- 3.2 Pupils become enthusiastic, independent learners as a result of the school successfully fulfilling its aims to develop the whole child within an environment of academic excellence, by blending traditional teaching with the best modern methods.
- 3.3 Pupils achieve excellent standards in relation to their age and starting points. A large majority of children make rapid progress in the Early Years Foundation Stage (EYFS) and exceed the levels expected nationally for children at the end of Reception. Children achieve particularly strongly in communication and language, reading, mathematics, understanding of the world and physical development. Standardised tests taken by pupils in Years 1 and 2 indicate that they make good progress in reading and mathematics in relation to pupils of similar ability. When they leave the school, most pupils are reading at levels well above their chronological age. Pupils who receive support for SEND make similar good progress; their reading and spelling levels advance significantly so that they often catch up with their peers. This is as a result of a well-organised assessment system which is used to track all pupils' progress systematically and, through careful analysis, effective interventions are provided. The most able pupils make similar progress as they are provided with open-ended and challenging activities which promote deeper thinking. Results from assessment data are confirmed through scrutiny of pupils' work over the year which demonstrates that they make at least good and often rapid progress. In interview, pupils expressed confidence in their progress. In their pre-inspection questionnaire responses, most parents agreed that teaching enables their children to make good progress and develop skills for the future, and that the range of subjects is suitable. A few indicated dissatisfaction with information they are provided about their children's performance and progress. Inspection evidence found that the annual report is personal and informative, and that it is supplemented by parents' evenings and an open-door policy. As part of rigorous self-evaluation, the new leadership has identified communication of information relating to progress as an area for further improvement. The governing body monitors pupils' progress carefully through the work of the Trust's Education Committee. This includes support from a governor nominated for the EYFS and another nominated for SEND, and enables both trust schools to share good practice in teaching and learning, in order to establish educational priorities to further improve the high level of achievement.
- 3.4 Throughout the school, pupils demonstrate excellent knowledge and understanding in relation to their ages and abilities. Their oral communication is particularly strong. From the Nursery where children can express their needs and ideas confidently, pupils are highly articulate and are able to ask as well as answer questions. Teaching promotes pupils' curiosity, such as encouraging them to pose questions at the start of a topic, displayed on a Wonder Wall. A strong aspect of pupils' communication skills is their increasing ability to listen attentively, not only to their teachers but to one another. Pupils were able to remember and present confidently their parts in the school production of *The Wind in the Willows* which was observed during the inspection. Pupils have a secure knowledge of phonic skills which enables them to read fluently and expressively for their ages, and employ effective strategies to decode unfamiliar words. By the end of the EYFS, children's writing uses their phonetic knowledge and is developing cursive script. Work on display demonstrates the considerable progress in writing that pupils have made over the course of the year. This shows strong grammatical and spelling capability for their age. Scrutiny of pupils' work shows some disparity between their ability to express their ideas in writing and their knowledge and imagination demonstrated in lessons. Nevertheless, the standard of writing overall is good.

- 3.5 Pupils develop excellent numeracy skills which are well grounded in a strong practical understanding of numbers and mathematical operations, which the leadership has made a focus this year. Children in the Nursery accurately use language relating to capacity, and those in Reception work confidently to add sums of money and calculate the change needed. Older pupils are assured in their use of mathematical language and estimation when solving problems and understand the place of mathematics in the world outside the classroom; they stated that measuring is used by architects and in cookery, and is therefore an important skill. Pupils make very capable and confident use of ICT in relation to their age, which is integrated particularly well across the curriculum. Children in the EYFS use a horizontal whiteboard to practise shape-matching games and to create pictures, programme remote-controlled toys and use tablet computers to write a story. Older pupils use ICT for research in the humanities, art and physical education (PE), to reinforce number concepts, for coding and to develop typing skills.
- 3.6 As they progress through the school, pupils develop a mature capacity for independent and creative thinking. This is displayed in excellent imaginative and investigative play in the Nursery; when discovering the properties of water, children found that a sponge will funnel water into a narrow-necked vessel and altered the shape of a sail to prevent a boat toppling over. Throughout the school, pupils' reasoning is effectively developed by adept questioning of teachers which not only assesses their understanding but probes and extends thinking. Older pupils demonstrate great initiative and independence, such as when fetching and setting out props and placing themselves in the right spot on stage for a production. Older pupils and particularly the more able demonstrated that they can use hypothesis to explain their understanding of the Great Fire of London, and are beginning to use inference when demonstrating their understanding of text in English. Pupils completed independent research for an enquiry task on a seaside place of their choice and then provided sensible reasons regarding why they may or may not want to visit it.
- 3.7 Pupils' competencies are very well-developed in the core subjects and are also very effectively applied across the curriculum. Teachers know their pupils very well and create well-planned learning experiences which encourage and nurture achievement. Teaching by subject specialists, for example in music and PE, is provided for all pupils including those in the EYFS, and ensures that enthusiasm and expertise captures pupils' interest and promotes effort. Pupils demonstrate excellent observational skills such as when sketching creatures in a rock pool. Their musicality is well-developed; children in the Nursery have a good understanding of pitch and many sing tunefully, and older pupils use percussion sensitively to accompany songs. Children in Reception demonstrated excellent recall of key facts about their topic on minibeasts, and older pupils displayed a strong understanding of past and present as they compared and contrasted locations in a topic that linked learning in history and geography very successfully. Much learning has a firm foundation since it is grounded in practical work, such as in science where physical activities reinforced pupils' knowledge of the skeleton.
- 3.8 Children in the EYFS develop proficient physical skills such as throwing, catching and kicking balls, as well as balancing. Pupils' fine motor skills such as cutting are well-developed due to the many opportunities they are provided throughout the school to practise these, supported by suitable resources such as adapted scissors. The pupils play an active and confident part in school performances, and in so doing discover and develop their interests and abilities. Many learn a musical instrument and take speech and drama examinations, and others sing in choirs. By the time they leave the school, pupils have gained the personal skills necessary to compete or perform successfully through their participation in events such as sporting tournaments and music festivals.

- 3.9 A notable factor in the pupils' successful learning is their highly positive attitudes which are demonstrated both in their capacity to work independently with perseverance and initiative, as well as collaboratively. They are eager to learn and participate enthusiastically and with great enjoyment in lessons. Pupils are not frightened to take risks and are patient with one another as they feel very secure in their class environment.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

- 4.1 The quality of the pupils' personal development is excellent.
- 4.2 Pupils' excellent personal development is in full accordance with the school's aim to create a secure, purposeful, healthy and happy atmosphere where each child is treated as unique, and where all children learn positive attitudes to work and play, developing self-confidence and respect for others.
- 4.3 The natural optimism of children in the EYFS is carefully channelled and developed within a welcoming and secure environment, ensuring that pupils develop a strong sense of self and become increasingly self-confident as they move through the school. In interview, the oldest pupils expressed that they have learned to believe in themselves. They said that it does not matter if they try but get something wrong, and that the teachers inspire them to work to the best of their ability. Staff use role-play, particularly persona dolls, to assist pupils, especially those in the EYFS, in developing the resilience to manage both success and disappointment. Younger pupils approach the day positively and are confident about changes in routines due to teachers always taking time to explain what is happening. Pupils display strong self-awareness for their age; one explained that they realise that it is their good memory that enables them to get their spellings right, and another said that they have overcome their struggle with fractions through working hard. Teachers develop this capacity through providing younger pupils time to think and express themselves. Older pupils are able to provide and receive constructive criticism since they are taught this skill sensitively and incrementally. Pupils have a good understanding of their learning progress through effective oral feedback including praise for effort during lessons. In the best marking, teacher input contributes strongly to improving this understanding. Marking is inconsistent regarding the checking of whether corrections have been made or indicating a next step for improvement.
- 4.4 From the EYFS, children develop a strong capacity to make decisions which gives them ownership of their learning, as teachers ensure that they are provided plentiful opportunities in which to do so. For example, children in the Nursery tell the teacher whether they want a hard or easier throw in PE, and older pupils in French decide which level of activity best meets their needs. Children in the EYFS access toys, and older pupils access practical resources, independently in classrooms which are well-arranged to promote self-selection. As pupils grow older, the capacity for understanding the consequences of their decisions is well-developed since teachers support and guide them, such as in dispute resolution. Consequently, older pupils are confident that they can think for themselves and said that they attempt to resolve issues independently before seeking adult assistance.
- 4.5 Pupils display a well-developed spiritual awareness appropriate to their young age. They are demonstrably happy in themselves, and from Nursery are encouraged to explore non-material attributes such as happiness, using activities and resources which promote their interest and understanding. Pupils display a ready appreciation of effort and of one another's skills in assemblies which encourage the celebration of success and respect for one another. They have a clear understanding for their age of intangible values such as pride, honesty, courage and respect, gained from the whole-school focus given to the exploration of a word of the month. Pupils demonstrate a keen fascination for the natural world, promoted by their interest and enjoyment in their regular woodland activities.

- 4.6 As they progress through the school, pupils develop a strong moral sense which enables them to understand that they need to take responsibility for their actions. Children in the EYFS begin to understand the value of honesty when things go wrong due to focused praise and support from staff in helping them work out how to rectify a situation. By the time they leave the school, pupils appreciate that telling the truth earns others' trust, and said that they aspire to achieve this. Pupils in Years 1 and 2 respect the value of the class rules, and the leadership keeps school rules to a minimum so that they are easily remembered. Senior leaders ensure that pupils are reminded of desirable values through posters which are prominently displayed around the school. The pupils' exemplary behaviour is based on their positive response to the warm relationships created by their teachers. Older pupils understand that they have a responsibility to be good role models to the younger ones and that upholding rules is a collective responsibility.
- 4.7 By the time they leave the school, pupils display an excellent ability to work as a team due to highly effective guidance which starts in the EYFS. In the EYFS, where children are willing but have not always acquired the skills to work together, they are supported in their social development so that they learn to be patient, share and take turns. Older pupils provide and receive peer appraisal maturely due to the accepting ethos created in the school and the many class activities planned to develop collaborative working. The pupils are genuinely pleasant with one another; one pupil stated 'we are like a unit – we just work together'. Pupils throughout the school take on responsibilities willingly and in their final year exercise posts of responsibility such as house and games captains, head chorister, library and garden monitors conscientiously. They are knowledgeable about the charities that the school supports, and older pupils are aware that not all share their fortunate position. Pupils are proud to take their place on the school council and described improvements they perceive to have come from this. The pupils are developing an understanding of democracy, as observed in displays of election polling cards and their ability to vote in debates. They contribute to the community by taking part in local festivals and singing at care homes in the locality.
- 4.8 Pupils have an excellent understanding of how to keep themselves safe which is gained through specific teaching in pool safety, in their woodland learning sessions, and through the provision of bicycle and scooter safety courses. Relative to their age, they also understand e-safety due to regular reminders in school. Children in the EYFS can identify healthy food and understand that water is beneficial. Pupils' good knowledge of a healthy lifestyle is well promoted in science, topics, and personal, social and health education. All pupils appreciate the significance of exercise to their health and enjoy the many opportunities they are provided for sport, including swimming.
- 4.9 Pupils demonstrate a mature ability to get on well with each other, articulating that difference is a positive characteristic and that people can be friends regardless of their differences. This view is strongly supported by the school's inclusive ethos, epitomised by the words 'We are all the same but different' being prominently displayed in the hall. Pupils are very interested in learning about other religions and cultures, enjoying particularly parental visits to help them develop their knowledge and understanding of cultural traditions. Consequently, pupils respect each other regardless of their cultural background. All parents' questionnaire responses agreed that the school actively promotes values of democracy, respect and tolerance of those with different faiths and beliefs, and an overwhelming majority of these responses also indicated that the school promotes an environment which successfully supports their children's personal development.